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**EXPLORING STUDENTS' LEARNING STYLES
IN ENGLISH LEARNING PROCESS
(A Case Study at SMPN 1 Bengkalis)**

THESIS

**Submitted to State Islamic University Sultan Syarif Kasim Riau
In Partial fulfillment of the requirement for the degree of
Magister in English Education**



BY:

NURAINA YULISDA
21790115860

**POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
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1443 H./2021 M.**



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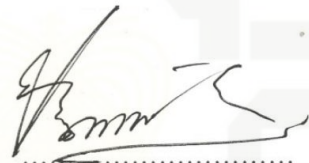
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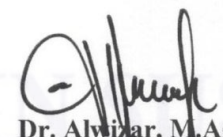
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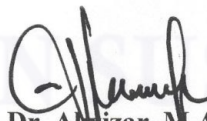
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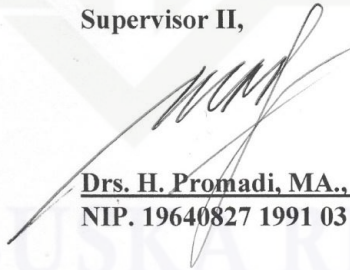
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah he Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing, and health to complete this academic requirement. Shalawat and salaam are forever for a noble character, the prophet Muhammad SAW., who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

This thesis is written and intended to submit in partial requirements for the master degree in English Education at Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis entitled “Exploring Students’ Learning Styles in English Learning Process (A Case Study at SMPN 1 Bengkalis)”.

I realize that there are still many weaknesses on this research. Therefore, the suggestions are needed to improve this research. Then, I would like to express my gratitude and special thanks to all of persons who below given me meaningful advise, guidance and help to complete this thesis.

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2. **Prof. Dr. H. IlyasHusti, MA.**, as the Director of Postgraduate Program State Islamic University of Sultan Syarif Kasim Riau.



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3. **Dr. Zaitun, M.Ag.**, as the Deputy Director of Postgraduate Program State Islamic University of Sultan SyarifKasim Riau.
4. **Dr. Alwizar, M.Ag.**, as the Chairperson of Islamic Education Postgraduate Program at State Islamic University of Sultan SyarifKasim Riau.
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Finally, the writer really realizes many weaknesses of the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this final project. May Allah Almighty, the lord of universe bless you all, insyaAllahaamiin.

Pekanbaru, August 25th 2021
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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W

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هـ	Ha	H
ء	Hamzah	ء
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance العمة written *al-ammah*

3. Short Vowel

Fathah is written *a*, for instance الشريعة (syari'ah), Kasrah is written *i*, for instance الجبالي (al-Jibali) and dhommah is written *u*, for instance زولو ما (zhuluman).

4. Double Vowel

وا is written *aw*, وا is written *uw*, يا is written *ay*, and يا is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse *h*, for instance الشريعة is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance al-maytatu in Arabic: الميتاتو

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبد الله)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling

ABSTRACT

Nuraina Yulisda, (2021): Exploring students' Learning Styles in English Learning Process

Every students learn different from the other in the way they learn English. This study deals with students' learning styles. It is aimed to describe the type of students' learning style, and how the teacher accommodates the students' learning styles. This research was carried by using descriptive qualitative. The researcher used questionnaire and interview in collecting data. The data from documentation are classified into three types of learning style. There are visual style, auditory style, and kinesthetic style. The researcher observed at the second grade students of SMPN 1 Bengkalis. The researcher found different learning style on students. The total of visual learners are 58,6%, and the kinaesthetic learners are 21,8%, and auditory learners are 19,5%. This research showed that the teacher accommodates students based on their learning styles by using different kind of technique such as discussion, role play, jigsaw, sing a song, and game. The teacher also uses some mediain English learning such as pictures and flashcard of English vocabularies.

Keywords: *Learning styles, English learning, visual learner*

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ABSTRAK

Nuraina Yulida, (2021): Mengeksplorasi Gaya Belajar Siswa Di dalam Proses Belajar Bahasa Inggris

Penelitian ini membahas tentang gaya belajar siswa dalam proses pembelajaran Bahasa Inggris. Hal ini bertujuan untuk mendeskripsikan tipe gaya belajar siswa di dalam belajar Bahasa Inggris, bagaimana gaya belajar siswa didalam kelas bahasa inggris dan bagaimana guru mengakomodasi gaya belajar siswa. Penelitian ini dilakukan dengan menggunakan deskriptif kualitatif. Penelitian menggunakan kuesioner dan wawancara dalam mengumpulkan data. Penelitian menemukan gaya belajar yang berbeda pada siswa. Jumlah peserta didik visual adalah 58,6% dan peserta didik kinestetik adalah 21,8% dan peserta didik auditori adalah 19,5%. Penelitian ini menunjukkan bahwa guru mengakomodasi siswa berdasarkan gaya belajar mereka dengan menggunakan berbagai jenis teknik seperti diskusi, role play, jigsaw, menyanyikan lagu, dan permainan. Guru juga menggunakan beberapa media dalam pembelajaran bahasa Inggris seperti gambar dan flashcard kosakata bahasa Inggris.

Kata kunci: *Gaya belajar, pembelajaran VAK (Visual, Audio, Kinestetik), pembelajaran Bahasa Inggris*

ملخص البحث

نورينا يوليسدا، (2021): استكشاف أساليب تعلم الطلاب في عملية تعليم اللغة الإنجليزية

تناقش هذا البحث أساليب تعلم الطلاب في عملية تعليم اللغة الإنجليزية. ويهدف إلى وصف أنواع أنماط تعلم الطلاب في تعليم اللغة الإنجليزية، وكيف أن أساليب تعلم الطلاب في فصول اللغة الإنجليزية وكيف يستوعب المعلمون أساليب تعلم الطلاب. تم إجراء هذا البحث باستخدام الوصف النوعي. استخدم البحث الاستبيانات والمقابلات في جمع البيانات، ووجدت الدراسة أنماط تعليم مختلفة لدى الطلاب. بلغ عدد المتعلمين البصريين 58,6% (15 من 29 طالبًا)، والمتعلمون السمعيون 19,5% (6 من 29 طالبًا)، والمتعلمون الحركية 21,8% (8 من 29 طالبًا). توضح هذا البحث أن المعلمين يستوعبون الطلاب بناءً على أساليب التعليم الخاصة بهم باستخدام أنواع مختلفة من التقنيات مثل المناقشة ولعب الأدوار والتركيب والأغاني الغنائية والألعاب. كما يستخدم المعلم العديد من الوسائط في تعليم اللغة الإنجليزية مثل الصور والبطاقات التعليمية لمفردات اللغة الإنجليزية.

الكلمات الرئيسية: أسلوب التعليم، تعليم VAK (بصري، صوتي، حركي) (تعليم اللغة الإنجليزية).

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English is very important, because English has become an international language. English is taught as compulsory subject from junior high school up to the university level. Learning English is carried out so that students are able to improve their competence and language skills in various communication contexts in everyday life (kemedikbud, 2016). Furthermore, Siahaan (2018) stated that the important of learning English is preparing students able to use English communications actively. It can be concluded that learning English can help students to improve themselves both in academic and life skill.

Curriculum is the main of educational pattern to reach the educational goals. The characteristic of Curriculum 2013 is the using of scientific approach as one approach that encourages students to learn actively in developing attitude, knowledge, and skill (Bulan et.al, 2020). The demand of the 2013 Curriculum in Junior High School, especially in learning English, students are able to learn by their own way and based on their ability. In mastery learning, students are able to learn all materials with good evaluation based on appropriate learning system. In conclusion, the Curriculum 2013 requires the students to develop their knowledge based on their own potential. The students learn from what they get inside and outside learning process naturally. Besides of that, in the curriculum 2013,



students are expected more active in finding the information, not only from the teacher, but they have to be creative in searching for the materials for themselves. It is closely related to one of the purposes of curriculum 2013, which is increasing the independence of students in learning (Rahman & Bahar, 2019).

Improving the quality of learning English as a foreign language to support student success is influenced by several factors. The internal factors are the physical condition, skill, interest, intelligent and learning style. Meanwhile, the external factors are learning strategy, family, friends, school, and environment (Slameto, 2010). Every student has different ways to learn something. They come from different backgrounds and conditions when they come to the classroom. Consequently, learners' confidence will increase, and teachers' control over learners will lessen. At this point, learners become the center of the learning process and control their learning while teachers act as facilitators (Gilakjani and Ahmadi, 2011). This condition can be seen based on interviews with the students at the school where the research was conducted. The researcher found that students learn by different ways to understand the material. This finding is supported by their English teacher who explained that the students are active in the class and they also learn in different ways. The teacher also said that based on students' achievement, most students at the eighth grade of SMPN 1 Bengkalis got a score higher than KKM. It means that most of the students have a good achievement in English learning process.

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The different way that the student did to learn called learning style. Hillard (2001), stated that learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. Learning style preference is one aspect of learning, and refers to the choice of one learning situation or condition over another. Learning style is owned by humans in absorbing, organizing and processing information received (Wahab & Nuraeni, 2020). It can be concluded that learning style is the way learning done by students that appropriate with their loving to do in learning process.

Jensen and Nickelsen (2011) divide learner types into three parts, such as visual learner, kinesthetic learner, and auditory learner. Each learner type displays several activities inside and outside classroom. Most of students may have some general idea about how to learn better. For example, they use visual guidance like short-card to memorize some vocabularies and use it as memory-card when they forget them. Another example they like listening English song and see the lyric of the song.

The importance of student's learning style observed in the English learning process is that if the teaching style of teacher matches the student's learning style, the result of their learning will be better (Banner and Rainer, 2000). With the same tone, Oxford (2003) adds that if the learning style and the learning strategy of students go well with the teaching method and the learning materials used by the teacher the students will be very possible to succeed, have a better self-confidence, and a low 'anxiety'; and on the other hand if there is unsuitability



between the learning style and the learning strategy of students with the teaching method and the teaching materials of teacher, the students' learning result will be poor and they will not have self- confidence and will experience significant anxiety.

Research about learning styles had been conducted by Decapua and Wintergerst (2001), they investigated the learning styles of college and university Russian-speaking students of English as a second language (ESL) through an analysis of their responses to perceptual learning styles preference. The finding of this research indicate that the preferred learning style of these Russian-speaking students is kinesthetic, and closely followed by auditory learning style. Another research was done by Akbarov and Obralic, (2012), to determine the perceptual learning styles of students at the International University of Sarajevo. The finding of this research from the data indicate that the most representative and popular style was the visual learning style, this means that individuals learned by seeing words in books on the chalkboard, and in workbooks. They also remember and understand informations and instructions better if they read them.

Rajshree S. Vaishnav (2013) who also did the research about Learning Style and Academic Achievement of Secondary School Students. The findings of the research reveal that kinesthetic learning style was found to be more prevalent than visual and auditory learning style. There existed positive high correlation between kinesthetic learning style and academic achievement of students. Very negligible positive correlation was found between visual learning style and

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academic achievement of students. Whereas positive low correlation between auditory learning style and academic achievement of students. The main effects of the three variables, visual, auditory and kinesthetic, are significant on academic achievement.

In this case, the researcher conducted the research at the schoolbased on the finding and the fact that the reserarcher found in the school. The research conducted in SMP 1 Bengkalis. The researcher found that students learn by different ways to understand the material and most of students at eight grade get score higher than KKM. It means that most of the students have a good achivement in English learning process. So, it become important to this research explore the learning style use by students that makes them got a good score in English class.

For this reason the researcher conducted the study with deep exploration about the students' learning styles in English learning process. By knowing the students' learning styles, it will improve the students' capability in learning English. The students have motivation to learn English better because their teacher teach them in accordance with the ways how they learn and for the teacher can improve a good learning environment, challenging and exciting include deciding appropriate technique, strategy, or learning styles for processing learning materials to overcome students' different learning style in English learning process.

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1.2 Statement of the Problem

Considering to the phenomena described above, the importance of learning English is apparent. It was to improve students' competence and language skills in various communication contexts in everyday life. Improving the quality of learning English to support student success is influenced by several factors and the dominant factor is learning style. The importance of knowing students' learning style is the students have a better self-confidence, and a low anxiety because the teaching style of teacher matches the student's learning style.

A numerous studies have been conducted pertaining to the issue of students learning styles in English learning process. Among of those studies were Decapua and Wintergerst (2001). The finding of this research indicate that the preferred learning style of these Russian-speaking students is kinesthetic, and closely followed by auditory learning style. Another research was done by Akbarov and Obralic, (2012), they found that the most representative and popular style was the visual learning style, this means that individuals learned by seeing words in books on the chalkboard, and in workbooks. They also remember and understand informations and instructions better if they read them.

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positive correlation was found between visual learning style and academic achievement of students. Whereas positive low correlation between auditory learning style and academic achievement of students. The main effects of the three variables, visual, auditory and kinesthetic, are significant on academic achievement.

Despite some studies have been conducted related to students' learning styles, most of the researches conducted in the university level. So, the analysis of students' learning style for junior high school students still needed to explore. Based on the preliminary interview, the researcher found that students learn by different ways to understand the material and most of the students at the grade of SMP 1 Bengkalis have a good achievement in English learning process. So, it become important to this research explore the learning style use by students that makes them got a good score in English class. The researcher interested to conduct the research entitled "EXPLORING STUDENTS' LEARNING STYLES IN ENGLISH LEARNING PROCESS (A CASE STUDY AT SMPN 1 BENGKALIS)".

1.3 Limitation of the Problem

Based on the statement of the problem above, it's necessary to limit the problem in order to focus on this study. This research conducted to explore the students' learning style in the learning English that used by the eleventh grade of SMPN 1 Bengkalis. In this research, the researcher only focuses on VAK learning styles model which consists of Visual, Auditory and Kinesthetic concepts by Joy

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M. Reid. As such, the findings focused only towards the VAK model. The reason why the VAK dimensions were selected for the research is to focus only on the main learning styles that are commonly used in English language classes in Bengkalis.

1.4 The Research Question

Based on the background of the study above, the problems of the study can be formulated as follows:

1. What are learning style used by the students of second grade of SMPN 1 Bengkalis?
2. How does the teacher accommodate the students' learning styles in English Learning at the second grade of SMPN 1 Bengkalis?

1.5 The Objective of the research

In line with the research questions, the objective of this research are:

1. To explore the learning style used by the students at SMPN 1 Bengkalis?
2. To explore how does the teacher accommodate the students' learningstyles in English Learning at the second grade of SMPN 1 Bengkalis?

1.6 The Significance of the Research

This study has importantly considered to cover the usefulness for the students, the teachers, and the researchers. Theoretically, this research expected to support and to add the referential knowledge on the students' learning styles and their implication in English teaching. This elaborated the enhancement and



effectiveness in the theory of language teaching. As a reference for other researchers who want to study about types of students' learning style that used in learning English and their strategies in learning.

Practically the significant this research is for the students. The study can enhance students' language acquisition in relation to learning motivation. It was improve the students' capability in learning English. The students have motivation to learn English better and because their teachers teach them in accordance with the ways how they learn. For the teachers, it was expected that the teachers can identify their students' learning styles and match them with their teaching methods in teaching English. It was stimulated in finding a new approach which is appropriate for teaching English based on the students' learning styles. It also helps the teachers to do their jobs professionally and innovatively in teaching English. Further, it was encouraged them to develop creativity in improving teaching learning process, and improving the teachers' capability in conducting teaching learning process in the classroom.

1.7 The Definition of Key Terms

To avoid the misunderstanding and misinterpretation about the title, the researcher divides the title into some key terms:

1. Learning English

Learning is a process of acquiring knowledge. According to Huda (2016), "Learning is result of memory, cognition, and metacognition that have influenced on understanding". According to the definition, the researcher

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concluded that learning English is the activity of gaining knowledge about English by studying.

2. Learning style

Learning style is combination of how they absorb and then organize and process the information. Learning styles relate to the way in which different individuals learn. In this research, learning style means the way how individuals learn. In one case, learning style would help students learn more effectively when they learn through their own initiative (DePorter & Hernacki, 1999).

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CHAPTER II

LITERATURE REVIEW

2.1 Learning Styles

The term of “learning styles” speaks to the understanding that every student learn differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. There are number definitions of the term “learning styles” according to the experts. Brown (2007) states that style is the terms refer to the consistent and rather enduring tendencies or preferences within an individual. More, Brown (2000) defines that styles related to the personality such as extroversion, self-esteem, and anxiety or to cognitive such as left/ right brain orientation, ambiguity tolerance, and field sensitivity that differentiate one person to another in learning.

However, Oxford (2003) defines that learning styles as the general approach such as visual or auditory, which students use in acquiring new language or learning or in learning another subject. Furthermore Dunn and Griggs cited in Oxford (2003) also state that learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others”. According to Nunan (1991: 168) defines that the terms *learning style* refers to any individuals’ preferred ways of going about learning. It is generally considered that one’s learning styles will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience.



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John W. Santrock (2011) define that students' learning style is students' preferred ways to use their abilities in learning. Meanwhile, Harmer (2007) stated that learning style is all students respond to various stimuli (such as picture, sound, music, movement, etc.) but for most of them, is more powerful than the others in enabling them to learn and remember what they have learnt.

Kolb (1984) also defines that learning style is a method of personal choice to perceive and process information. Each people have an exactly method for their self when they understand about information. Shuell explains that different ways used by individuals to process and organize information or to respond to environmental stimuli refer to their learning styles.

Thus, from definitions above, it can be conclude that learning style is students preference way to get, absorb and process the information about learning material in learning process. Therefore, learning style can have a key role to play in helping to consider the most effective learning environment for students with such needs.

2.2 Types of Learning Styles

There are several kinds of learning styles. In this research, the researcher focuses on the learning styles on human physical sense. They are Visual, Auditory, and Kinesthetic (VAK). Moreover, other models such as: The Myers-Briggs type indicator (MBTI), Kolb's Learning Style Model, and Felder-Silverman Learning Style Model will be explained in brief.

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1. Visual, Auditory, Kinesthetic (VAK)

There are various instruments used to determine a student's learning style. Pritchard (2009) found that learning styles come from a different, but obviously related, area of human research, namely Neuro-Linguistic Programming (NLP). Neuro-Linguistic Programming is concerned with how we communicate and how this affects our learning. Over many years, and through many research projects, including close and detailed observation of the way we communicate, three particular learning styles – visual, auditory and kinaesthetic have been identified.

The first is visual. Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters, and display (Pitchard, 2009). According to Herod (2004), learners with a visual style prefer to use their eyes to learn; that is, see something in writing, watch a demonstration or video, and so on. In order to learn most effectively, these learners need to “see” the information or material in one form or another, thus the use of visual aids such will enhance learning.

The second is auditory learning. Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories, and audio tapes (Pitchard, 2009). Auditory learners often talk to themselves. They also may move their lips and read out loud. They may have difficulty with



reading and writing tasks. They often do better talking to a colleague or a tape recorder and hearing what was said (Sabatova, 2008).

According to Herod (2004), learners with an auditory style will prefer to use their hearing to learn; that is, listen to a lecture about a certain topic rather than read about it, talk about the material with others or through “self-talk” (talking to themselves “in their heads”). Indeed, listening is the best way in learning for the auditory learners. They enjoy to listen the material of study.

The third is kinesthetic. Kinesthetic learners prefer to learn by doing. They enjoy physical activity, field trips, manipulating objects, and other practical, first-hand experience (Pitchard, 2009). Learners who prefer this style can be thought of as “hands on” learners, that is, they need to do an activity, practice a skill or manipulate material physically in order to learn most effectively (Herod, 2004). Indeed, the kinaesthetic learners feel confident to learn by doing. They can get and understand the information if they are involved physically in learning process.

2. The Myers-Briggs Type Indicator (MBTI)

According to Pritchard (2009), The Myers-Briggs Type Indicator (MBTI) system is a means of establishing an individual’s personality profile and is used widely in aptitude testing for employment. Designed as a tool for investigating the many different strands of personality type, the MBTI also has something for teachers to be aware of. Sabatova (2008) found that the myers-briggs model classifies students according to their

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preferences on scales derived from psychologist Carl Jung's theory of psychological types. The first, extraverts (try things out, focus on the outer world of people) or Introverts (think things through, focus on the inner world of ideas). Second, sensors (practical, detail-oriented, focus on facts and procedures) or Intuitors (imaginative, concept-oriented, focus on meanings and possibilities). Third, thinkers (skeptical, tend to make decisions based on logic and rules) or Feelers (appreciative, tend to make decisions based on personal and humanistic considerations). The last judgers (set and follow agendas, seek closure even with incomplete data) or Perceivers (adapt to changing circumstances, resist closure to obtain more data).

Pritchard (2009) stated that The Myers-Briggs Type Indicator type preferences can be combined to give 16 different learning style types. For example, one learner may be an E-S-T-P (extrovert, sensor, thinker, and perceiver) and another may be an I-N-F-J (introvert, intuitor, feeler, judger). Indeed, The Myers-Briggs Type Indicator is the indicator that is used to determine the personality of people.

3. Kolb's Learning Style Model

According to Sabatova (2008), Kolb's learning theory sets out four distinct learning styles which are based on a four-stage learning cycle. In this respect, Kolb's model differs from others since it offers both a way to understand individual learning styles, which he named the "Learning Styles Inventory"(LSI), and also an explanation of a cycle of "experiential



learning" that applies to all learners. Kolb (in Sabatova, 2008) follows four main type of learning. The first, concrete experience based on a question, ‘What is it?’, second, reflective observation with a typical question, ‘What does it mean?’, third, abstract conceptualization and the typical question, ‘What follows on?’, and the last, active experimentation with typical questions, ‘How does it function?’.

Moreover, Pritchard (2009) stated that, four general learning types of Kolb’s learning styles build upon over two dimensions, as follows: a) the concrete experience mode or the abstract conceptualization mode (the dimension concerning how the learner takes in information), b) the active experimentation mode or the reflective observation mode (the dimension concerning how the learner internalizes information).

Kolb describes four general learning types based on the two dimensions. The first, diverger (concrete, reflective). Diverging learners often use the question ‘Why?’ and they respond well to explanations of how new material relates to their experience and interests. Diverging learners prefer to learn by observation, brainstorming and gathering information. They are imaginative and sensitive. Second, assimilator (abstract, reflective). In this dimension learners often use the question ‘What?’ and respond well to information presented in an organized, logical fashion. They benefit if they are given time for reflection. Assimilating learners prefer to learn by putting information in concise logical order and using reflective observation. Third, converger (abstract, active).

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Converging learners often use the question ‘How?’ and respond to having opportunities to work actively on well-defined tasks. They learn by trial and error in an environment that allows them to fail safely. Converging learners like to learn by solving problems and doing technical tasks, and are good at finding practical uses for ideas. The last, accommodator (concrete, active). This type learners often use the question ‘What if?’ and respond well when they are able to apply new material in problem-solving situations. Accommodating learners are people-oriented, hands-on learners and rely on feelings rather than logic.

4. Felder-Silver Learning Style Model

According to Pritchard (2009), The Felder-Silverman Learning Style Model is another a system for describing learning style. It has many similarities with the other systems and classifies learners as: 1) sensing learners who prefer the concrete, are practical, and are oriented toward facts and procedures; or intuitive learners who prefer the conceptual, are innovative, and oriented towards theories and meanings; 2) visual learners who prefer visual representations of material – pictures, diagrams, flow charts; or verbal learners who prefer written and spoken explanations; 3) inductive learners who prefer to consider topics by moving from the specific to the general; or deductive learners who prefer to consider topics by moving from the general to the specific; 4) active learners who learn by trying things out and working with others; or reflective learners who learn by thinking things through and working alone; 5) sequential learners who

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prefer to work in a linear, orderly fashion and prefer to learn in small incremental steps; or global learners who prefer to take a holistic view and learn by taking large steps forward.

5. Joy M Reid's Learning Style Model

Reid (1998) stated that there are three learning styles. Some students learn primarily with their eyes as visual learners or with their hear as auditory learners and some students prefer to learn by experience or practice as kinesthetic learners.

Visual learning style means connecting with seeing or sight. According to Yong, Visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information. They organize the knowledge in terms of spatial interrelationships among ideas and store it graphically. There are some characteristics of the students' visual learning style; they can memorize the material better when it is presented by using visual media such as: power point presentations, videos, pictures, diagrams and graphs. Visual learners typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding.

Furthermore, Myra Pollack stated that students learn best by seeing and they will find the information when it is explained by the aids of textbooks, charts, pictures, course outlines and graphics. Visual learners like to keep their eyes on the teacher by sitting in front of the class and watching the teacher closely. Stephen James Minton stated, "Essentially,

visual learners learn best from what they can see”. They can respond and remember best the learning material through eyes. Similarly, Daiek and Anter (2004) explained that visual learning is learning through seeing; reading, watching people, videotapes and television. Their visual learning characteristics are using guided imaginery, forming pictures in mind, using notebooks, seeing parts of words, watching movies on subjects, using color codes, using flow charts, underlining in color, drawing pictures, using cue words, using study cards, using charts, graphs and maps, drawing on or using drawings, using exhibits, using photographs, using mind maps and acrostics and selecting courses that are reading-centered.

Thus, it means that visual learners will get best comprehension in subject learning by using some object as media that they can see deeply by their eyes, like picture, power point displays, maps, etc.

Visual learners are tidy and order, talk active, good planner and manager, detail and attentive, good performing in appearance and presentation, good speller, good in remembering what they see, good in memorizing using their visual association, not easy to be disturbed by noisy, bad in memorizing verbal instructions, good in reading speed and diligent, good in learning by reading than listening to someone, need whole vision and objective, good in taking notes during in phone cell, easy to forget sending the verbal message to others, always give short answer for each question, prefer doing demonstration than speech, prefer art than

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music, good in knowing what need to be said, but difficult to choose the diction, and easy to lose the concentration when they want to get focus.

In the same way, Fadhilah Suralaga and Solicha (2010) described that visual learner depends on visual attention which means that seeing the proof of something then believing it. Visual learners always need to see the information to comprehend it. It can be comprehended that visual learning style is students' preferences in how they use their abilities of acquiring, using and thinking about knowledge on visual sense. Visual learners are intended talkative, diligent and tidy. However, in order to learn best by seeing, they tend to less in verbal things.

Based on Myra Pollack and David Miller, auditory learners learn best through hearing, this type of students can remember the detail of conversations and they also have strong language skills. Auditory learner should be given opportunity to recite the main points of a book or teachers statement and let them say out loud the meaning of the illustrations and main subject headings and recite any new vocabulary words. It can be helpful for them to comprehend the material of the subject matters.

Auditory learners prefer to learn by listening. Deborah (2004) stated that when studying, auditory learner find themselves reciting aloud as they memorize. They may change their speaking pitch, or even sing to emphasize important point. When they read through they study material, they tend to remember the intonation of the teacher's voice. Articulated



verbalizations, both theirs and others people, is a necessary component of their comprehension skills and memorization techniques.

Auditory learners have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements. Thus, it can be concluded that auditory learners will focus on their hearing and more pay attention to voice of speakers when they hear the explanations. They prefer to listen the voice than read the paper.

Furthermore, this type of students likes oral reports. They like to speak, discuss, and explain things. They prefer to get oral test or assignment than to get written test or assignment. In discussing activity, they are usually become vocalist and they usually master the conversation.

Kinesthetic learning style is the way people absorb information through physical, likely they use their body or sense of touch to learn and understand the world around them. Joy M Reid (1998) stated, “Kinesthetic learning: experiential learning, that is, total physical involvement with a learning situation.”

Further, H. Douglas Brown asserted, “kinesthetic learners will show a preference for demonstrations and physical activity involving bodily movement.” Additionally, kinesthetic learners usually called *haptic* (Greek for “moving and doing”). This type of learners learns best by doing. They will catch the idea easily when it is explained by the

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instructional aids of skits and role-play. Kinesthetic learners will move or go around along the learning and teaching process. Thus, the teacher should provide them to do the movement in class for it also can enhance their memorizing information.

Meanwhile Deborah (2004) stated that kinesthetic learners will understand the information through some form of body motion. They often gesture when they speak and they recall the information from people's gesture. This student's style need to pace, move or gesture when they study, such as tap the pencil on the page while they think, snap the fingers and swing the arms when they recall the step of process, etc. In order to comprehend information, students need to place it physically within a context.

Mostly, the students with kinesthetic learning style Learning through physical activity. When they are reading a book, usually they point toward words that they read. Usually they also understand and comprehend lesson easily by rewriting the material that they have learnt. The kinesthetic learners will enjoy active learning and this is useful for assembling and making products. They will be able to demonstrate to others how to do something and they will likely be able to enjoy the actual experience of learning.

Therefore, it can be conclude that kinesthetic learners will get better understanding by doing or using body motion. Thus, kinesthetic learners learn best when they keep bodies or hands moving.

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6. Rita Dunn and Karen Burke's Learning style Model

According to Rita Dunn and Karen Burke (2005), Learning styles are divided into three parts. The First is Visual style (visual learner). Visual learners learn through seeing. Visual learners have a tendency to describe everything that they see in terms of appearances. These learners love visual aids such as photos, diagrams, maps and graphs. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information.

Some ways that often used for visual learner to process the information are by recording, allocating, calculating, simplifying, describing, proving, preparing, evaluating, rewriting, drawing a picture, making mindmap, making a note, and using graphics organizer. Those help students to gain more knowledge.

There are some characteristic of visual style, as follow; they respond to using visual media, such as picture, film, video, diagram, etc. visual learners have a desire to teacher so the student can see the teacher's body language. They write down the materials and asking hand-outs. They prefer write a story and drawing then listening. They memorize by seeing and they are easy to learn material if there is a picture. They also have good handwriting.

There are also some strategies to facilitate the visual learners, as follows; using visual material such as pictures, diagrams, maps, flash



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cards, graph etc. in learning process. Guide students to read the books. Guide students to illustrate or draw their ideas into pictures.

The Second is Auditory style. Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussing, teaching, interviewing, hearing stories and audio tapes, etc. These individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Rather than written reports, auditory learners tend to do better on oral presentations and reports.

Some ways that often used for auditory learner to process the information by telling the information loudly, listening the voice recording, discussing with friends or learning group, recording an argument or statement, doing interview, teaching someone or people, and debating with others. Besides that, auditory learner feel easy to learn if the teacher give a verbal instruction. There are some characteristic of auditory style, as follow; auditory learners participate in discussion or debate in a class. They like talking and presenting, and they like read text loudly. They create a song to help their learning. They also like telling story. They are easy to learn material repeatedly. They often whisper to self while reading.

There are some strategies to facilitate the auditory learners as follows; invite students to join discussion in the class. Ask students to do presentation in front of the class. Using song in learning process. Let the student record the materials.



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The third is Kinesthetic style (kinesthetic learner). Kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. This means that they learn best through moving, doing, acting out and touching. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience.

There are some characteristics of kinesthetic style, as follow; kinesthetic learner need a rest when they are learning. They do something or move to learn new matters (with games, walk, etc.). They prefer do skimming when read a text. They also learn material with practice it. They are reading with appoint to text. They use hands while talking, and they touch people when talk to them.

Learning styles in education are the systematic differences in individuals' natural or habitual pattern of acquiring and processing information in learning situation. Therefore, understanding learning style types can ease students to learn, understanding, and interpret some knowledge. And by understanding what kind of students are, a teacher can gain a better perspective on how to implement these learning styles into better study techniques or strategies in English learning process.

7. Kolb's Learning Styles and Experiential Learning Model

Kolb's Experiential Learning Theory constitutes the basis of the Kolb learning style model. Experiential learning which differs from other cognitive learning theories explores the use of experiences in the learning

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process. With this start, he has developed his studies following on Lewin's experiential learning theory. As a result, a learning style model has been developed. Kolb defines learning as the process of being in harmony with the social and physical environment. He has proceeded to define "learning" and differentiate it from knowledge. According to Kolb, learning is a process and knowledge is the transformation of the experience.

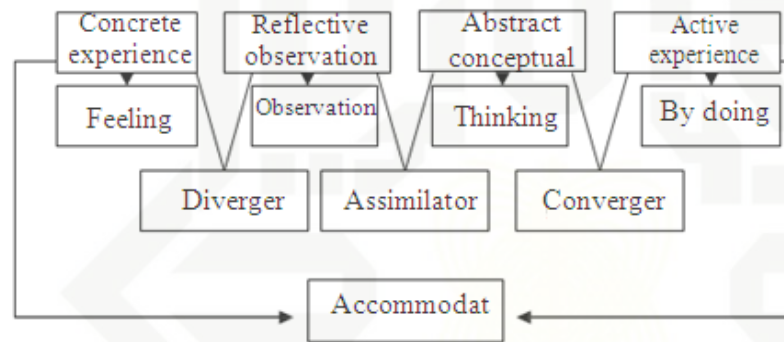


Fig. 2.1: Kolb's learning style mode

When Kolb realized the classification in the Table 1, he made use of Jung's Psychological Types Theory. That is, the "concrete-abstract" domain in Kolb's learning style resembles with the "perceptual-intuitive" domain in Jung's Model. It is possible to come up in daily life with the terms focused on in Kolb's Learning Style. As people have various learning styles and points of view in the life, some people learn through feeling, thinking, watching and doing.

Kolb has further elaborated his ideas. The individuals who have an abstract style try to comprehend the real world through relating this approach to events. While a concrete style works through feeling, a



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reflective style works through watching and besides these an active style work through doing and experiencing. On the other hand, the “active-reflective” domain takes part in both models. Taking a different approach to that of Jung, Kolb has classified the learning styles, ways and manners in Fig. 2.1. Kolb has defined four types of learning styles.

First, the *convergers* are strong in abstract conceptualization and active experimentation learning abilities, and tend to be unemotional and prefer “things” to “people,” which is typical of an engineer. The convergers are also strong in the practical application of ideas. Second, the *divergers* are best at concrete experimentation and reflective observation, and tend to be imaginative, emotional and interested in people, which is typical of a counselor. The divergers are strong at generating ideas and seeing things from a different perspective.

Third, the *assimilators* rely on their abstract conceptualization and reflective observation learning abilities and are more interested in abstract concepts than in people, which are typical of a researcher. The assimilators excel in inductive reasoning and creating theoretical model. The last, the *accommodators* excel at concrete experience and active experimentation and are at ease with people and easily adapt to different situations, much like a typical salesman, the accommodators solve problems intuitively.

8. George Betts Model

This model is based on concept “autonomous learner”. Professor George Betts and Jolene Kercher (1999) created Autonomous Learner



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Model to facilitate the student development in order to be learner who independent, positive, skilled, etc. There is five dimensions of this model, those are: a) Orientation: Understanding skill and ability, work in group, self- developing, b) Individual Development: Intra/interpersonal understanding, studying skills, technology utilizing, etc. c) Enrichment Activities: Lesson, exploration, investigation, cultural activities, public service, etc. d) Seminars: Presentation of small group about general problem, future problem, controversial problem, etc. e) In-depth Study: Individual projects, group projects, presentations, self and the other assessments, etc. (Huda, 2016).

9. Felder-Silverman Learning Styles Model

This model like the Jung-Myers-Briggs model classifies learning styles into four dimensions: process, perception, input, and understanding. Felder and Silverman developed a self-scoring web-based instrument called the Index of Learning Styles (ILS) that assesses preferences on four scales of the learning style model (Felder, 2002).

Process dimension is grouped into two categories: active experimentation and reflective observation. Active experimentation involves doing something in the external world with the information. Active learners tend to be experimentalists who try things out and explain it to others. They work well in groups because they are able to become more active in a group. Reflective experimentation involves examining and manipulating the information introspectively. Reflective learners



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prefer to work alone or in pairs. They also learn by thinking things through and tend to be theoreticians. There are indications that engineers are more likely to be active learners rather than reflective learners. In fact, everybody is sometimes active and sometimes reflective. Your preference for one category or the other may be strong, moderate, or mild (Felder & Soloman, 1998).

Sensing and Intuitive Perception is the second dimension of this model. According to Jung's theory sensing involves observing, gathering data through the senses and intuition involves indirect perception by way of the unconscious – speculation, imagination, hunches. Sensing learners (sensors) tend to be practical, careful but slow; intuitive learners (intuitors) tend to be imaginative, quick but careless.

Sensors often like solving problems by well-established methods, don't mind detailed work and dislike complications and surprises; intuitors like variety in their work, don't mind complexity, and get bored with too much detail and repetition. Sensors don't like abstract concepts, theories, and formulas (particularly physics and chemistry) and learn best when given facts and procedures; intuitors are often more comfortable with abstractions and mathematical formulations and become more successful in lecture courses. Intuitors may miss important details or make careless mistakes in calculations or hands-on work; sensors may rely on too much on memorization and familiar methods and not concentrate enough on understanding and innovative thinking (Felder & Soloman, 1998).

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Input dimension (Visual and Verbal Input) is the third dimension in this model. The preliminary version of input included the visual/auditory dimension, but Felder (2002) changed it into the visual/verbal dimension because auditory dimension included only spoken words and other sounds, but it did not include written prose. Therefore, Felder (2002) decided to change this dimension as verbal dimension includes both written and spoken words. Visual learners learn more from visual images – pictures, diagrams, flow charts, graphs, and demonstrations- than verbal material – written and spoken explanations, mathematical formulas. Felder (1993, 1998) claims that most students are visual learners; however, students mainly listen to lectures and read material written on boards and in textbooks rather than being presented visual material. Anyway, good learners are capable of processing information presented either visually or verbally (Felder, et.al, 1998).

Understanding dimension (Sequential/Global) is the fourth dimension in this model. Sequential learners absorb information and acquire understanding of material in small connected chunks with each step following logically from the previous one; global learners absorb information in seemingly unconnected fragments, without seeing any connections, and achieve understanding in large holistic leaps. Sequential learners can work with material when they understand it partially or superficially, while global learners may have great difficulty doing so. Sequential learners may be strong in convergent thinking and analysis;



global learners may be better at divergent thinking and synthesis. Sequential learners learn best when material is presented in a steady progression of complexity and difficulty; global learners sometimes do better by jumping directly to more complex and difficult material. School is often a difficult experience for global learners who are synthesizers, multidisciplinary researchers, and system thinkers. In the schooling system, most courses are taught in a sequential manner, textbooks are sequential, and most teachers teach sequentially. It is difficult to understand global learners; thus, the teachers should provide the big picture of the subject before presenting the steps and detail. The students should be given the freedom to plan their own methods of solving problems rather than being forced to adopt the teacher's strategy. The teachers should provide students with creative activities and encourage students in solving them (Felder & Soloman, 1998).

Inductive and Deductive Organization was the last dimension in Felder-Silverman Learning Style Model, but it was omitted. Induction is a reasoning that proceeds from specific (observations, measurements, and data) to general (governing rules, laws, and theories). Induction is the natural learning style. For example, babies observe the world around them and draw inferences. Deduction, on the other hand, proceeds in the opposite direction. Deduction is the natural teaching style, at least at university level. Inductive learners prefer to learn a body of material by seeing specific cases first (observations, experimental results, numerical

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examples) and working up to governing principles and theories by inference; deductive learners prefer to begin with general principles and to deduce consequences and applications. According to Felder (1988), one problem with deductive presentation is that it gives a seriously misleading impression. This kind of presentation is perfectly ordered and concise and many students prefer deductive presentation. Inductive presentation is not concise and prescriptive. However, Felder (2002) is against deductive presentation that is traditional but less effective in his point of view. Therefore, he omitted this dimension from the model and the Index of Learning Styles (Felder, 2002).

10. Sensory Learning Styles

Sensory preferences refer to the channels through which we perceive information which consist of visual, auditory, and motor modalities, as a minimum. Sensory preferences are sometimes called kinds of memory (as in “visual memory”), KAV (referring to the types of sensory preferences: kinesthetic, auditory, or visual), and perceptual styles. They are the physical channels through which students take in and perceive new information: ears, eyes, and touch, and directly relate to the perceiving (or attentional) aspects of cognition.

The typical categories used by specialists in learner differences are visual, auditory, and motor – these are described below. Sometimes, though, you might also hear the word haptic. Haptic learners use their hands and their sense of touch to learn through how things feel to them.



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Examples include working on a foreign alphabet by tracing sandpaper letters, using block letters to spell out words, and forming letters with clay. There are also categories for sense of smell and taste, but these are minor styles. We describe the most common ones of sensory learning below:

First, visual. Leaver (1998) cite in leaver, et.al (2005) defines two kinds of visual learner: imagist and verbalist. Imagist When imagists hear or read something in a foreign language (or in their native language, for that matter), they see a picture of what they have heard or read. In other words, they make an image of it. They understand through that image, and they typically store the information in their memory as an image. The image, then, is more likely to help them recall the words or grammar than is a verbal prompt.

Verbalists, on the other hand, see words. If they hear the French word, soleil, for example, they will not necessarily see a picture of the sun; that is what the imagists would do. Rather, the verbalists will see the letters s-o-l-e-i-l in their heads. Verbalists store the letters, and when they have difficulty remembering a word, they can usually remember the initial letter or some of the letters in it. They do not associate the word with an image but with the letters that compose it. For verbalists, reading is a key to remembering – much more so than with imagists. Verbalists, not surprisingly, are much better at correct spelling (and very likely the winners of most spelling bees are verbalists or people who have learned the kinds of memory strategies that come naturally to verbalists).



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Second, auditory. Auditory learners acquire new information through sound; they hear grammatical endings, and they associate new words with sounds they already know. Leaver (1998) divides auditory learners into two groups: aural learners and oral learners. Aural learners learn by listening to others. They tend not to take notes in class because they usually remember what they hear. They are usually pretty good at listening comprehension tasks; can figure out either the essence of broadcasts and films or the details contained in them – or both, depending on their learning style; and have generally pretty good accents.

Oral learners learn by listening to themselves. Oral learners, then, like to talk. Talking and hearing themselves talk is often essential to their ability to comprehend information and store it in memory. Whereas aural learners need auditory input, oral learners need auditory output, which becomes their input. Simply put, they get to learn by hearing when they hear themselves speak. As classmates, they can be perceived to be interruptive because they talk “all the time.” However, if they were to stop talking, the quantity and quality of their learning would diminish.

Third, motor. Motor learning is sometimes called kinesthetic learning. While the terms are sometimes used interchangeably, doing so does not represent an accurate description of learning style information. Kinesthetic preferences are only one kind of motor learning. Quite obviously, given the terminology, motor learners acquire new information through movement. The differences among motor learners, according to



Leaver (1998), are based on the kinds of muscles being used: gross motor muscles (arms, legs, or whole body) or fine motor muscles (fingers or hands).

11. Honey and Mumford

According Reid (2005) on his book learning styles and inclusion shows that Honey and Mumford defined four styles, based loosely around the four stages of David Kolb's learning cycle: activists, reflectors, theorists and pragmatists. Honey also produces a range of user-friendly development tools, focusing on learning and behavior.

The four stages are described below: a) Activist, these learners prefer challenges brought by new experiences and activities. They dive right into new experience to learn from them. They are great at problem solving and role playing, and enjoy small group discussion. b) Reflector, these learners prefer to learn by watching, thinking about what they have observed. They are cautious people and would start with investigation or observation before making any commitment. They collect and analyze data before making any kind decision. c) Theorist, these learners prefer to think through step by step. They like complex and logical theories as they tend to analyze and synthesize situations, principles, and other processes. They typically prefer listening to lectures, reading and making models. d) Pragmatist, these learners prefer to take what they have learned and apply it to see if it works. They enjoy experimenting or applying theories in practice. They like laboratories, doing field work and observations.

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12. Given's Five Learning systems

Given (2002) has developed a comprehensive approach to learning styles by incorporating five learning systems. These, Given suggests, are based on the brain's natural learning systems, which include emotional, social, cognitive, physical and reflective. Learning systems, Given argues, are guided by the genetic code but are subject to environmental input for their detailed patterns and responses to different learning situations.

The key therefore is the interplay and it is important that teachers recognize the importance of this interplay and are able to use the natural learning systems to help children develop educationally. Given outlines the educational implications of these learning systems by suggesting learning goals for each of them. The learning goals are: Emotional, self-direction, social – self assurance, cognitive – self-regulation, physical – self-control, and reflective self-assessment.

13. Fleming Learning Styles Model

According to Fleming and Mills (1992), they developed the learning styles model in 1987. Fleming and Mills also classified the learners by their preferred mode of social interaction with others. This model will provide some suggestions for learners who have more than one preference based on VARK (visual, auditory, read or write and kinesthetic) learning Styles Self-Assessment. There are four types of learning styles.



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The first is visual learners. This kind of learners learns best from visual images that do not include writing. Graphs and diagrams are easy for them to understand. They remember faces and places and tend to recall information by picturing it in their minds (Fleming, 2012 as cited in Nafis, 2017).

The second, Aural or auditory learners. This learner does well with hearing information. They remember words to songs and can recall conversations in detail by hearing them in their minds. If you want an aural learner to come to your house, just tell him or her how to get there. In college, an aural learner will remember lecture material in a variety of classes and may be skilled at memorizing things like listening to the music (Fleming, 2012, as cited in Nafis 2017).

The third, Read or Write Learners. A learner with read or write learning style love to collect the note from their teachers, textbooks, friends, and web pages. They comprehend and remember what they read, and they often enjoy writing. If you want a reading or writing learner to come to your house, provide them a written directions. these learners with this learning style can take notes in most classes and will benefit from reading them as a method for study (Fleming, 2012, as cited in Nafis, 2017).

The last, Kinesthetic learners. A kinesthetic learner learns by doing. Hands-on activities and real-life experiences help them remember. If you want a kinesthetic learner to come to your house, the simplest way



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is to take him or her there yourself or get someone else to do so. This type of learner will be best able to perform a new task by going ahead and trying it out. College classes like science labs, acting, or sports support the strengths of kinesthetic learners. (Fleming, 2012, as cited in Nafis, 2017).

14. Gardner's Learning Style Model

Learning Styles based on Gardner's theory (1999), classified the learners based on how they received information and several tools that help them in achieving the knowledge. Gardner also stated that "students process different kinds of minds and therefore learn, remember, perform, and understand in different ways". The types of learning styles based on Gardner are follows:

Verbal-Linguistic. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and to see words or to read books together. The tools include computers, games, multimedia, books, tape recorders, and lecture.

Musical. This type of learner, they love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics and speaking rhythmically. The tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Logic-Mathematical. This type of learning style like to analyze problems, detect patterns, perform mathematical calculations, scientific

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reasoning and deduction and understand the relationship between cause and effect toward a tangible outcome or result. They also like to experiment, solve puzzles, ask comic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details.

Visual-Spatial. Learners with a visual-spatial have the ability to create visual representations of the word and transfer them mentally or concretely. They are very aware of their environment. They like to draw, do jigsaw puzzles, and read maps. They can be taught through drawings, verbal and physical imagery. The tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, television, multimedia, texts with pictures, charts or graphs.

Kinesthetic-Bodily. This kind of learners uses one's body to solve problems, make things, and convey ideas and emotions. They use the body effectively, like a dancer or a surgeon. They have a deep sense of body awareness. They like movement, making things, and touching. They communicate well through body language and can be taught through physical activity, hands-on learning, acting out, role-playing. The tools include equipment and real objects.

Naturalist. This kind of learners has the ability to identify and distinguish among different types of plants, animals and weather formations that are found in the natural world.



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Interpersonal. This type of learners has the ability to work effectively with others and understand their emotions, goals, and intentions, understanding, and interacting with others. These students learn through interaction. They have many friends and empathy for others. They can be taught through group activities, seminars, and dialogues. The tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal. They have the ability to understand one's own emotions, goals, intentions, and understanding one's own interests. These learners tend to shy away from others. The tools include books, creative materials, diaries, privacy and time. They are the most independent learners.

15. Grasha and Reichmann Learning Style

The areas of specialization of Anthony Grasha who is a Professor of Psychology at the University of Cincinnati are cognitive and social processes in human behavior, learning and teaching styles, cognitive processes in stress and coping, and in conflict resolution. Grasha and Reichmann (1996) consider learning styles as social interactions. They define them as different roles that students have in interaction with classmates, teachers and course content. According to them, learning styles can be identified through social and emotional dimensions such as attitudes toward learning, teachers, classmates and classroom. Instead of considering the overall assessment of the personality (because the



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personality is constant, while styles are individuals' preferences) or cognitive characteristics, the proponents of this model present a model based on students' responses to the real classroom activities. Grasha and Riechmann classify learning styles into six categories, each of which has its own characteristics.

The first is Avoidant. These students tend to be at the lower end of the grade distribution. They are characterized as having high absenteeism, organize their work poorly, and take little responsibility for their learning. These learners are not enthusiastic about learning content. Also they are not interested in attending class. They do not cooperate with students and teachers in the classroom. Avoidant learners are uninterested and overwhelmed by what goes on in class.

The second is Participative. These learners are characterized as willing to accept responsibility for self-learning and relate well to their peers. They are good citizens in class. They enjoy going to class and take part in the course activities as much as possible. Participative learners are typically eager to do as much of the required.

The Third is Competitive. These students are described as suspicious of their peers leading to competition for rewards and recognition. They learn material in order to perform better than others in the class. What thinking leads them is that they must compete with other students in a course for the rewards that are offered. Another characteristic

of this type of learners are that they like to be the center of attention and to receive recognition for their accomplishments in class.

16. Honey and Mumford Learning Style

Peter Honey and Alan Mumford (1982), identified four distinct learning styles or preferences: Activist, Theorist, Pragmatist and Reflector.

The characteristics of the four learning styles are summarized in a table:

Table 2.1 Honey and Mumford's Learning Style

Learning styles	Description of Honey and Mumford's learning style theory	Characteristics
Reflectors	Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and before coming to any conclusion, they prefer to think about it thoroughly. The thorough collection and analysis of data about experiences and events is what counts. So they tend to postpone reaching definite conclusions as long as possible. Their philosophy is to be cautious. They are thoughtful pupils. These pupils like to consider all possible angles and implications before making a move. Reflectors are learned by observing and thinking about what happened.	<ul style="list-style-type: none"> - Careful - Good listener - Holds back from participation - Methodical - Does not jump to conclusions Slow to decide - Thorough and thoughtful
Theorists	Theorists adapt and integrate observations into complex but logically sound theories. A vertical, step-by-step logical way is adopted to think problems. They assimilate disparate facts into coherent theories. They tend to be perfectionists. They are interested in analysis and	<ul style="list-style-type: none"> - Disciplined - Intolerant of subjective, intuitive ideas - Logical - Low tolerance of uncertainty, ambiguity - Objective - Parental in approach

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<p>© Hak cipta milik UIN Suska Riau</p>	<p>synthesis. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy poses rationality and logic. “If it’s logical, it’s good”. Questions they frequently ask are: “Does it make sense?” “How does this fit with that?” “What are the basic assumptions?” In order to learn, they need models, concepts and acts. They feel uncomfortable with subjective judgments.</p>	<ul style="list-style-type: none"> - Rational - Flexible
<p>Activists</p>	<p>Activists involve themselves fully and without bias in new experiences. They are open-minded, not skeptical. This tends to make them enthusiastic about anything new. Their philosophy is “I’ll try anything once”. They tend to act first and think for the consequences afterwards. Their days are filled with activity. Brainstorming is used to tackle problems. They are busy with the activities throughout the day. They tend to thrive on the challenge of new experiences but these pupils are bored with implementation and long term consolidation.</p>	<ul style="list-style-type: none"> - Flexible - Gets bored with consolidation - Happy to give things a try - Open-minded - Optimistic about change - Rushes into action without preparation - Takes immediate obvious action - Takes unnecessary risks
<p>Pragmatists</p>	<p>They are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas. Pragmatists take the first opportunity to experiment with applications. They want to try out new ideas in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They are essentially practical, down-to-earth pupils who like making practical decisions and solving problems.</p>	<ul style="list-style-type: none"> - Business-like - gets to the point - Does not like theory - Impatient with waffle - Keen to test things out in practice - Practical, down to earth, realistic - Rejects ideas without clear application - Task and technique - Focused



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17. Fleming and Mills

Fleming and Mills (1992) propose the VARK (Visual, Auditory, Read-write, Kinesthetic) learning style category as follows:

Visual Style (V). Visual learning by way of seeing is a style of learning such that the eyes play a significant role. By looking at photographs, graphs, maps, posters, graphics, text data such as writing, and so on, someone uses visual learning styles to obtain knowledge. In general, visual learning styles tend to depict knowledge in the form of maps, diagrams, graphs, flow charts, and visual representations such as arrows, circles, hierarchies, and other instruments that teachers use to present items that can be conveyed in words. This includes the designs, patterns, shapes and other formats used for marking and communicating data.

The following features are accessible to people who have a Visual Learning style: a) Often see the teacher's lips, who teaches; b) Liked written instructions to look at, pictures and illustrations; c) They typically see other friends who do something different when instructions to do something are given; d) Tend to use body motions when saying something in order to convey or substitute a word; e) Don't like to talk in front of audiences and don't like to listen to others; f) This form can normally sit in a noisy or crowded situation peacefully without being disturbed; g) Study the material by reading notes and producing summaries.



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The required means or media for this Tife Visual Learner learning style include, based on the features of the Visual Learning Style: a) In an explanatory state, the instructor uses body language or images; b) Media for photos, videos, posters and so on; Flow chart; c) Graphics; d) Mark the important parts of teaching materials by using different colors; e) Visual symbols.

Auditory Learning (A). The Auditory Learning Style is a style of learning used by an individual to acquire knowledge using the senses of the ear. To achieve learning success, they therefore rely heavily on their ears, such as listening to lectures, radio, dialogue, conversation, etc. This Learning Style defines a preference for knowledge heard or spoken. With this approach, students learn most from lectures, tutorials, group discussion recordings, interaction and material discussion. It means speaking out loud or speaking to yourself.

The characteristics or features of the Auditory Learner learning style include, based on the description above: a) They can remember what they said and what other people said well; b) Remember well by always saying aloud and repeating sentences; c) Really like group discussions; d) Particularly for things they don't understand, they like longer discussions; e) Recognizes and can even correctly and fully mimic a variety of songs or TV commercials; f) Likes to speak; g) Dislikes reading assignments (and is generally not a good reader); h) You can't recall what he just read well; i) Lack of tasks for writing; j) Less focus in the surrounding community to



new things, such as the arrival of new kids, the presence of a new advertisement board, etc; k) Difficult without producing a sound to operate quietly; l) Easily distracted by sound and often difficult to focus when no sound is at all present.

Reasonable media or means for Aural or Auditory Learning styles include, in conjunction with these features : a) Attend class; b) Discussion; c) Discussing with friends about a subject; d) Discussing with the teacher about a subject; e) Using a recorder; f) Remember interesting stories, examples or jokes; g) Describe the materials obtained visually (pictures, power points, etc).

Read – Write. There are also learning styles that have more reading and writing elements, in addition to learning styles that emphasize the listening component. He would find it easy for someone who has this learning style to grasp the learning material through reading or writing. Dictionaries, handouts, textbooks, notes, lists, essays, reading guides and sharing other forms of activities related to reading and writing are the required media for the Read - Write style of learning.

Kinesthetic or Tactile Learner (K). Kinesthetic Learning Style) is a learning method by which an individual obtains knowledge by action, touch, practice or direct learning. This learning style contributes to (simulated or real) interactions and exercises, while other modalities are involved in the experience. This includes lifelike lesson presentations,

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simulations, videos and films, as well as case studies, exercises and applications.

Based on the above explanation, the features or characteristics Kinesthetic or Tactile Learner learning types are;

- a. Likes to touch everything he finds;
- b. It is difficult to be silent;
- c. Has generally strong coordination of the body;
- d. Likes the use of real things as learning aids;
- e. Studying abstract things (symbols of mathematics, diagrams, etc.);
- f. Remember if physically actively involved in the learning process;
- g. Often try to make notes just to keep busy without taking advantage of the results of the notes;
- h. Like using computers
- i. Difficult if requested to be silent or be without physical activity in a position for some time;
- j. Playing with things around him often while listening or doing something.

Media or means that can be used for Kinesthetic learning styles or Tactile Learners, based on these features, include: a) Using all five senses: vision, touch, taste, hearing, smell; b) The lab; c) Visits to a field; d) Speakers who give examples of everyday life; e) The Request; f) Exhibition, photography, samples; g) Set of plants, insects and so on of different kinds.

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Oxford (1991) divides learning styles into four dimensions: sensory preferences, personality types, desired degree of generality, and biological differences. However, the learning style differentiates one student to another student in do the expectation of learning.

a) *Sensory Preferences*

In the sensory preference, there are four main areas of learning styles. Those are visual, auditory, kinesthetic (movement oriented), and tactile (touch oriented). These sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Students are in visual learning styles more like to read and deal with the visual stimulation. For visual students, they need to add any visual backup to understand oral direction in the learning process easily. In contrast, Oxford (2003) states that “auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and similar activities.” Furthermore the kinesthetic and tactile students like to move and enjoy their learning with some activities learning without sitting at desk for very long time. They prefer to move around the room.

b) *Personality Types*

Personality types consist of four strands: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving. **Extraverted**



vs. Introverted. By definition, extraverts gain their greatest energy from the external world. Students want interaction with people and have many friendships, some deep and some not. In contrast, introverts derive their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep. Extraverts and introverts can learn to work together with the help of the teacher. Enforcing time limits in the L2 classroom can keep extraverts' enthusiasm to a manageable level. Rotating the person in charge of leading L2 discussions gives introverts the opportunity to participate equally with extraverts (Oxford, 2003).

Intuitive-Random vs. Sensing-Sequential. Intuitive-random students or Brown (2007) namely with *right-brain dominance*, think in abstract, futuristic, large-scale, and non-sequential ways. They like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning. In contrast, *sensing-sequential learners* are grounded in the here and now. They like facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency. The key to teaching both intuitive-random and sensing-sequential learners is to offer variety and choice: sometimes a highly organized structure for sensing-sequential learners and at other times multiple options and enrichment activities for intuitive-random students (Oxford, 2003).

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Thinking vs. Feeling. Thinking learners are oriented toward the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily –even though they might secretly desire to be praised themselves. Sometimes they seem detached. In comparison, feeling learners value other people in very personal ways. They show empathy and compassion through words, not just behaviors, and say whatever is needed to smooth over difficult situations. Though they often wear their hearts on their sleeves, they want to be respected for personal contributions and hard work. L2 teachers can help thinking learners show greater overt compassion to their feeling classmates and can suggest that feeling learners might tone down their emotional expression while working with thinking learners (Oxford, 2003).

Closure-oriented/ Judging vs. Open/ Perceiving.

Closureoriented learners want to reach judgments or completion quickly and want clarity as soon as possible they can. These typical learner usually they are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. In contrast, open learners want to stay available for continuously new perceptions and are therefore sometimes called “perceiving.” They take second language learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed. Open learners are dislike deadlines; they want to have a good time

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and seem to soak up second language information by osmosis rather than hard effort. Closure-oriented and open learners provide a good balance for each other in the second language classroom. The former are the task-driven learners, and the latter know how to have fun. Skilled second language teachers sometimes consciously create *cooperative groups* that include both types of learners, since these learners can benefit from collaboration with each other cooperatively (Oxford, 2003).

c) *Desired Degree of Generality*

This strand contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details (Oxford, 2003). **Global** or holistic students like socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical minutiae. They are comfortable even when not having all the information and they feel free to guess from the context. **Analytic** students tend to concentrate on grammatical details and often avoid more free-flowing communicative activities. Because of their concern for precision, analytic learners typically do not take the risks necessary for guessing from the context unless they are fairly sure of the accuracy of their guesses. The global student and the analytic student have much to learn from each other. A balance between generality and specificity is very useful for second language (L2) learning (Oxford, 2003).



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d) *Biological Differences*

The differences in second language learning style can also be related to biological factors, such as biorhythms, sustenance, and location (Oxford, 2003). **Biorhythms** reveal the times of day when students feel good and they can perform their best. Some students maybe the morning people, when he/ she can perform their best learning in the morning, while some others are both of like to learn in afternoon, evening, or night. **Sustenance** refers to the students need a meal when they learn. The students are typically sustenance may feel comfortable to learn with a candy, coffee, or etc, while others are distracted to learn with some foods or drinks. The **location** involves the nature of the environment such as temperature, lighting, sound, and even the firmness of the chairs. Those are some factors of environment can determine students' comfort in what situation of learning.

Meanwhile, Nunan (1991) argues that there are four types of learner. Those are concrete learners, analytical learners, communicative learners, and authority-oriented learners. The concrete learners are typical that tend to like games, pictures, films, videos, using cassettes, talking in pairs and practicing English outside class. Then analytical learners liked studying grammar, studying English book and reading newspapers, studying alone, finding their own mistakes and working on problems set by teacher. The students are communicative learner like to learn by watching, listening to the native speaker, talking with their



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friends in English and watching television in English, they also like to use English out of the class, learning new words by hearing them, and learning by conversation. While the students of authority-oriented learners preferred to the explanation of the teacher, liked to have their own textbook, learning by reading, writing everything in their notebook, study grammar, and learning new words by seeing them.

18. De Porter & Hernacki Model

De Porter & Hernacki (2011) which divides learning styles into 3 types:

1) Visual Learning Style

According to Indonesian Dictionary visual is visible to the eye. It means that the visual learning style was the style of learning by looking. The characteristics of this visual learning style relate to visibility. Visual learning style emphasizes the visual acuity. That was, concrete evidence must be shown first so that students understand. The characteristics of students who have a visual learning style was a high need to see and capture the information before understanding it. Students who have a visual learning style capture lessons through pictorial materials, have a strong sense of color, and have sufficient understanding of artistic problems. But it have the constraint to dialogue directly because it was too reactive to the sound so that difficult to follow the advice orally and often misinterpret words or speech. In addition, people who love the



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visual learning style love to make excellent and neat notes. This learning style can be applied in learning by using several approaches: using various forms of graphics to convey information / course material in the form of films, slides, illustrations, scribbles or serialized cards to explain the information sequentially.

According to De Porter & Hernack (2011), the characteristics of students with visual learning styles are:

- a) neat and orderly
- b) talking quickly
- c) Priority in dress and presentation
- d) Usually not disturbed by the commotion
- e) Prefer to read rather than read out
- f) Prefer a demonstration rather than a speech
- g) Frequently answer questions with short answers (yes/no)
- h) Having problems remembering verbal instructions unless written and often asking people for help to repeat it
- i) Remember what is seen rather than what is heard

2) Auditory Learning Style

Auditory comes from the word audio which means something related to listening. Auditorial learning style is a learning style by listening. Characteristics of learning style focus on listening as the primary tool of absorbing information or knowledge. That is, must listen, then can

remember and understand certain information. There are several approaches that can be done to learn. That is, must listen, then can remember and understand certain information. There are several approaches that can be done to learn. First is using tape recorder as a tool. This tool is used to record readings or notes read or lecture lecturers in front of the class to be heard again. The second approach, which can be done is by interviewing or engaging in discussion groups. Third is try to read the information, then summarized in oral and recorded form and then listen and understood. The last step is to do a verbal review with friends or lecturers.

According to De Porter & Hernacki (2011), the characteristics of students with auditory learning styles are as follows:

- a) Talk to yourself while working
- b) Easily disturbed by the commotion
- c) Move lips and say the words in the book while reading
- d) Feeling difficult to write but clever in telling stories
- e) Prefer to verbal jokes rather than comics
- f) Speak in patterned rhythm
- g) Learn by listening and remembering what is being discussed rather than being seen \
- h) Nice to talk, discuss and explain things at length
- i) Can mimic color, rhythm, tone of voice, and others

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3) Kinesthetic Learning Style

This learning style requires individuals to touch something that provides certain information in order to remember it. There are several characteristics of this learning model that not everyone can do. The first character is focus to the hand as the primary receiving device in order to keep it in mind. Just by holding it, someone who have this learning style can absorb information without having to read the explanation. The next character is exemplified as a person who can not stand sitting for long listening to the lesson. The individuals who have this learning style feel they can learn better if the process is accompanied by physical activity. The advantage is they have the ability to coordinate a team and the ability to control gestures. People who tend to have this character more easily absorb and understand information by looking at pictures or words and then learn to speak or understand the facts. To apply it in learning, the students who have the characteristics can be done by using various models, such as working in the laboratory or learning that allowed him to play. The simple ways that can also be taken is to periodically allocate the time to rest for a moment in the middle of study.

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According to De Porter & Hernacki (2011), the characteristics of students with kinesthetic learning styles are as follows:

- a) Talk slowly
- b) Respond to physical attention
- c) Touch people to get their attention
- d) Stand close when talking to people
- e) Always physically oriented and moving a lot
- f) Memorize by walking and seeing
- g) Using finger as a instruction when reading
- h) Many use body language
- i) hard to remember a map unless he is ever been in that place
- j) Possibly bad writing
- k) Can not sit still for long

2.3 The Importance of Learning Styles in Foreign Language Learning

The more teachers know about their students learning style preferences, the more effectively they can direct their L2 teaching, as well as the teaching of strategies that can be woven into language teaching, tailored to that learning style preference. Some students may need instructions that are presented more visually, while others may require more types of hearing, kinesthetic, or touch teaching. Without adequate knowledge of each students learning style preferences, the teacher cannot systematically provide the variety of teaching needed. To understand the importance of determining student learning styles, and to accommodate different learning styles in the classroom, students must complete learning style instruments at the beginning of their courses. This will allow students to understand their own learning style and the style of their classmates.



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The teacher must realize that students learn differently, which should make them aware that they must approach teaching from various perspectives.

If learning style theories are applied inschool and university curricula can significantly improve student academic achievement as has been shown in the literature review about learning styles. In today's competitive learning environment, it is very important that a more holistic approach be used to improve student learning and as a result increase student academic achievement. The teachers should take into consideration the differences in learning styles among students and enhance students learning strategies for their successful learning. When teachers are aware of the importance of learning styles, they can provide a good map to their students. Moreover, it is important to enable students to be self-aware of both style and strategies. According to Stebbins (1995), students who know their learning style preferences are able to build their confidence that can strengthen their willingness to become risk takers.

Based on the statement above, the researcher feel it important to mention that teachers should know the learning styles of their students and should react to them. Teachers should be able to differentiate their language lesson in order to provide the best learning strategy for all students. It is evident that teachers cannot conform to all students but they can find out learning styles in a particular group of students and prepare the lessons that will suit a majority of students. Language learning provides many possibilities for how to teach something different. For example, a task concerning practicing some grammar rule could be offered in three different varieties and students can choose one of them.



As explained in the background of the study, that every student has a different way in the learning process. The students who identified as the visual learner learn best through seeing because they emphasize the use of sight to learn the material. It means that they need the assistance of visual aid to assist them in comprehending the material.

The students who are identified as the kinesthetic learner learn best through using their body in learning or doing something physically. For example, some kinesthetic learners walk while studying notes and find that it improves learning or using some sort of movement when memorizing something. On the other hand, the students who identified as the auditory learner learn best through listening or using their sense of hearing to learn about ideas and concepts.

2.4 Learning English at Junior high school

Indonesia's education system comprises four levels of education: primary (grades 1–6), junior secondary (grades 7–9), senior secondary (grades 10–12), and higher education. The first two levels constitute 'basic education' as that term is used in the Indonesian context. State educational institutions dominate the education system, particularly at primary and junior secondary levels. Junior Secondary is an important phase of learning in state secondary schools for students in Years 7, 8 and 9, which helps to ensure the bridge between primary and secondary school is safe, strong and consistent for all students.

The main focus of teaching and learning process in Junior High School is to develop the students' ability in communicating, to give knowledge about the



language both spoken and written, and to increase students awareness about how important the English to be learnt.

In Indonesia, English is taught in junior high school, senior high school, and elementary school even in kindergarten. Although English is not the new thing for junior high school students, in fact they still have many difficulties in studying English. As we know that English is not the Indonesian native language. A formal education is done at school in Indonesia and it has some subjects taught to the students, such as Mathematical and Natural Sciences, Social Studies, Indonesian language, and foreign languages. One of the foreign languages learned by the students is English.

Based on Yuwono (2005), teacher education programs in Indonesia currently prepare pre-service English teachers for teaching at junior high and high schools and not in primary schools, because the recent curriculum for English language education in Indonesia focuses on English language education for junior high and high school students.

Effendie (2014) English learning presented at Junior High School (SMP) is more stressed on knowledge of the four standards of competence or the four language skills, such as, Listening, Speaking, Reading, and Writing, without considering the ethical values contained in that four language skills.

Relating to the statements above the researcher make conclusion that the main problem of the students in learning foreign language in Indonesia is a the change of curriculum, the continually revised curriculum does not seem to seriously consider factors such as teachers' qualifications, teachers' time

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availability, the number of students per class, and the availability of resources and facilities, which all significantly affect the success of teaching and learning English in Indonesian schools.

2.5 Related Studies

There are several previous studies dealing with the students' Learning Styles. They are as follows:

Abbas Pourhossein (2012) did the research about Analysis of Learning Styles for Iranian EFL University Students. The finding shows that Iranian EFL university students preferred learning style is visual. The purpose of this study is to increase faculty awareness and understanding of the effect of learning styles on the teaching process.

Fang-Mei (2013) conducted a study to see the most preferred learning style used by English Foreign Learner. She found that of the seven styles, the computer-assisted style was perceived by the respondent as being the most preferred. While the individual and visual style was perceived as the least preferred learning style. She also found that there were significant relationships between auditory, tactile, kinesthetic, and computer-assisted learning style and motivation in learning English.

Another research conducted by Nzesei (2015), this study to see the correlation between learning styles and academic achievement among secondary school students in Kenya. He found that there is no significant difference in learning style preference among male and female students and among high and low academic achievement groups. There is strong positive and statistically

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significant relationship between learning styles and academic achievement for the trimodal learners, and among male and female students.

Aboe (2019) conducted a study to see the correlation between students learning styles and their learning achievement. She found that the most dominant learning style is Kinesthetic. While from the results of the Pearson correlation coefficient analysis there is a positive relationship between Visual and Auditory learning styles on student academic achievement. She also found that 16% students English achievement influenced by students learning styles.

In 2013, Shahin Gholami and Mohammad S. did more specific research about learning style. The results indicated that there is a positive relationship between VAK learning styles and problem solving styles. The results also showed that fields of study did not have an effect on VAK learning styles and problem solving styles. Further, it was found that gender has no effect on VAK learning styles, but it has an effect on problem solving styles.

Then research conducted by Perna (2011), a student of Eastern Michigan University. The result of the research indicates that every student has their own unique learning style which should be understood. The central purpose of Perna's research was to make lecturers aware that their students learn differently and to shared strategies in addressing these different needs.

Another research conducted by Nafis (2017). In this research, the writer wants to find out why students able to understand English while they did not like English class. She used a VARK questionnaire which was designed by Fleming. Based on the results from the questionnaire, most of the students choose

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a visual style (46%) as their own language learning styles that they preferred. She adds gender also created the diversities of language learning style between male and female students. For male students, visual learners are dominant as 62%. On the other hand, 37% of female students preferred that auditory types as their own language learning style,

Pallapu (2007) in his study about the effects of Visual and Verbal Learning Styles on Learning found that "learning style differences affect learning and hence if handled appropriately, there will be a large increase in achievement of learning outcomes". The results of the research were indicated that the majority of the learners were visual and the remaining were categorized as verbal. Academically, the visual learners maintained higher academic success rates. This study reinforces the importance of meeting individual learners' learning styles in an educational setting as well as instructor awareness and curriculum enhancements possibilities.

Furthermore, Thalab (2013) conducted study about Learning Styles and Academic Performance of Students in English as a Second-Language Class. The survey results indicated significant relationships between the different learning styles and the performance in an English test, and the performance resulted differently in four groups with different preferred learning styles. The finding leads to conclude that learning styles can be considered as a good predictor of any second language academic performance, and it should be taken into account to enhance students' performances specifically in learning and teaching the second language.

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The next research is conducted by Gokalp (2013) about the effect of students' learning styles to their academic success. Depending on the results obtained from pre-test, it was aimed to improve students' knowledge and skills in studying. There was a significant difference between the scores of pre- and post-tests. The significant relationship between the scores of post-test and the student success revealed that they learned how to study effectively. The validity and reliability of the test were determined by considering the Cronbach alpha coefficients for each and all of the items.

Reid's findings are supported by Siti Hamin's study (2000) which found that her respondents also preferred to work in small groups and in pairs. Through this finding, she concluded that the respondents feel comfortable, productive and relaxed by working in small groups and in pairs, where their voices would be heard, and views listened to and valued.

Fang-Mei (2013) conducted a study to see the most preferred learning style used by English Foreign Learner. She found that of the seven styles, the computer-assisted style was perceived by the respondent as being the most preferred. While the individual and visual style was perceived as the least preferred learning style. She also found that there were significant relationships between auditory, tactile, kinesthetic, and computer-assisted learning style and motivation in learning English.

Aboe (2019) conducted a study to see the correlation between students learning styles and their learning achievement of the English education study program at the Faculty of Teacher Training and Education, Khairun University.



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She found that the most dominant learning style is Kinesthetic. While from the results of the Pearson correlation coefficient analysis there is a positive relationship between Visual and Auditory learning styles on student academic achievement. She also found that 16% students English achievement influenced by students learning styles.

Jennifer Perna (2011) conducted a research about learning styles and their effect on students' learning. The result of the research indicates that every student has their own unique learning style which should be understood. The central purpose of Jennifer's research is to make lecturers aware that their students learn differently and to share strategies to address these different needs.

Mulalic (2017) focused on the learning style preference of ESL students, the results of the research has shown the importance in determining students' learning styles, and that differences do exist in learning styles among students from different ethnic backgrounds and students of a different gender. Many factors influence students' achievement at all levels. Learning styles of the students are one of the many factors that need to be considered when researching students' attitudes and achievement.

Hoerr (2002) focused on the benefits and details of using multiple intelligences in learning a skill or concept. He presents implications for learning styles in classroom environment and ways in understanding the learning style of a child. He takes a look at a kindergarten class investigating trees and plants. In this class you may see children engaged in a variety of apparently unrelated activities. Children that are used in this research are successfully absorbing



information about trees and plants in different ways. While one of them grasps information best when he becomes physically involved in the process, another needs to touch and feel things to truly understand them.

Honigsfeld and Dunn (2003) investigated gender differences among the learning styles of 1.637 adolescents from 5 countries – Bermuda, Brunei, Hungary, Sweden, and New Zealand. According to the results of the MANOVA, there were significant main effects for gender, with medium effect sizes. On the basis of their findings, researchers concluded that when compared with female students, male students tended to prefer more peer interaction rather than learning alone and more kinesthetic activities. On the other hand, female students on average needed higher temperatures and more self-motivated, parent motivated, and teacher motivated; more persistent; and more responsible or confronting. When adolescents' learning styles were compared by country, significant and more substantial differences emerged for all learning style variables except for auditory perceptual strength. According to the results, male Bermuda students tended to be more tactual, kinesthetic, and peer oriented, whereas female Bermuda students tended to be more self-motivated, teacher motivate, and persistent. Male Brunei students tended to have more energy in the late morning, whereas female Brunei students tended to be more parent motivated and auditory, preferred more variety, and felt more energetic in the afternoon. Male Hungarian students needed more background sound, whereas female Hungarian students were more self-motivated, teacher motivated, persistent, responsible, and authority-figure oriented. Male New Zealand students preferred kinesthetic experiences whereas

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female New Zealand students needed brighter illumination, preferred warmer temperatures, were more responsible, and enjoyed learning through a variety of ways more than their male counterparts. Finally, male Swedish students were more kinesthetic, whereas female Swedish students tended to be more self-motivated and responsible. When overall results are analyzed, male students were more kinesthetic and peer oriented than female students. And, female students were more self-motivated, persistent, comfortable and needed warmer temperatures, parent and teacher motivation.

Then research conducted by Perna (2011), a student of Eastern Michigan University. The research was held at an American government class for forth semesters' students. The result of the research indicates that every student has their own unique learning style which should be understood. The central purpose of Perna's research was to made lecturers aware that their students learn differently and to shared strategies in addressing these different needs.

Nancy Csapo and Roger Hayen (2006) shows differences in learning style type based on gender, race, and geographic location. The analysis of the data based on gender indicated a significant difference, female students scored higher in the strength of both their visual and auditory learning styles over male students and there was no difference for kinesthetic learners based on gender. Analysis of the data based on race (white vs. no n-white) showed a significant difference in the strength of learning style for auditory learning. Non-white students scored higher in the strength of their auditory learning style over white students. Based on the location (Georgia, Michigan, and South Dakota) of the schools that



participated in the study. Our analysis showed a significant difference in the strength of learning style type with South Dakota students scoring higher for both visual and kinesthetic learning styles and Georgia students scoring higher for auditory learning style.

Josephine Ann-Marie Dundas (2004) conducted study about “Gender Differences in Learning Style And Strategies Between Adolescent Second Language Learner”. He found that gender differences were found in in three aspects of learning style, in ways of behaving, acting, and feeling in the classroom. Girls enjoyed activities which used language to build rapport while boys used language reflected a desire to give information. The study found gender differences in the use of top down learning strategies which reflected gender differences found in adult studies. These differences were found in only one group strategies, suggesting that strategy use was still largely undeveloped in this adolescent learner.

Muhammad et al. (2011) classified 68 vocational students into four learning types according to the Index of Learning Styles (ILS). The dimension of creative thinking in problem solving among students was also investigated. The results showed that the dominant type of learners was the visual learner. They also observed a significant difference between visual learners who used creative thinking in problem solving ($p < 0.05$). Visual students choose to manipulate ideas as a creative problem solving skill. Other types of learners included active, sensing, and sequential learners. The result showed that the students who are

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active, sensing, and sequential learners are no different in terms of their problem-solving strategies because they used creative thinking elements.

Jamulia, J (2018) focused on identifying students learning style preferences at IAIN Ternate. The result is the major perceptual learning styles preference of the first-year students of IAIN Ternate is visual learning style and group learning style. Jumahir's research is: this research discusses the language learning style of the eleventh-grade students of Madrasah Aliyah Negeri Palopo. Meanwhile, the research above discussed language learning style, this study shows that language learning style is used by students such as visual learning style, auditory learning style, and kinesthetic learning style.

Mulalic (2017) focused on the learning style preference of ESL students. The results of the research has shown the importance in determining students' learning styles, and that differences do exist in learning styles among students from different ethnic backgrounds and students of a different gender. Many factors influence students' achievement at all levels. Learning styles of the students are one of the many factors that need to be considered when researching students' attitudes and achievement.

The other study was conducted by Liu, Huu, and Gun (2013), the research about learning style preferences with different academic backgrounds. The result of study shown that generally speaking, reflective style is a major learning style preference and impulsive is negligible by Tujia students of almost all the majors. Individual-oriented and independent were major learning styles of Tujia students with different academic backgrounds. However, there are the differences in

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learning styles among students in different academic background. The results indicated that differences of learning style preferences in terms of different majors were significant for some learning style variables. This research only investigated about learning styles of Tujia University without suggest the specific strategies for facing different learning styles and different academic background.

Then Shi (2011) conducted research of 184 second-year English majors from the Foreign Language School of a university in Wuhan, about the relationship between cognitive styles and learning strategies. The research concentrates on the relationship between cognitive styles and learning strategies. Shi found out that cognitive styles have a significant influence on learners' choice of learning strategies. Then synthesizing style, sharpener style, field-independent style and impulsive style of cognitive styles correlate positively almost with every strategy, so they turn to be the most influential cognitive styles that have an impact on learners' learning strategy choices. However, she was conducted the research about the relationship between cognitive styles and learning strategies, but she did not relate to the students learning outcomes.

Daniela (2010) conducted study about longitudinal approach of the strategies and learning styles of students. The results show significant changes of strategies and learning styles of the students during the teaching learning process. In the first year of study students are strongly focused on profession but in the third year, students are interested in personal development and accumulating more knowledge. In other words, the result of the research shows an increasing and decreasing process in students' educational activities.

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Pellon, Nome, and Aran (2013) determined the learning styles of fifth-year medical students who attended the ophthalmology course and to also determined the correlation with their academic performance. Kolb's learning style and neurolinguistic programming (NLP) questionnaires were applied and related to the final grades obtained. The variables were analyzed using Pearson's r test. The findings revealed a relation between the variables of learning styles and academic performance. According to Kolb's model, students with better performance were reflective style and according to the NLP model, students with visual style.

Vaisnav (2013) investigated an analysis of learning styles prevalent among secondary school students. It was conducted on three learning styles-visual, auditory and kinesthetic (VAK). It also tried to find out relation and effect of different learning styles on academic achievements of students. Findings of the study revealed that, kinesthetic learning style was found to be more prevalent than visual and auditory learning styles among secondary school students. There was a positive high correlation between kinesthetic learning style and academic achievement. The main effects of the three variables - visual, auditory and kinesthetic were significant on academic achievement.

Jhasih and Kestha (2010) identified the learning styles and learning strategies of students, to check whether there were significant differences in the learning style and strategy preferences between male and female learners, and investigate whether there was a relationship between students' learning style, strategy preferences and the academic achievement among the third year English majors at Al Aqsa University. From the analysis of the results of the achievement



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test and their correlation with the students' learning styles , it was found that there were statistically significant correlation coefficient between achievement and auditory and total degree of style , but there was no statistically significant correlation coefficient between achievement and visual, kinaesthaetic, tactile, group learning, and individual learning.

Another research conducted by Nasreen (2014). In this research, the researcher used a questionnaire that administered to 500 randomly selected students from the five topmost English medium schools of Bangladesh. Among the five hundred participants, two hundred and fifty were boys and the rest of them were girls, and the age of range of the participants are mostly 8-12 years. The finding of this study shows that most of the learners are the visual learners than verbal learners, and also there is a balance between active learners and reflective learners.

Begam (2013) conducted a research to determine MARA Professional Colleges students' perception on learning style. The study builds on the Dunn and Dunn model and instruments of learning style. The finding of the survey showed there was a relationship between the five dimension measured environment (r=0.006), emotional (r=0.624), sociological (r=0.138), physiological (r=0.260) and psychological (r=0.431). Emotional contributed the most which is 28.3%, followed by psychological (9.4%), sociological (1.9%), physiological (1%) and environment did not contribute towards educational performance. The results suggested that focuses should be given on student's level of motivation, persistence, responsibility and need for structure. It also revealed that



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environmental elements of sound, light, temperature and furniture or seating design did not contribute to academic performance. The results of the study had valuable implication to the college lecturers and administrators to adapt teaching style and activities to student learning preferences.

Parnrod et al (2016) in their study about relationship between students' learning style and their academic achievement for English course, which aims to indicating learning style of EFL students at Songkhla Rajabhat University, Thailand. by using Perceptual Learning Style Preferences Questionnaire (PLSPQ) by Reid 1987 as the instrument, to researching 35 undergraduate students majoring English. The researchers found that most of students tend to be auditory (32%), followed by kinesthetic (26%), individual (11%), and tactile (5%).

Sufri (2016), a student from University Islam Negeri Ar-raniry. The research held at English Language Education Department student of academic year 2011 and 2013. In this study, the researcher was analyzed college students' learning styles preferences and to indicate the differences of both groups with regard to learning styles preferences. The findings showed that Individual Project Orientation learning style was the most preferred learning styles by English students in both academic groups, followed by personal orientation learning style.

Shahin (2013) from Islamic Azad University, Shiraz, Iran did more specific research about learning style. This study aimed to identify and to check the relationship between VAK learning styles and problem solving styles of students, and to investigate the differences of learning styles between male and female students and their department. The results indicated that there is a positive



relationship between VAK learning styles and problem solving styles. The results also showed that fields of study did not have an effect on VAK learning styles and problem solving styles. Further, it was found that gender has no effect on VAK learning styles, but it has an effect on problem solving styles.

Next is study from Dr. Teo, Teck Choon (2017) The research was entitled *understanding Asian students learning Styles, cultural influence and learning strategies*. School of Business London School of Business and Finance Singapore. A survey was conducted for 80 students in a local private education institution. The findings that seem differ that students are less hesitant to ask questions in class, open to small group and choice course of students due to their own choice. It differs from previous research because it refers to a small group but the previous is referring to the individual.

Faridah (2019) conducted study about the relationship between students' learning style and their achievement in listening skill, in her research found out that the obtained $\chi^2 = 0.310$ is smaller than the χ^2 table with significance level $0.05 = 5.591$ ($0.310 < 5.591$). It means that null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. From the research finding, it can be concluded that there was no significant relationship between students' learning style and their achievement in listening skill. It means that students' learning style is not a dominant factor that affects listening achievement. In this case, other factors such as motivation, aptitude, cognitive ability, and any other factors are maybe more dominant in affecting listening skill achievement than students' learning style.

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Mayna (2018) in her thesis entitled “The English learning styles of the students of SMA 1 Mejebo” in her research, she just used questionnaire to collect the data. From the result of the questionnaire, found that: (1) The English learning style of male students is visual (38,6) as major learning style preference. (2) The English learning style of female students is auditory (38,8) as major learning style preference. (3) The difference of male and female students is the major learning style preference that the male students have visual learning style as major learning style preference, while the female students have auditory learning style as major learning style preference. Then second difference is male students have only individual learning style as negligible learning style preference, while the female students have kinesthetic, individual and group learning style as negligible learning style preference. The similarities of male and female students are tactile, kinesthetic, individual, and group learning style is the minor learning style preference. And the second similarity is male and female have individual learning style as negligible learning style preference.

Those examples of previous study above different with this research. There are researcher correlate students’ learning style and teacher creativity as independent variables. Besides, here are a lot of methods that other researcher use correlation, Influence, relationship, comparison and also the role by relate many kinds variable, such as learning patterns, motivation, and students’ achievement. However, in this research the researcher only focus on exploring students’ VAK (Visual, Auditory, and Kinesthetic) learning styles in English learning process.

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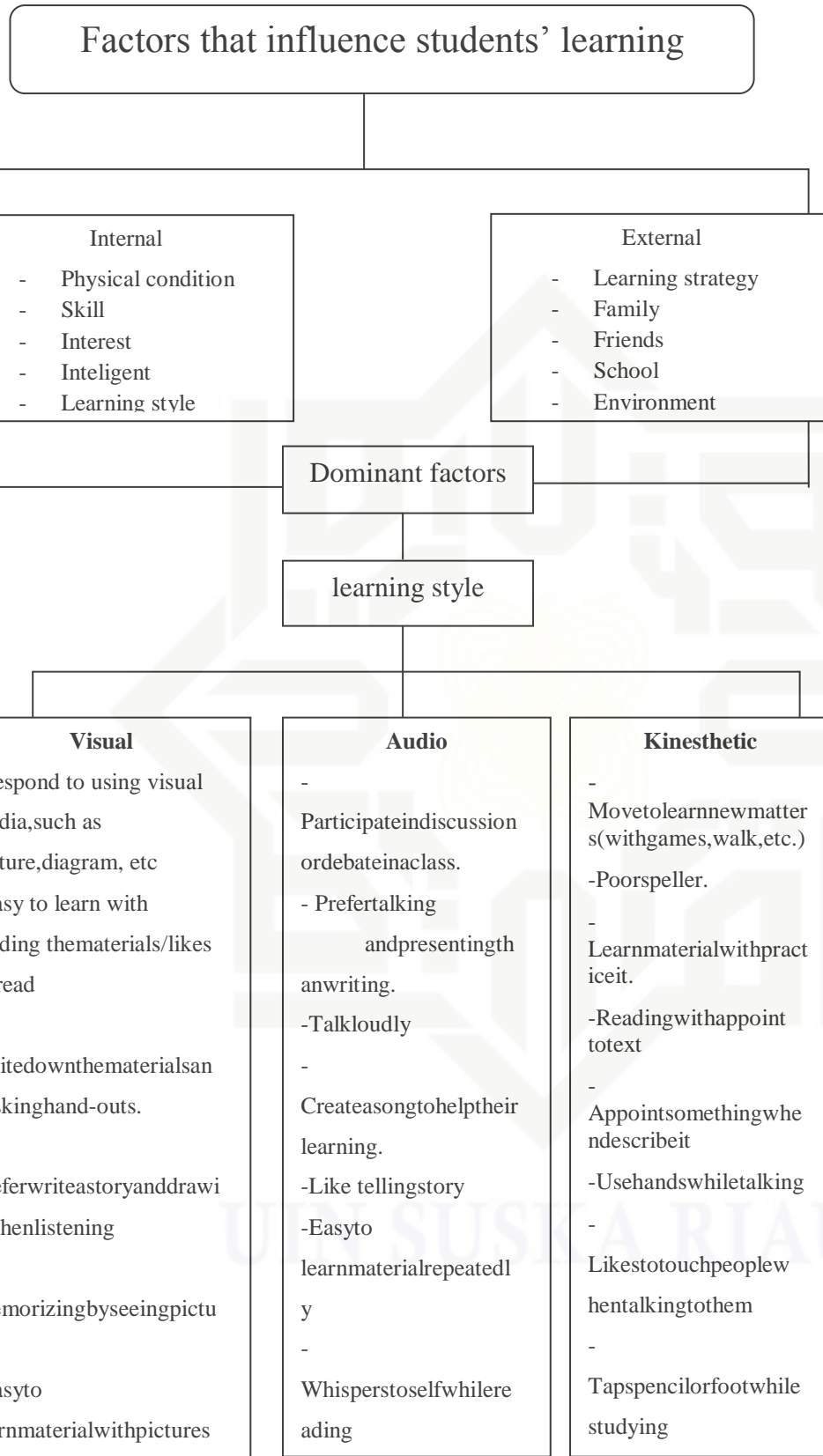
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Furthermore, things that make this research different compared to those previous researches are that it focuses only in the seventh graders rather than senior high or university students, since it is more beneficial to take their learning styles in to account from the very early grade. The CPH (Critical Period Hypothesis) suggests that a period of time, between birth and somewhere around the age when a child enters puberty, exists in which learning a second language can be accomplished more rapidly and easily than times falling outside of this period (Freeman, D. 2008).

2.6 Conceptual Framework

Based on the theories and previous research above, then it is necessary to clarify the phenomenon used in this research. The teachers need understanding students learning styles to determine the right strategies in the teaching process. Oxford (1990) states that by understanding the students learning styles the teachers can make the lessons more effective for him, for students, and the curriculum. For the students, understand their own learning style can help them to get maximum achievement in the subject. Ehrman et al (2003) points out that student will learn effectively if they know what they truly need to do with the subject.

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CHAPTER III

RESEARCH METHOD

This chapter describes the research design that is used in the research. It includes research design, the location and time of the research, participants, and the technique of data collection of the research.

3.1. Research Design

The researcher used the qualitative approach which has the characteristic of natural (natural setting) and sources the data directly. Examples of qualitative methods are action research, case study research and grounded theory. In this research, the researcher used case study. Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning” (p.5). Denzin and Lincoln (2000) claim that qualitative research involves an *interpretive and naturalistic* approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p.3). According to Yin (2002), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context.

In this approach, the process was to be more important than the results. The analysis in this research tends to inductive analysis. Then, the researcher used the case study approach to explain the students’ learning styles in English learning process at SMPN 1 Bengkalis.

The case study focuses on a single unit such as one individual, group, organization, or one program (Cresswell: 2012, Ary, Jacobs, and Sorensen: 2010).

As Cresswell (2012) describes that a case study occurred when the researcher conducted the exploration of a single entity or phenomenon (a case) that is limited by time, activity, and collection by detailed information by using various data collection of detailed information by using various data collection procedures during that time. Another expert defines a case study as the approach used to generate an in-depth that is rich and holistic (Ary, Jacobs, and Sorensen: 2010), a multi-faceted understanding of a complex issue in its real-life context (Crowe et al in Denzim and Lincoln: 2018).

However, the case in this research was the junior high school students' learning styles in English class. The importance of this case to be research was to inspired the other students to find their own learning style to improve their learning achievements. Since this research was a case study, the researcher used various data to find the detail information about the students learning styles at SMPN 1 Bengkalis.

3.2 Research Site

This research conducts at SMPN 1 which is located in Jl. Karimun., Bengkalis. The school was chosen to be research of the present study with a consideration, that was the school was new there is limited researchers conducted in the school. It was carrying out during 2 months.

3.3. Participants of the research

To find a deeper understanding students' learning styles in English learning process at SMPN 1 Bengkalis, the researcher focused on the eight grade of junior high school students also the teacher who teach at that class. For the



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sampling technique, the researcher used the Purposive sampling to select the participants of the research. By using purposive sampling, the researcher selects the participant of the research because they can give important information about the research. The type of sampling in this research is extreme case sampling because the researcher wants to explore students' learning styles in English learning process. As the objective of extreme case sampling, the researcher selects the participants of the research because they are kind of typical, special, or unusual (Ary, Jacobs, and Sorensen: 2010).

The participant of the research was chosen only three class of eight grade students of SMPN 1 Bengkalis, they are VIII.A, VIII.B, and VIII.C. They were chosen because the students in those classes also got a good score in English test. There were 87 students participated in this research. Besides that, the researcher also interviewed the English teacher who teach at the eight grade of SMPN 1 Bengkalis. Since there was only one teacher who teach at the eight grade, the participant of this research from the teacher in this research also only one teacher, and the researcher called her as Mrs. X for her privacy.

3.4. Data Collecting Technique

In this research, the researcher used some techniques to obtain the data, there are questionnaire, and interview. Questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. There are some steps in questionnaire to collect data. First step is the researcher collected data directly with joining the class, and then the researcher asked the students to fill the questionnaire about learning styles that had been

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determined by the researcher. After the questionnaire had been collected, the researcher identified the types of students' learning style found in the second grade of SMPN 1 Bengkalis. After identifying data, the next step is classification. The data that had been identified then be classified based on the learning style types.

The researcher described three types of learning style on students, such as visual, auditory, and kinesthetic. The indicator of the types of learning styles can be seen in the table 3.1 bellow.

Table 3.1 The indicators of learning styles

Learning style	Characteristics
Visual	Respond to using visual media, such as picture, diagram, etc. Easy to learn with reading the materials/likes to read. Write down the materials and asking hand-outs.
	Prefer write a story and drawing then listening. Memorizing by seeing pictures. Easy to learn material with pictures. Has good handwriting. Good speller.
Auditory	Participate in discussion or debate in a class. Prefer talking and presenting than writing. Talk loudly. Create a song to help their learning. Like telling story. Easy to learn material repeatedly. Whispers to self while reading. Easy to learn if there is a verbal instructions.
Kinesthetic	Move to learn new matters (with games, walk, etc.) Poor speller. Learn material with practice it. Reading with appoint to text. Appoint something when describe it. Use hands while talking Like to touch people when talking to them Taps pencil or foot while studying

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The second data of this research was interview. Interview is the process of getting explanation by asking some questions face to face between researcher and respondent using interview guide. In the interview, the researcher used semi-structural interview. In this research, the researcher also did interview with the students and the teacher to know how the teacher accommodate the students' learning styles in English learning, how the way students learn, what the method/strategy used in the class, and what material/ tools are used.

3.5. Data Analysis Technique

Data analysis of this qualitative research was conducted after the process of data collection completed. According to Newby (2010) in Vongxay (2013), in a qualitative research, data analysis followed a complex process which arises from the range and variety of the data and epistemology position adopted by the researcher. Cohen, et.al (2011) also confirms that qualitative data analysis involves organizing, accounting for and explaining the data, in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. Moreover, Merriam (1998) contents that data collection and data analysis must be a simultaneous process in a qualitative research and they are recursive and dynamic.

Schatzman and Strauss (1973) in Cresswell (2009) confirm that qualitative data analyze entail classifying things, persons, and events and properties which characterize them. Cresswell (2009, p.183) also notes that:

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data,

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representing the data and making an interpretation of the larger meaning for the data.

Therefore, the data collected from interview and it was transcribed verbatim. As suggested in Cresswell (2002) in Raihani (2007), all words in recoding data must be transcribed since transcribing all word is necessary to provide data that captures the details of interview. To avoid the bias and find the accurateness of data, the researcher hired someone who had experience in transcribing the interview. In doing so, careful evaluation on the transcription result, by re-listening to the recording for each interview while reading the transcript, was done in order to ensure that all the information was properly covered, and de-contextualisation was avoided (Cohen, et.al. 2000).

The step after collecting the data was the data analysis. The purpose of the data analysis was the process of verifying a systematic data obtained from interviews, field notes, and documentation, organizing data into some categories, describe into the units, synthesize, organize into a pattern, choose which is important and to be analyzed. Then, make a conclusion. So, it was be easily understood by the researcher or the others.

Data analysis in the qualitative study should simultaneously with data collection (Coffey and Aitkinson in Maxwell: 2012) to make the researcher focus on the questionnaire and the interview to decide how a data can cover the conclusions. Since the data were obtained from the questionnaire and interview, the researcher applied two steps of data analysis of this research.

The first step was described the result of the questionnaire into descriptive analysis. This analysis was to find the type of students' learning styles and the

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frequent of learning style used by the students. The researcher used SPSS (Statistic Package for Social Studies) version 24.00 for Windows to analyzed the data from the questionnaire. By calculating, the researcher could identify the most frequent and the least frequent of learning style on students. Then, the researcher made tables to show the result. This table is meant to ease the kind of learning styles of students.

The second step of the analysis was the interview analysis. In this study, the researcher used technique of data analysis based on Miles and Huberman (1994) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014). Firstly, the researcher collected data about the students' learning styles through the interview. The researcher then transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). In the process of the reducing and displaying the data, it

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based on the formulation of the research problem. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

3. Conclusion Drawing/Verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994). Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion.

In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about students' learning styles in english learning process at SMPN 1 Bengkalis.

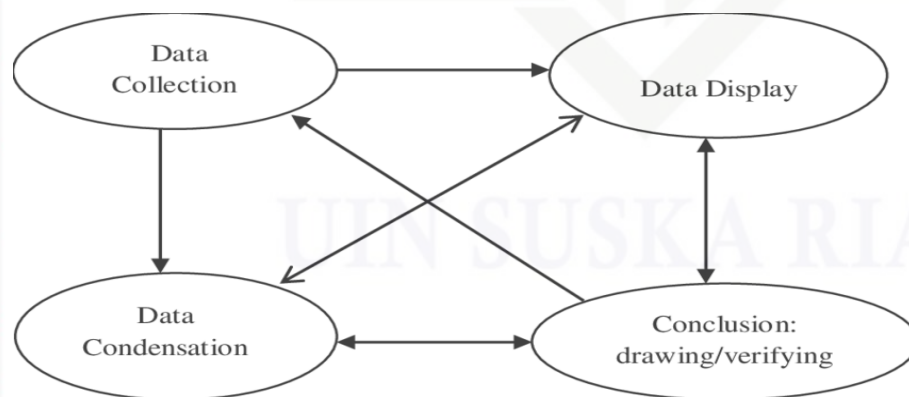


Figure 3.1
Components of Data Analysis: Interactive Model (Miles and Huberman, 1994)

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CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMENDATION

This chapter present the conclusion based on the data analysis about the characteristics of studnts' learning styles analysis and how the teacher accommodates the students' learning styles in English language learning process at the eight-grade of SMPN 1 Bengkalis. Beside the conclusion, this chapter also provided the implication and recommendation for the students, teachers, school, also for the further researcher.

5.1 Conclusion

Based on the finding and the discussion at the previous chapter, the researcher concluded that the eight grade students at SMPN 1 Bengkalis used various learning styles in the English class. The students used visual learning styles, auditory learning styles, and kinesthetic learning styles. From this third learning styles, most of students used visual learning style (58,6%), then following by kinesthetic learning styles (21,8%), and auditory learning styles (19,5%).

5.2 Implication and Recommendation

Based on the result of the study, the researcher had some suggestions for English teacher, students, and the next researcher. The first recommendation is for English teacher. Teacher can do the learning activities in the classroom that relate to students' learning style. Since the most frequent learning style used by the students was the visual learning style, so the teacher must use the appropriate

teaching method that used visual as a media to improve the quality of teaching and learning process.

The second recommendation is for the students. They should realize that the way they learn is different from the other. The students also should focus on their learning style to learn in the better ways. It was help the students to enhance their knowledge and skills.

The third recommendation is for the next researchers, they can use this study as their reference to conduct other researcher on the same field. The researcher hopes that the next researchers can prepare everything as well as possible in doing research and can follow up this research.

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No.	Pernyataan	Jawaban	
		Ya	Tidak
5.	Saya lebih mudah mengingat materi belajar melalui gambar.		
6.	Saya dapat dengan mudah mempelajari materi pelajaran hanya dengan melihat gambarnya.		
7.	Saya dapat menulis dengan rapi dan teratur.		
8.	Saya mudah dalam mengeja kata.		

Bagian 2 (Auditory)

No.	Pernyataan	Jawaban	
		Ya	Tidak
1.	Saya selalu berpartisipasi pada setiap diskusi yang diadakan di kelas.		
2.	Saya lebih suka untuk berbicara atau mempresentasikan sesuatu daripada menuliskannya.		
3.	Saya dapat berbicara dengan lantang.		
4.	Saya menciptakan lagu untuk mempermudah saya mengingat pelajaran.		
5.	Saya senang bercerita.		
6.	Saya lebih mudah mempelajari materi secara berulang-ulang.		
7.	Saya membaca dengan bersuara.		
8.	Saya mudah memahami materi meskipun hanya dijelaskan secara lisan.		

Bagian 3 (Kinesthetic)

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No.	Pernyataan	Jawaban	
		Ya	Tidak
1.	Saya lebih senang untuk belajar dengan tindakan, seperti melalui game.		
2.	Saya sulit untuk mengeja kata.		
3.	Saya belajar dengan latihan.		
4.	Saya membaca dengan menunjuk pada teks.		
5.	Saya menjelaskan sesuatu materi sambil menunjuk materi tersebut.		
6.	Saya berbicara dengan menggerakkan tangan atau anggota tubuh lainnya.		
7.	Saya selalu menyentuh orang lain saat berbicara dengannya.		
8.	Saya suka mengetuk-ngetukkan pena atau pensil pada saat belajar.		



Appendix 2. Interview Guidelines

Interview with the teachers

1. Do you know about learning styles?
2. Are there any differences among students' understanding in English materials?
3. How to accommodate the students' difference understanding in English class?
4. Can you tell me the techniques that you use in English class?
5. Can you tell me the media that you use in English class?
6. How do students learn new materials?
7. Do learning styles help the teacher in English learning?
8. Are there any difficulties because of students' learning styles?

Interview with the students

1. When you start to learn, which one is better, reading or listening the teaching materials?
2. Do you like to discuss the learning materials with your friends?
3. Do you like to shaking your hands or just move your part of your body when you talking to someone?
4. According to you, what is the easiest way to learn or understanding the learning materials?
5. Did your teacher use the media in the teaching process?
6. According to you, what is the best and the worst learning method use by your teacher?

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Appendix 3. The Result of the Questionnaire

No.	Students' initial	Class	Visual									Auditory								Kinesthetic								Learning style		
			1	2	3	4	5	6	7	8	Total	1	2	3	4	5	6	7	8	Total	1	2	3	4	5	6	7		8	Total
1	NA	VIII.A	1	0	1	1	1	1	1	1	7	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	2	Visual
2	OL	VIII.A	1	1	0	0	0	0	1	1	4	0	1	1	1	1	0	0	0	4	0	1	1	1	1	0	0	1	5	Visual
3	PE	VIII.A	0	1	0	1	1	1	1	1	6	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	0	1	2	Visual
4	NR	VIII.A	0	1	1	1	1	1	1	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Visual
5	TNT	VIII.A	1	1	0	1	1	1	1	1	7	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	Visual
6	YN	VIII.A	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Visual
7	NA	VIII.A	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Visual
8	ASP	VIII.A	0	1	1	1	1	1	1	1	7	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	2	Visual
9	PA	VIII.A	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	8	1	1	1	0	0	0	0	0	0	3	Auditory
10	ER	VIII.A	0	1	0	1	0	0	0	0	2	0	1	0	1	1	1	1	6	1	1	1	0	0	0	0	0	0	3	Auditory
11	TN	VIII.A	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	1	1	1	1	1	1	1	1	8	Kinesthetic	
12	R	VIII.A	0	1	1	0	1	1	1	1	6	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	1	3	Visual	
13	QL	VIII.A	1	1	0	0	1	1	1	1	6	0	1	1	0	0	0	0	2	0	1	1	0	0	0	0	0	2	Visual	
14	EE	VIII.A	1	1	1	0	1	1	1	1	7	0	0	1	0	0	0	0	2	0	0	1	0	0	0	0	1	2	Visual	
15	NJ	VIII.A	0	1	1	0	0	0	0	0	2	0	0	1	1	1	1	1	6	0	0	1	1	1	0	0	1	4	Auditory	
16	RK	VIII.A	1	0	1	0	1	0	0	1	4	1	0	1	0	1	1	0	5	1	0	1	0	1	1	1	1	6	Kinesthetic	
17	KSJ	VIII.A	1	1	0	0	1	0	1	1	5	0	1	1	0	1	0	0	4	0	1	1	0	1	0	0	1	4	Visual	
18	MYG	VIII.A	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2	Visual	
19	LL	VIII.A	0	1	0	1	0	0	0	1	3	0	1	0	1	1	1	0	4	0	1	0	1	1	1	0	1	5	Kinesthetic	
20	JHS	VIII.A	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	Visual	

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No.	Students' initial	Class	Visual								Total	Auditory								Total	Kinesthetic								Total	Learning style
			1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8		
21	PJM	VIII.A	1	0	0	0	1	0	0	1	3	1	1	1	0	1	1	0	1	6	1	1	0	0	1	0	0	1	4	Auditory
22	JA	VIII.A	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	7	1	0	0	1	0	0	1	0	3	Auditory
23	KTH	VIII.A	1	0	0	1	1	1	1	1	6	1	1	0	0	0	0	0	0	2	1	1	0	0	0	0	0	0	2	Kinesthetic
24	RN	VIII.A	1	0	0	0	0	0	0	0	1	1	1	0	0	0	1	0	0	3	1	1	1	1	1	1	1	1	8	Kinesthetic
25	JJK	VIII.A	1	0	1	1	1	0	1	1	6	1	0	0	0	1	0	0	0	2	1	0	1	0	0	0	1	0	3	Visual
26	TS	VIII.A	1	1	0	1	1	1	0	1	6	0	1	0	0	0	1	0	0	2	0	1	0	0	0	1	0	1	3	Visual
27	NAR	VIII.A	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	3	1	1	1	1	1	1	1	1	8	Kinesthetic
28	JB	VIII.B	0	1	0	0	1	0	1	0	3	0	1	0	0	0	0	1	1	3	0	1	1	0	1	0	1	1	5	Kinesthetic
29	AG	VIII.B	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	Visual	
30	KP	VIII.B	0	0	0	1	0	1	1	1	4	1	1	0	1	0	0	0	0	3	1	1	1	1	0	0	0	0	4	Visual
31	YSTUI	VIII.B	1	0	1	0	1	1	0	1	5	1	0	1	0	0	1	0	1	4	1	0	1	1	0	1	0	1	5	Kinesthetic
32	NK	VIII.B	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	8	0	0	0	0	0	1	0	0	1	Auditory
33	AF	VIII.B	1	0	1	0	1	1	0	1	5	1	0	1	0	0	1	0	0	3	1	0	1	0	0	1	0	0	3	Visual
34	RAP	VIII.B	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Visual
35	QA	VIII.B	1	1	0	0	1	1	1	0	5	0	1	1	0	0	0	1	0	3	0	1	0	0	0	0	0	0	1	Visual
36	NAI	VIII.B	1	1	1	0	1	1	1	1	7	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	6	Visual
37	A	VIII.B	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Visual
38	AR	VIII.B	0	1	1	1	1	1	1	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Visual
39	MAN	VIII.B	0	0	0	0	1	1	0	1	3	1	1	1	0	0	1	0	0	4	1	1	1	0	0	1	0	0	4	Auditory
40	W	VIII.B	1	0	1	0	1	1	0	0	4	1	0	1	0	0	1	1	1	5	0	0	0	0	0	1	1	1	3	Auditory
41	NNU	VIII.B	1	1	1	1	0	0	0	0	4	0	0	0	1	1	1	1	1	5	0	0	0	1	1	1	1	1	5	Auditory
42	AF	VIII.B	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	7	1	1	1	1	1	1	1	0	7	Auditory

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No.	Students' initial	Class	Visual								Total	Auditory								Total	Kinesthetic								Total	Learning style								
			1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8										
43	BE	VIII.B	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Visual
44	DC	VIII.B	1	1	1	1	1	0	1	1	7	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	Visual	
45	YH	VIII.B	1	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	3	1	1	1	1	1	1	1	1	1	1	1	1	1	8	Kinesthetic		
46	NT	VIII.B	0	1	1	1	1	1	1	0	6	0	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	1	1	0	0	0	0	0	2	Visual		
47	RE	VIII.B	0	1	0	0	1	1	1	1	5	0	1	1	0	0	0	0	0	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	Visual		
48	FE	VIII.B	1	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	Kinesthetic		
49	AV	VIII.B	1	1	1	0	1	1	1	1	7	0	0	1	0	0	0	0	1	2	1	0	1	1	1	0	0	1	0	0	0	0	0	1	5	Visual		
50	AR	VIII.B	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	Kinesthetic		
51	S	VIII.B	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Visual	
52	TA	VIII.B	0	1	0	0	1	1	1	1	5	0	1	1	0	0	0	0	0	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	Visual		
53	RG	VIII.B	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	6	1	1	1	1	1	1	1	0	0	0	0	0	0	0	6	Auditory		
54	NK	VIII.B	0	1	0	1	1	0	1	1	5	0	1	0	0	1	0	0	1	3	0	1	0	0	1	0	0	1	0	0	0	0	0	1	3	Visual		
55	SL	VIII.B	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	3	1	1	1	1	1	1	1	1	0	0	0	0	0	0	7	Kinesthetic		
56	IP	VIII.B	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	8	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Auditory		
57	MNI	VIII.C	1	1	1	1	1	1	1	1	8	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	4	Visual		
58	MHP	VIII.C	0	1	1	0	1	1	0	0	4	0	0	1	0	0	1	1	1	4	0	0	1	0	0	1	1	1	1	1	1	1	1	1	4	Kinesthetic		
59	PSJ	VIII.C	0	0	1	1	0	0	1	1	4	1	0	0	1	1	0	0	0	3	1	0	0	1	1	0	0	1	0	0	0	0	0	1	4	Kinesthetic		
60	SE	VIII.C	1	0	0	0	0	1	1	1	4	1	1	1	1	0	0	0	0	4	1	1	1	1	1	0	0	0	0	0	0	0	0	1	5	Kinesthetic		
61	EH	VIII.C	0	0	0	0	1	1	1	0	3	1	1	1	0	0	0	1	0	4	1	1	1	0	0	1	1	0	0	0	0	0	0	0	5	Kinesthetic		
62	TG	VIII.C	1	0	1	1	1	1	1	1	7	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Visual		
63	I	VIII.C	0	1	1	0	1	1	0	1	5	0	0	1	0	0	1	0	1	3	0	0	1	1	1	1	0	1	0	0	0	0	0	0	5	Visual		
64	LA	VIII.C	0	1	1	1	1	1	1	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Visual		

No.	Students' initial	Class	Visual								Total	Auditory								Total	Kinesthetic								Total	Learning style
			1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8		
87	PEP	VIII.C	1	1	1	1	1	0	1	1	7	0	0	0	0	1	0	0	1	2	0	0	0	0	1	0	0	1	2	Visual

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Appendix 4. The Transcript of the Interview

Interview with the teacher

- Researcher : Apakah ibu tau tentang apa itu learning style?
- Teacher : Mmm tau, itu cara belajar seseorang kan, misal, ada yang suka belajar sambil dengar musik, ada yang suka diskusi, terus ada juga yang sukanya duduk sendiri aja gitu, biar lebih fokus.
- Researcher : Menurut ibu, ada gak sih perbedaan pemahaman siswa pada saat belajar bahasa Inggris di kelas? Atau bahkan sama semua?
- Teacher : Perbedaan itu tentu ada, gak bisa dipungkiri juga, siswa kita ada yang suka bahasa Inggris, ada yang gak suka. Kalau bagi yang suka, kemungkinan besar mereka bisa cepat paham tentang materi yang kita ajarkan, tapi kalau yang gak suka, itu kadang mereka bisa tetap paham sama materinya, tapi kadang perlu penjelasan yang lebih lagi biar mereka paham.
- Researcher : Ada gak bu, murid yang waktu belajar di kelas, itu gak bisa duduk tenang?
- Teacher : Aaaah, ada tu, beberapa murid, kalau belajar ada aja tingkahnya. Gak bisa diam, awalnya saya pikir mereka gak fokus belajarnya. Tapi, waktu ditanya, ternyata mereka paham loh apa yang saya jelaskan. Jadi ya saya biarkan aja, mungkin itu cara mereka belajar
- Researcher : Bagaimana cara ibu mengatasi perbedaan tingkat pemahaman siswa tersebut?
- Teacher : Biasanya saya menanyakan kembali kepada siswa, apakah mereka sudah memahami materi yang kita pelajari apa belum. Terus saya berikan tugas, nah di situ kan kelihatan tu mana yang sudah paham dan mana yang belum. Jadi, pada saat mereka mengerjakan tugas itulah saya pelan-pelan kasih mereka penjelasan tambahan tentang materi yang dipelajari tersebut.
- Researcher : Untuk mendukung kegiatan belajar, biasanya ibu pakai media apa?
- Teacher : Media yang saya pakai itu sebagian besar ya paling textbook, tapi kadang saya juga pakai gambar juga. Sesuai kebutuhan aja.
- Researcher : Apakah ibu tahu bagaimana cara siswa mempelajari materi baru?
- Teacher : Kalau dari yang saya lihat, kebanyakan mereka baca sendiri buku paket yang dipegangnya, kadang ada juga yang nanya sama temannya.

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Researcher : Apakah cara belajar siswa membantu guru dalam menciptakan suasana belajar di kelas?

Teacher : Ya, tentu. Jadi kita sebagai guru kan harus paham betul tu gimana siswa kita belajar. Jadi kalau di kelas ini dia sukanya diskusi, nah saya perbanyak porsi diskusi di kelas tersebut. Tapi kalau siswanya lebih suka pakai media gambar, baca buku atau semacamnya, saya sesuaikan lagi cara mengajarnya.

Reserarcher : Apakah ibu kesulitan dalam mengajar karena perbedaan cara belajar siswa?

Teacher : Sejauh ini sih gak ada masalah ya. Paling kalau ada siswa yang belum paham, saya coba jelaskan aja materinya pada bagian yang mereka kurang paham.

Interview with the students

Student A

Researcher : Apakah kamu lebih suka membaca atau dibacakan?

Student : Iya, saya suka baca. Soalnya kalau dibacakan rasanya kurang puas aja.

Researcher : Apakah kamu suka berdiskusi?

Student : Kalau saya sih gak suka bu ikut diskusi waktu pelajaran bahasa Inggris. Tapi ada tu, beberapa teman di kelas yang suka kalau ada diskusi, aktif ngasih pendapat sama jawab pertanyaan.

Researcher : Apakah kamu suka menggerak-gerakkan tangan saat berbicara atau bercerita?

Student : Gak bu, ribet.

Researcher : Menurut kamu, seperti apa cara termudah untuk memahami pelajaran?

Student : Kalau saya sih baca buku aja. Terus saya kasih tanda di bagian-bagian penting di buku itu.

Researcher : Apakah guru menggunakan media saat mengajar?

Student : Buku aja sih bu, kadang gambar. Itu aja.

Researcher : Metode belajar seperti apa yang paling kamu sukai?



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Student : Saya paling suka kalau guru ngajarnya pakai gambar gitu, lebih asik aja dan lebih mudah juga pahamnya.

Researcher : Metode belajar seperti apa yang tidak kamu sukai?

Student : Saya gak sukanya kalau cuma ceramah aja sih bu, kadang sayanya susah fokus dengarnya.

Student B

Researcher : Apakah kamu lebih suka membaca atau dibacakan?

Student : Sukanya baca sendiri.

Researcher : Apakah kamu suka berdiskusi?

Student : Biasa aja, kalau ada diskusi ya ikut aja.

Researcher : Apakah kamu suka menggerak-gerakkan tangan saat berbicara atau bercerita?

Student : mmmm kadang, tapi jarang.

Researcher : Menurut kamu, seperti apa cara termudah untuk memahami pelajaran?

Student : Kalau saya suka saya kasih tanda di catatan, biar gampang ingatnya.

Researcher : Apakah guru menggunakan media saat mengajar?

Student : Buku sama gambar.

Researcher : Metode belajar seperti apa yang paling kamu sukai?

Student : Dijelaskan gitu, biar saya bisa catat yang penting-pentingnya.

Researcher : Metode belajar seperti apa yang tidak kamu sukai?

Student : Yang banyak tugasnya bu.

Student C

Researcher : Apakah kamu lebih suka membaca atau dibacakan?

Student : Baca sendiri aja.



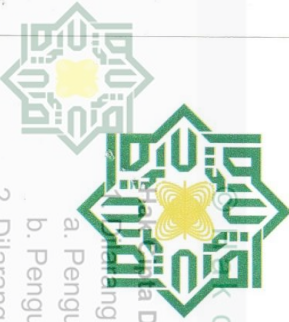
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- Researcher : Apakah kamu suka berdiskusi?
- Student : Dibilang suka gak juga, dibilang gak juga biasa aja bu.
- Researcher : Apakah kamu suka menggerak-gerakkan tangan saat berbicara atau bercerita?
- Student : Gak begitu suka saya bu.
- Researcher : Menurut kamu, seperti apa cara termudah untuk memahami pelajaran?
- Student : Baca lagi catatan atau bukunya.
- Researcher : Apakah guru menggunakan media saat mengajar?
- Student : Ada bu, paling gambar, tapi kebanyakan pakai buku paket aja.
- Researcher : Metode belajar seperti apa yang paling kamu sukai?
- Student : Mmmm kalau saya sukanya semacam mengamati gambar gitu.
- Researcher : Metode belajar seperti apa yang gak kamu sukai?
- Student : Pas belajar listening, kan disuruh dengarkan kan tu bu, bingung saya.



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Pekanbaru, 27 Agustus 2021

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 Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Prov. Riau
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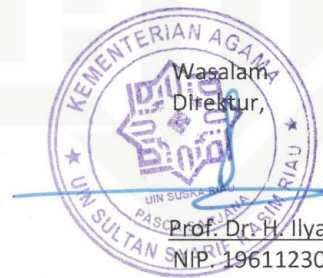
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Nama	: NURAINA YULISDA
NIM	: 21790125846
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: Exploring students' learning styles in English Learning Process

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SMPN 1 Bengkalis

Waktu Penelitian: 3 Bulan (26 Agustus 2021 s.d 26 Oktober 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,
 Direktur,

Prof. Dr. H. Ilyas Husti, MA
 NIP. 19611230 198903 100 2

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CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Nuraina Yulisda

ID Number : 21790125846

Date of Birth : October 23, 1995

Sex : Female

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 52

Structure & Written Expressions : 54

Reading Comprehension : 57

Overall Score : 543

Expired Date : October 13, 2021



English Proficiency Test® Certificate Provided by
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Mahyudin Syukri, M. Ag

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SERTIFIKAT ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Nuraina Yulinda

Nomor ID : 21790125846

Jenis Kelamin : Perempuan

Tanggal Lahir : 23 Oktober 1995

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 57
القواعد : 55
القراءة : 57
النتيجة : 563

Berlaku Hingga : 27 Oktober 2021



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UIN SUSKA RIAU

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BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA

.....

NIM

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PROGRAM STUDI

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1.	26/12/2020	Proposa - Background - teori		
2.	10/2/2021	Teori Chapter II		
3.	15/5/2021	Research design		
4.	2/6/2021	Data analysis		
5.	12/8/2021	finding and conclusion		
6.	20/8/21	Acc Munasqasah		

Catatan :
 *Coret yang tidak perlu
 Pekanbaru, 29/8/2021
 Pembimbing I / Promotor*

 Abdur Rauf, MA. PhD

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing/ Co Promotor	Keterangan
1.	1/2-2021	Proposa - teori - metode		
2.	15/8-20	INSTRUMENT		
3.	2/11-20	Data Presah - taban: Breda R-Gretha		
4.	9/6-2021	Data Analisis		
5.	20/8-2021	Finding Model be water R-Randi		
6.	29/8/21	Acc with Munasqasah		

Catatan :
 *Coret yang tidak perlu
 Pekanbaru, 24/10/2021
 Pembimbing II / Co Promotor*

 Drs H. P. D. S. M. N. A. P. L. W.

CURRICULUM VITAE



I. Personal Identity

Name : Nuraina Yulisda
Place, Date of Birth : Bengkalis, October, 23rd 1995
Gender : Female
Address : Jl. Kelapapati Tengah, RT/RW:003/004,
Bengkalis
Religious : Islam
Nationally : Indonesia
Marital Status : Married
Phone Number : 081276059838
Email : nurainayulisda23@gmail.com

II. Educational Background

1. SD (Elementary School) : SDN 01 Bengkalis (2001-2007)
2. SMP (Junior High School) : SMPN 01 Bengkalis (2007-2010)
3. SMA (Senior High School) : SMAN 1 Bengkalis (2010-2013)
4. Sarjana/S1 (Bachelor Degree) : Universitas Riau (2013-2017)
5. Pascasarjana/S2 (Postgraduate) : UIN SUSKA RIAU (2018-2021)

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III. Job Experience

1. PPL (Praktik Pengalaman Lapangan) at SMPN 25 Pekanbaru (2016)
2. English Teacher at Sains Operation Course(2018)
3. English Teacher at Ingenium childhood education (ICE) (2018-2020)
4. English Teachers at Little Castle Montessori (2020-2021)

IV. Skills

- Language : Indonesian and English
- Computer : Windows Operating System and Microsoft Office