

LEARNING STYLES AND LEARNING STRATEGIES OF HIGH ENGLISH ACHIEVERS AT BOARDING AND NON BOARDING SCHOOLS IN PEKANBARU

THESIS

Submitted to State Islamic University of Sultan Syarif Karim Riau
In Partial Fulfillment of the Requirement for the Degree of
Magister in English Education
(M.Pd)



BY:

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POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
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2023 M./1445 H.



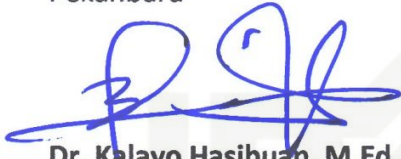
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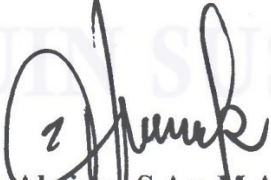
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ACKNOWLEDGMENT



In the name of Allah, the Lord of the World. The Beneficent and the Most Merciful, Praises belong to Allah Almighty. By His guidance and blessing, the researcher has accomplished the final research paper as an academic requirement to finish her bachelor degree. Then, May shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled “Learning Styles and Learning Strategies of High English Achievers at Boarding and Non-Boarding Schools in Pekanbaru”. The writer would like to express her gratitude and sincere thanks to:

1. Prof. Dr. Hairunnas, M.Ag, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. H. Ilyas Husti, MA, the Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Zaitun, M.Ag., Deputy of Post Graduate Program of State Islamic University of Sultan Syarif Kasim.
4. Dr. Alwizar, S.Ag, M.Ag, the Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staffs for their kindness, services, advices and suggestions during accomplishment of this project paper.
5. Dr. Khairil Anwar, MA. Secretary of Islamic Education Study Program, State Islamic of Sultan Syarif Kasim Riau and staff for the kindness, services, and advices during accomplishment of this thesis.
6. Dr. Abdul Hadi, S.Pd., MA., Ph.D, as the first supervisor who has given the writer correction, supervision, advice, and guidance from the very



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early stage of this research as well as giving the writer extraordinary experiences throughout the past few months.

7. Dr. Faurina Anastasia, M.Hum, as the second supervisor who has help the writer patiently finishing this thesis by giving correction, suggestion, support, advice and guidance until the completion of this thesis.
8. All Lecturers of Postgraduate Program who have given the writer their knowledge and information through the meeting in the class or personally.
9. My beloved parents, Saleh and Nurhamidah. Thank you so much for du'a and always remind me to finish this duty.
10. My beloved brother Haris Nasution, M.I.Kom, I am truly grateful also for the never ending support and care. One of the reasons why I still keep walking and keep spirit in my education to reach my bright future. You are my best sibling.
11. I want to say thank you for my sister Desriani, AmKG, thank you very much for your kindness.
12. Thanks to my hubby Ahmad Farid Nasution, A.Md. An and my baby boy Kafio Alfrizki. Thank you for always be there for me.
13. My beloved classmates of Magister PBI 2021, I am glad to know you all.

Finally, the writer realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis. May Allah Almighty, the Lord of universe bless you all. Aamiin

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LIST OF CONTENTS

ACKNOWLEDGMENT	i
LIST OF CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDICES	vii
TRANSLITERATION GUIDELINES	viii
ABSTRACT	x
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Statement of the Problem.....	3
C. Limitation of the Study	4
D. Research Questions.....	5
E. Objectives and Significance of the Study	5
F. Definition of Key Terms.....	6
CHAPTER II LITERATURE REVIEW	9
A. Theoretical Framework.....	9
1. Defining Learning Style	9
2. Concept of Learning Strategy	43
3. Learning Strategy of High English Achievers ...	58
4. Learning English at Boarding and Non Boarding Schools	65
B. Related Studies	68
C. Conceptual Framework.....	75
CHAPTER III RESEARCH METHODOLOGY	79
A. Design of the Research	79
B. Research Site.....	79
C. Informant/Participant of the Research	80
D. Technique of Collecting Data	80
E. Data Analysis Technique	88

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CHAPTER IV	FINDINGS AND DISCUSSION	91
	A. Findings	91
	B. Discussion	126
CHAPTER V	CONCLUSION AND SUGGESTION	128
	A. Conclusion	128
	B. Suggestion	129
REFERENCES		





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LIST OF TABLES

Table II.1	The Classification of Learning Strategy.....	53
Table III.1	Blue print of learning style	81
Table III.2	Questionnaire of learning style.....	82
Table III.3	Blue print of learning strategy	83
Table III.4	Questionnaire of learning style.....	83
Table III.5	Characteristic of learning style	86
Table III.6	Characteristic of learning strategy.....	86
Table III.7	Interview guidelines question of learning style and learning strategy	87
Table IV.1	Boarding students' learning style	92
Table IV.2	Visual Learning Style at Boarding School	93
Table IV.3	Auditory Learning Style at Boarding School	94
Table IV.4	Kinesthetic Learning Style at Boarding School	95
Table IV.5	Tactile Learning Style at Boarding School	96
Table IV.6	Non-Boarding Students' Learning Style	96
Table IV.7	Visual Learning Style at Non-Boarding School.....	97
Table IV.8	Auditory Learning Style at Non-Boarding School.....	98
Table IV.9	Kinesthetic Learning Style at Non-Boarding School.....	99
Table IV.10	Tactile Learning Style at Non-Boarding School	100
Table IV.11	Boarding Students' Learning Strategies.....	101
Table IV.12	Cognitive Students' Learning Strategies at Boarding school.....	102
Table IV.13	Meta-cognitive Students' Learning Strategies at Boarding school.....	103
Table IV.14	Memory Students' Learning Strategies at Boarding school	104
Table IV.15	Compensatory Students' Learning Strategies at Boarding school.....	105
Table IV.16	Affective Students' Learning Strategies at Boarding school.....	106



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Table IV.17	Social Students' Learning Strategies at Boarding school....	107
Table IV.18	Non-Boarding Students' Learning Strategies.....	107
Table IV.19	Cognitive Students' Learning Strategies at Non-Boarding school.....	109
Table IV.20	Meta-Cognitive Students' Learning Strategies at Non-Boarding school.....	110
Table IV.21	Memory Students' Learning Strategies at Non-Boarding school.....	111
Table IV.22	Compensatory Students' Learning Strategies at Non-Boarding school.....	112
Table IV.23	Affective Students' Learning Strategies at Non-Boarding school.....	113
Table IV.24	Social Students' Learning Strategies at Non-Boarding school.....	114
Table IV.25	Interview result of learning style at Boarding school.....	115
Table IV.26	Interview result of learning strategy at Boarding school....	116
Table IV.27	Interview result of learning style at Non-Boarding school .	118
Table IV.28	Interview result of learning strategy at Non-Boarding school.....	119
Table IV.29	Interview Result.....	122

LIST OF APPENDICES

Appendix I	Descriptive of Learning Style
Appendix II	Descriptive of Learning Strategy
Appendix III	Questionnaire of Learning Style
Appendix IV	Questionnaire of Learning Strategy
Appendix V	Research Instrument of Interview “Interview Guidelines”
Appendix VI	Learning Style and Learning Strategy on Descriptive Statistics
Appendix VII	Thesis Supervision Activity Report
Appendix VIII	Supervisor Letters
Appendix IX	Recommendation Letters

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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
ه	Ha	H
ء	Hamzah	ء
ي	Ya	Y

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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' Marbutah

The stopped Ta' Marbutah 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

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ABSTRACT

Desi Susanti, (2023): Learning Style and Learning Strategy of High English Achievers at Boarding and Non Boarding Schools in Pekanbaru

The learning style comes from personality variables such as educational background and experience. Learning strategy related to the students' behavior to enhance their own learning. This study deals with students' learning styles and learning strategies in the process English learning. The aim of this research was to find out what is students' learning style and learning strategy of high English achievers at boarding and non-boarding schools in Pekanbaru. The design of this research is a multi-method design. The sample was selected by using purposive sampling. To get the data, the researcher gave questionnaire and interview of high English achievers at boarding and non-boarding schools. After analyzing the data, the students' learning style at boarding school was auditory (29,79 %) and the students' learning style at non-boarding school was auditory (27,52%). For the learning strategy, the students' at boarding school was affective (19,00%) and the students' non boarding schools was affective learning strategy (20,54 %). So, it can be conclude that the learning strategies of high English achievers at boarding and non-boarding schools in Pekanbaru are relevant to their learning styles.

KeyWords : *Learning style and learning strategy*

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ABSTRAK

Desi Susanti, (2023): Gaya Belajar dan Strategi Belajar Siswa Berprestasi Bahasa Inggris di Sekolah Asrama dan Non-Asrama di Pekanbaru

Gaya belajar berasal dari kepribadian seseorang seperti latar belakang dan pengalaman belajar. Strategi belajar berkaitan dengan kebiasaan siswa untuk meningkatkan pembelajarannya. Penelitian ini berhubungan dengan gaya belajar dan strategi belajar dalam proses belajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui jenis gaya belajar dan strategi belajar siswa berprestasi bahasa Inggris di sekolah asrama dan non-asrama di Pekanbaru. Desain penelitian ini adalah desain multi metode. Sampel yang di gunakan adalah purposive sampling. Untuk mendapatkan data, peneliti memberikan questioner dan melakukan interview kepada siswa berprestasi dari sekolah asrama dan non asrama. Setelah menganalisis data, gaya belajar siswa di sekolah asrama adalah auditori (29,79 %) dan gaya belajar siswa di sekolah non asrama auditori (27,52%). Untuk strategi belajar siswa di sekolah asrama adalah afektif (19,00%) dan strategi belajar di sekolah non asrama adalah afektif (20,54 %). Jadi, dapat disimpulkan bahwa strategi belajar siswa berprestasi di sekolah asrama dan non asrama cocok terhadap gaya belajar mereka.

Kata kunci : Gaya Belajar dan Strategi Belajar

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CHAPTER I INTRODUCTION

A. Background of the Study

Learning is something that happens quite naturally and goes by quite unnoticed in many cases. Every learner has his/her own learning style and learning strategies. If every learner knows his/her own learning style and learning strategy, they can develop it by themselves. Language learning styles and strategies are “among the main factors that help determine how –and how well –our students learn a second or foreign language” (Oxford, 2003, p. 1).

Learning strategies are the total effort that the students need to process, understand, and adopt the information introduced in learning-teaching processes or in their individual preparation. Learning strategies are “techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information” (Michael and Chamot, 1990, p. 71). People need to observe that the term language learning strategies’ refers more specifically to the process of language learning whereas learner strategies might be interpreted as techniques in the learning of any subject. Learning strategies that individual uses in the process of education are closely related to his/her learning style, while learning strategies can be learned and changed, learning styles remain stable and unchanged characteristics of person (Oxford, 2003).

Learning style can be described as the set of factors behavior and attitudes facilities learning for an individual in a given situation. However



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Brown (2000, p. 113), states that learning style is “the manner in which individuals perceive and proceed information during learning session”. As a means of study, the famous well-known learning style is called the VAK model, which stands for visual, aural/auditory, and kinesthetic (Alavinia & Ebrahimpour, 2012: Dornyei, 2005: Reid, 1998). Visual (spacial) learners learn best by seeing, auditory (aural) learners learn best by hearing, and Kinesthetic-tactile (physical) learners learn best by moving and doing (DePorter and Hernacki, 2000).

However, most of students do not know how to use learning strategies that are appropriate with their own learning styles. The general learning styles and language learning strategies, need to be considered when analyzing why English seems difficult to learn (Schmek, 1998). When students consciously chooses strategies that fit to his or her learning style, the strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning (Oxford, 2003).

From explanation above, it is important for students to know and match their own learning style and learning strategy. However, studies about learning styles and learning strategies are still lacking, especially in English context lesson of boarding and non-boarding schools. For examples, in TEFLIN journal (teaching of English as a foreign language in Indonesia) there is no article about learning style and learning strategy from 2010 until now. Also, in repository of UIN SUSKA Riau there is a researcher about “The Influence of Students’ Learning Style and Language Learning Strategies



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toward Students' English Achievement of second grade Students at SMAN 2 Rambah Hilir" in 2017. This phenomenon indicates that the information about students' learning style and learning strategy is still lacking. The learning style and learning strategy need to be explore more to make how important it to teachers and students.

High achievers are students who are successful in school and have good academic achievements. However, there are some differences between boarding and non-boarding schools. A significant difference is found between boarding and non-boarding students in terms of academic achievement as first one performs better (Maphoso & Mahlo, 2014). Besides, the majority of boarding students have a better learning style as compared to non-boarders (Mushtaq & Munir, 2021).

In boarding and non-boarding schools there are many students who have good achievements or called high achievers. However, the factors that cause the students have a good achievement are not yet known, whether the match of students' learning style and learning strategy become the one of the factors. Based on the explanation above, the researcher is interested to conduct a study entitled "*learning styles and learning strategies of high English achievers at boarding and non-boarding schools in Pekanbaru*".

B. Statement of the Problem

From previous discussion, it is important to match the learning style and learning strategy used by students in learning English. There is still lack of study about learning styles and learning strategies especially students of



high English achievers at boarding and non-boarding schools. Therefore, in the present study students' learning style of high English achievers students at boarding and non-boarding schools are investigated in SMPN 25 Pekanbaru and MTS Miftahul Hidayah Pekanbaru.

C. Limitation of the Study

There are many things that need to be researched related to the learning style and learning strategy of high English achievers at boarding and non-boarding schools. Some limitations in this study are:

1. The boarding school in this research is Pesantren/Islamic Boarding School, while boarding school that are not Pesantren are not included in this study.
2. Non-boarding school in this study is public school.
3. There are many types of learning styles according to experts. According to DePorter and Hernacki (2000) three learning modalities are described, namely Visual, Auditorial and Kinesthetic (VAK). While according to Neil Fleiming (2001) proposed the VARK model, VARK is in the category of instructional preferences because it deals with perceptual modes." VARK means Visual (V), Aural (A), Read/Write(R), and Kinesthetic (K). According to Oxford (2003) and Reid (1995), learning styles are divided into four categories; visual, auditory, kinesthetic, and tactile. Learning styles used in this research are visual, auditory, kinesthetic, and tactile model.
4. There are many types of learning strategy. According to Oxford (1990) identify the six main categories of language learning strategies; cognitive,

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meta-cognitive, memory, compensatory, affective, and social learning strategy. Another types of strategies used by learners, such as learning strategies, communicative strategies, and social strategies (Rubin, 1987). While, Auao (2003) classified language learning strategies into organizational, delivery, and management strategy. In this research, the researcher choose cognitive, meta-cognitive, memory, compensatory, affective, and social learning strategies.

D. Research Questions

Thus, the researcher seeks to achieve the aforementioned purposes and the issues to be discussed in this research. The research attempts to address the following questions:

1. What are the learning styles of high English achievers at boarding and non boarding schools in Pekanbaru?
2. How do high English achievers of each learning style at boarding and non-boarding schools in Pekanbaru learn English?
3. Are learning strategies of high English achievers at boarding and non-boarding schools in Pekanbaru relevant to their learning styles, and why?

E. Objective and Significance of the Study

1. The objectives of this study are:

- a. To explain what are the learning styles of high English achievers at boarding and non boarding schools in pekanbaru

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- b. To explore how do high English achievers of each learning style at boarding and non-boarding schools in Pekanbaru learn English.
- c. To explore what and why the students' learning strategies of high English achievers at boarding and non-boarding schools in Pekanbaru relevant to their learning styles

2. The significance of this study are:

Related to the objective of the research above, this research focused on what is the dominant learning style preferences of high English achievers and learning strategy at boarding and non boarding schools in Pekanbaru, especially Students of SMPN 25 Pekanbaru and MTS Miftahul Hidayah Pekanbaru. It is also significant in explain and explore students' learning style. As a result of this research, this research finding give information to the teachers about the students learning style and learning strategy of high English achievers. This research also may help the students to recognize their own learning style preferences and learning strategy in order to find out better ways in English learning . So, this research significance for teachers and students about the information how learning style and learning strategy can be affected to increase the students achievement in learning English.

F. Definition of Key Terms

The are some term involve in this research to avoid misunderstanding to the term use in this research. Thus, the following terms are necessarily define as follows :



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Learning style according to Oxford (2001, p.359) describes that learning styles are general approaches, for example, global or analytic, auditory or visual which are used by students in mastering any subjects including a language .Another definition of learning style “the manner in which individuals perceive and process information in learning situation (Brown, 2000, p. 113). If the students appropriated learning style, the students can easier to understand about their material. The learners have different characteristic and learning style, but most learners have a dominant style. The process of getting information in learning, most the model of learning styles is called the VAK model, which stands for visual, aural/auditory, and kinesthetic (Dornyei, 2005).

Learning strategy are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations” (Oxford, 1990, p. 8). According to Chamot, (2005, p. 112). Learning strategy are “the specific mental and communicative procedures that learners apply in order to learn and use language”. These strategies can be learned, and consciously applied in different learning situation. Learning strategies are specific actions, behaviors, steps, or techniques that learners apply to enhance their own learning (Scarcella, Robin, & Oxford, 1992).

A boarding school is an “educational institution where students can study and live either for part of or the entire school year, which solves students' difficulties in transportation between home and school” (Ainsworth,



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2013, p. 9). In this case, boarding school means Islamic boarding school (Pesantren).

Non-boarding or public school means all academic established and maintained by the department, or issued a charter by the board of education, in accordance with law. According to Zinth (2015) stated that, public schools shall mean the common schools of the state constitution and institutions of learning having a curriculum below the college or university level as now or may be established by law and maintained at public expense.

High achievers are those who achieve a goal. In school, a high achiever would be a student who gets high marks, good grades (Bainbridge, 2005). Kingore (2004, p. 32) mentions many characteristics of a high achiever, and some of them are “interested to learn, attentive, responding with interest and opinions, enjoying school often, and getting A’s”.

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BAB II

LITERATURE REVIEW

This chapter reviews relevant theories and concepts that guide the students learning style and learning strategy of high English achievers at boarding and non-boarding schools. This chapter includes reviews of the theoretical framework, including, defining learning style, defining learning strategy, learning style of high English achievers, and learning English at boarding and non-boarding schools . After that, the related studies are reviewed and conceptual framework.

A. Theoretical Framework

1. Defining Learning Style

People learn in different ways. Learning is a complex, interrelated system of accessing information, getting it into the brain, and processing that information to solve problems or support activities. Learning styles describe the various ways people gather as well as process information. Each of us has a propensity for looking, listening, or touching.

Learning styles as the manner in which individuals perceive and process information in learning situations (Brown, 2000, p. 113). He argues that 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. By realizing this, someone will be easier in thinking. According to Claxton & Ralston (1978, p.7) define learning styles as



referring to a learners “consistent way of responding and using stimuli in the context of learning”.

Dunn and Dunn (1999) define learning styles as a term that describes the variation among learners in using one or more senses to understand, organize, and retain experience. A learning style refers to an individual’s preferred ways of gathering, organizing, and thinking about information (Fleming, 2001).

Celcia-Murcia (2001) defines learning styles as the general approaches for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject. Learning style is sometimes defined as the “characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (MacKeracher, 2004, p. 71).

In addition, Oxford (2001, p.359) describes that learning styles are general approaches, for example, global or analytic, auditory or visual which are used by students in mastering any subjects including a language. In general, learning styles result from personality variables such as psychological, cognitive make-up, socio-culture background and educational experience. Nunan (1991,p.168) defines that “learning styles refer to any individual’s preferred ways of going about learning”.

Based on the definition above, it can be concluded that learning style is the manner or characteristic in which individuals perceive and

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process information in learning situations that describes the variation among learners in using one or more senses to understand, organize, and retain experience that refers to an individual's preferred ways of gathering, organizing, and thinking about information. In other words, the learning style is individual characteristics that describe the dominant way of achieving information.

a. Types of Learning Style

Learning style of sensory preferences are divided into four categories; visual, auditory, kinesthetic, and tactile (Oxford, 2003).. According to Oxford (2003, p. 4):

Visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral direction without any visual backup can be very confusing. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interaction in role-places and similar activities. The sometimes, have difficult with written work. Kinesthetic and tactile students like lots of movement and enjoy working with tangible objects, collages, and flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move around the room.

According to Reid (1995), sensory learning styles include two dimensions: perceptual learning styles and environmental learning

styles. Perceptual learning styles contain into four types of learning styles which are auditory, visual, tactile, and kinesthetic. Auditory learner learn more effectively through the ears; visual learners learn more effectively through the eyes (seeing); tactile learner learn more effectively through touch (hands-on) such as building models or doing laboratory experiment; kinesthetic learners learn more effectively through concrete complete body experiences (whole-body movement).

Reid (1987), divided the learning style instrument into six style cubes to address visual, auditory, kinesthetic, tactile, and group and individual learning.

1) Visual Learning

Visual learners learn best from looking at words in books and on the board. When it comes to learning and storing knowledge, most of them are more comfortable with things that involve graphics, and they are better at remembering and understanding information and instructions if they read them straight without having to go through verbal explanations.

2) Auditory Learning

Auditory learners learn best from hearing spoken words and from spoken explanations. Reading aloud or moving their lips while reading might help them recall information, especially when learning new topics. As a result, students must verbally



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communicate what they are learning, solve difficulties through discussion, and discuss the content in class.

3) Kinesthetic Learning

Kinesthetic learners learn best by doing, and by physically participating in the classroom experience. When students actively participate in activities, field trips, and role-playing in class, they retain more material. Students can better understand new content by using a combination of stimuli, such as an audio recording combined with an exercise.

4) Tactile Learning

They learn best when they have the opportunity to have a "hands-on" experience with new material. To put it another way, completing experiments in the lab, handling and making models, and touching and working with new material offer students with the best learning opportunities. Writing notes or instructions can help the learner to remember information easily and physical involvement in class plays a major role in their retention of information.

5) Group Study

Group study makes them feel comfortable and it is the best way for them to acquire knowledge. They learn more easily when they study with at least one other student, and they are more likely to do well at work when they work with others.



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6) Individual learning

They prefer group interaction and classwork with other students, and when they work with two or three peers, they remember knowledge better. The stimulus of group work will aid such students in better comprehending new knowledge.

DePorter and Hernacki (2000) in the book *Quantum Learning*, three learning modalities are described, namely:

- 1) Visual
- 2) Auditorial
- 3) Kinesthetic (V-AK)

DePorter and Hernacki propose three types of learning styles based on the methods that people use to process knowledge (perceptual modality). Visual learning styles (learning by seeing), auditory (learning by listening), and kinesthetic are the three learning styles (learning by moving, working, and touching).

The following are the types of learning styles proposed by DePorter and Hernacki (2000):

1) Visual Learning Styles

Yong (2010, p. 481) said that visual learning style refers to a “preference for learning through vision and visual learners rely on their sight to take the information”. Additionally, Sadker & Sadker (2005) stated that students learn the best seeing, students will find the information when it is explained by the aids of

textbooks, charts, picture, course outlines, and graphics and visual learners like to keep their on the teacher by sitting in front of the class and watching the teacher closely. Moreover, Deporter & Hernacki (2005) were covering that characteristic of visual learner are tidy and order, talk active, a good planner and manager, detail and attentive, good performing in appearance and presentation, good speller, good at remembering what they see, good at memorizing using visual association, not easy to be disturbed by noisy, bad in memorizing verbal instruction, 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.

Visual learning is a type of learning style in which students prefer to learn by using pictures, graphics, colours, and maps to communicate ideas and thoughts because they find it easier to remember information when they visualize an object, have a good sense of balance and harmony, have a good sense of color orientation, and can easily visualize images. visualization will help those with visual learning styles to better understand ideas or information than if ideas or information are presented in the form of explanations. Color-coding notes, constructing to-do lists, and utilizing idea maps to organize their thinking are all effective ways

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for visual learners to learn. Visual learners want to see what they are learning.

This modality accesses the visual image that is created and which is remembered. Someone who has a visual learning style tends to learn through visual relationships (vision). Students are neat and organized, tend to speak quickly, are good long-term planners and organizers, are good at spelling and can see the words in their minds, remember what they see and memorize visually, usually undisturbed by noise, experience difficulty remembering verbal instructions unless they are written down and often asks people to repeat them, strong and fast reader, prefers to read doodles during telephone conversations and staff meetings, forgets to convey verbal messages to others, often answers questions with simple yes or no, prefers do a demonstration instead of giving a speech.

People who have a visual modality have the following characteristics:

- a) Clean and neat,
- b) talk swiftly,
- c) willing, in the long term, to schedule and manage well,
- d) Thorough and detailed,
- e) Attach importance to appearance,
- f) Easier to remember what was seen than what was heard,

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- g) Remembering something based on visual associations,
 - h) Has the ability to spell letters very well,
 - i) Usually not easily distracted by noise or noise while studying,
 - j) Difficult to receive verbal instructions (therefore he often asks for instructions in writing)
 - k) Is a fast and diligent reader,
 - l) Prefers to read than write,
 - m) In responding to everything, he is always alert, requires a thorough explanation
 - n) Of the objectives and various other related matters,
 - o) If he is talking on the phone he likes to make meaningless scribbles while talking,
 - p) Forgetting to convey verbal messages to others,
- 2) Auditorial Learning Style

Different with visual learning style, auditory learning style is learning through hearing lectures or audiotapes (Daiek & Anter, 2004). Additionally, Daiek & Anter (2004) elaborate features of auditory learners are listening to tapes, watching documentaries, speaking about the subject, sounding out words, using rhymes, having discussions, explaining notes, using word links, taping-recording studying, using oral direction, talking, and listening with a partner, using rhythmic sounds, listening carefully, talking to own selves and reading aloud. Student can accurately remember

details of information heard in conversation or lectures. According to Deporter & Hernacki (2005), they pointed that auditory learners talking to own self when working, getting easy to be disturbed by noise, speaking in a good rhythm, used to be a fluent speaker, listening to music rather than art, learning by listening and remembering what they discussed rather than seeing, speaking, discuss and telling a story completely, having a job problem which commits to visualization, spelling loudly rather than to write, making a joke than to read comic.

This modality is accessed by hearing the word generated or remembered. Individuals with an auditory learning style will learn and understand information more quickly if they listen. They take pleasure in hearing what others have to say. Audiotapes, lectures, conversations, debates, and vocal instructions are among his favorite things to listen to (orders). When the explanation is presented verbally, they have a better chance of understanding their work. Happy to learn something that provides facilities to ask and answer questions.

Most of them like to talk to themselves while working, they are easily distracted by noise, move their lips and pronounce words when they read, enjoy reading aloud and listening, find it difficult to write, but are better at telling rhythmic patterns of speech, often become good conversationalists. fluent. learns by listening and

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remembering what is discussed rather than seen, talks a lot, likes discussions, and makes long descriptions, has problems with projects that involve visualization, such as cutting out appropriate passages, can spell better aloud than in writing.

People who have the auditorial modality have the following characteristics:

- a) Often talk to themselves while working (studying)
 - b) Easily distracted by noise or noise
 - c) Shift your lips and when reading, say the writing in the novel
 - d) Prefer to listen (read) than read
 - e) If reading then prefer to read aloud
 - f) an repeat or imitate the tone, rhythm and color of the voice
 - g) Having difficulty writing things down, but very good at telling stories
 - h) Speak in a well-patterned rhythm
 - i) Speaking very fluently
 - j) Prefer the art of music to other arts
- 3) Kinesthetic-tactile Learning Styles

Kinesthetic learners will show a preference for demonstration and physical activity involving bodily movement (Brown, 2007). This type of learner learns best by doing (Fatt, 2000). They will catch the idea easily when it is explained by instructional aids of skits and role-play (Brown, 2007). Students

learn best by using their hands “hands on learning” or by full-body movement. Deporter & Hernacki (2005) claimed the characteristic of kinesthetic learners are speaking slowly, responding to physical gesture, touching people for getting their attention, standing closer when talking with someone else, orienting to physics and much made moving, learning through manipulation and practice, memorizing by walking while seeing, using fingers to point when reading, using body language intensively, never staying quiet for a long time, bad to remember geography, excluding if they have ever visited the place, using much action verbs, reading a book which oriented to the plot, having an untidy characteristic, tending to do everything, playing games much.

In this modality, to remember or understand something is better by touching it. Individuals who have a kinesthetic learning style tendency, when it comes to learning to be physically involved in hands-on activities, can learn better.

Kinesthetic learners speak slowly, respond to physical rewards such as touching people to get their attention, stand close when talking to someone, are physically oriented and move a lot, learn by manipulating and doing, memorize by walking and looking, use fingers as a pointer when reading a lot of movements, can't sit still for long periods of time, cannot remember geography unless they've been there using action words.

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People who have the kinesthetic-tactile modality have the following characteristics:

- a) Speak slowly
- b) Responds to physical attention
- c) To touch others to gain their attention
- d) While talking to other persons, standing by
- e) Lots of physical motion
- f) Memorizing something by walking or seeing directly
- g) Using fingers to point to the word being read while reading
- h) Use a lot of body language (non-verbal)
- i) Unable to sit still in a place for a long time,
- j) Want to do everything.

According to Fleming (2001) proposed the VARK model. Fleming (2001, p. 1) defined learning style as “an individual’s characteristics and preferred ways of gathering, organizing, and thinking about information. VARK is in the category of instructional preferences because it deals with perceptual modes”. Therefore, VARK is a sensory model focused on how learners prefer to receive and deliver new knowledge. VARK means Visual (V), Aural (A), Read-write (R), and Kinesthetic (K).

Based on the VARK model, learners could be classified into:

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a) Visual Learners

Visual students respond strongly to visual resources, including charts, pictures, diagrams, maps, flow charts, and highlighted text. They also convey information to others, they also prefer to design maps or charts. Visual learners are characterized by the following:

- (1) They tend to prefer sitting at the front of the classroom to avoid visual obstruction.
- (2) They often prefer to take detailed notes to absorb the information.
- (3) They use words and phrases that evoke visual images.
- (4) They learn by seeing body language and facial expressions to understand the lesson.

Visual learners learn 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. If you want to invite a visual learner to come to your house, draw a map. In college, a visual learner is going to find it relatively easy to “read” a pie chart in a business class or perceive differences between artists’ painting styles.



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b) Auditory Learners

Auditory students like to learn things from listening, discussion, chatting, and records. They also prefer to talk to others and discuss with them to explain facts and informations.

Auditory learners are characterized by the following:

- (1) They speak slowly and tend to be natural listeners.
- (2) They acquire knowledge by reading aloud.
- (3) They prefer to have things explained to them verbally rather than to read written information.
- (4) They learn by listening and verbalizing.
- (5) Like dialogue and discussion.

Aural or auditory learners do 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 music or lines for a theatrical production.

c) Read-Write Learners

These students appear to prefer textual materials. As a result, they favor textbooks and lecture notes. Read-write learners are characterized by the following:



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- (1) They prefer for information to be displayed in writing, such as a list of ideas.
- (2) They emphasize text-based input and output.
- (3) They enjoy reading and writing in all forms.

Reading/Writing learners are at home with written material. They comprehend and remember what they read, and they often enjoy writing. If you want a reading/writing learner to come to your house, provide written directions. College classes have traditionally been geared to the reading/writing learning style; these learners can take notes in most classes and will benefit from reading them as a method for study.

- d) Kinesthetic Learners Kinesthetic students tend to use practical resources such as exercises and case studies. They also prefer to do things in order to learn about it. Kinesthetic learners are characterized by the following:
 - (1) Learn best when they are involved or active.
 - (2) They use movement as a memory aid.
 - (3) Remember what was done, but have difficulty recalling what was said or seen.
 - (4) They learn by doing and solving real-life problems.
 - (5) They like to sit near the door that can easily get up and move around.



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Kinesthetic learners learn 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 is to take him or her there yourself or get someone else to do so. Another way to give directions to a kinesthetic learner would be to provide details about what to look for on the way there, making your directions as experiential as possible. College classes like science labs, acting, or sports teach to the strengths of kinesthetic learners

Visual learners prefer learn by maps, charts, graphs, diagrams, pictures, highlighters, different colors, word pictures, and different spatial arrangements; Aural learners like to explain new ideas to others, discuss topics with other students, and their teachers, use a tape recorder, attend lectures, and discussion groups use jokes; kinesthetic learners like field trips, trial and error, doing things to understand them, laboratories, recipes and solutions to problems, hands-on approaches, using their senses and collections and samples (Fleming, 2001).

In Reid (1987) study, six learning styles referred to the perceptual Learning Style Preference. Which is definition of six learning styles:



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1) Visual Learning Style

Visual learning is defined as the assimilation of information from visual formats (Raiyn, 2016). Visual means is images, Flowchart, diagrams, video, graphs, etc. therefore, the visual learning style focuses on vision which means that you need to see something to make it easier for students to understand.

Typically, students who have a visual learning style will have characteristics such as being easier to remember than seen than heard, prefer to read rather than read, like to draw anything on paper, and others.

The right way to learn for visuals is to learn from interesting pictures and videos, read books that are not only written but also have illustrations, use colorful markers when taking notes, make mind mapping to facilitate learning.

2) Auditory Learning Style

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed (Pourhosein Gilakjani, 2011). Auditory learning styles rely on hearing as receiving information and knowledge.

Auditory is Type people do not care about the problem on visual appearance when teacher teach, what is important is to listen to the teacher's conversation well and clearly. Auditory learning style types usually have characteristics such as: It's easier to



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remember something from what is heard than what is seen, Nice to listen, good at imitating the tone or rhythm of the voice, Nice to read by making a sound or moving their lips, Usually a fluent speaker, Easy to remember name when meeting new people.

Usually auditory learning styles has the right way of learning. such as listening to preferred music, being able to record when the teacher teaches and then listening again later, when reading a book, can while saying in a low voice for easier recall, listening to the material taught by the teacher while in class with Carefully study with discussion with friends so that it is easier to understand and remember the material.

3) Kinesthetic learning style

Individuals that are kinesthetic learn best with and active “hands-on” approach. These learners favour interaction with the physical world (Pourhosein Gilakjani, 2011). This learning style enjoys learning that involves movement. Usually people who have this type learning style, find it easier to learn something not just reading a book but also to practicing it. By doing or touching the object being studied to provide its own experience for kinesthetic types.

The kinesthetic learning style has the characteristics of knowing that the student has a kinesthetic learning style. like Enjoying learning with practical methods, sometimes difficulty in



writing but clever in telling stories, likes activities that involve body movements such as sports or dancing, when communicating a lot using body cues, and memorizing by walking or seeing.

Kinesthetic learning styles also have the right way of learning, namely When getting learning material, if possible try immediately practice it, Learning while doing activities that involve movement, Conducting experiments from the material obtained from the teacher, Can visit places related to the material in the lesson, Join to extracurricular on school.

4) Tactile Learning Style

Students learn best through touch and movement so they enjoy working with hands-on manipulatives. Tactile learning styles are learning style through touch or touch. Students will learn well by immersing themselves in some physical activity, he is physically active. these students like to move and let their whole body be involved in activities. students also like to make a series of stories with their entire bodies, wobbling, jumping, and moving their arms, even students do lots of physical activities even while listening to instructions from the teacher.

5) Group Learning Style

A collection of persons who are emotionally, intellectually, and aesthetically engaged in solving problems, creating products,

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and making meaning—an assemblage in which each person learns autonomously and through the ways of learning of others.

Group or interpersonal learning styles are usually marked if you have good social skills such as verbal and written communication. You will be more comfortable consulting and discussing lessons with the teacher, as well as classmates. Also likes to learn by expressing ideas and discussing related subject matter. Forming study groups is one way that you can apply.

6) Individual learning Style

Individual learning styles adalah students like to study in a lonely and alone. By doing everything themselves, you can create and know your personal interests and goals. Usually students prefer to read books or study from a laptop / cellphone.

David Kolb (1984), developed his learning style model over years based on the research. He published it in the book experimental learning: Experience as the source of learning and development in 1984. Kolb's experimental learning theory (ELT) and Kolb's learning styles inventory (LSI). Kolb's learning theory includes four different learning styles, which are based on a four-stage learning cycle. The learning cycle stages are:

- (a) Concrete Experience (CE)- Feeling
- (b) Reflective Observation (RO)- Watching
- (c) Abstract Conceptualization (AC)- thinking

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(d) Active Experimentation (AE)- doing

The purpose a variation to Kolb's position, establishing relationships among styles and the way information is dealt with:

- (a) Active/Reflective Active people regard themselves to have comprehended a piece of information only after they have discussed it, applied it, or attempted to explain it to others. Reflexive persons, on the other hand, prefer to think about the situation before taking any action. Information processing is related to active/reflective.
- (b) Sensorial/Intuitive Sensory individuals are designed to learn from tasks that involve issues and data that can be solved using well-behaved approaches with no surprises or unexpected outcomes. Furthermore, this approach typically relates to students who are detail-oriented and excellent memorizers of data and practical applications. Conversely, intuitive that students are expected to uncover alternate options and relationships on their own, using abstractions and formulas to learn new concepts and accomplish new jobs swiftly and innovatively. Sensorial/intuitive perception is linked to information perception.
- (c) Visual/Verbal Visual is driven people to find no difficulties in interpreting, for example, pictures, diagrams, timelines, or movies. Distinctly, verbal students' learning processes are



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driven by written or spoken explanations being the most widely used learning styles informal education. Visual/verbal is referring to information retaining.

- (d) Sequential/Global Sequential people structure their learning process by logically, successively chained steps, each one of them related to the search for solutions. On the other hand, global students' learning processes are marked by random jumps: they can frequently answer a hard problem without knowing how they arrived at the solution. In formation organization is linked to sequential/global.

Learning style has to do with how people bring new information into their knowledge base. Knowing your learning style enables you to use your strengths as you study for courses. One of many instruments for determining learning style is the VARK questionnaire, developed by Neil Fleming. The VARK system categorizes learners into four styles: Visual, Aural, Reading/Writing, and Kinesthetic. Many learners show strength in more than one learning style.

1) Visual

- a) Doodle diagrams of your written information in the margins
- b) Create a flowchart for the progression of your notes and ideas
- c) Make flashcards that include pictures or diagrams as visual clues



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- d) Highlight key information in your texts or notes
 - e) Create a chart or a series of boxes to remind you how to complete math equations
 - f) Use a computer to convert data and notes into charts, tables, graphics, pictures, etc.
 - g) Vocabulary mnemonics
 - h) Hangman game
 - i) Timelines
- 2) Aural/auditory
- a) Use a computer to record your notes read aloud. Convert this information to download for iPod using iTunes
 - b) Read your notes aloud when studying (mind your surroundings!)
 - c) Work with a regular study partner to review out loud
 - d) Work in a group where you can discuss the information
 - e) Tape lectures. If available, set the counter to zero when it begins and note the number at difficult times during lecture. Review these recorded times later for extra review.
 - f) When learning new material, especially equations, talk your way through the material.
 - g) Singing/ creating a song
 - h) Use of metaphors/similes to compare and remember (as long as they are voiced)



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- i) Use Internet resources like YouTube.com
 - j) Invent acronyms
 - k) Mnemonic devices
- 3) Reading writing
- a) Re-write your notes after class.
 - b) Use colored pens and highlighters to focus in on key ideas
 - c) Write notes to yourself in the margins
 - d) Write out key concepts and ideas
 - e) Compose short explanations for diagrams, charts, graphs
 - f) Write out instructions for each step of a procedure or math problem
 - g) Print out your notes for later review
 - h) Post note cards/post-its in visible places (when doing dishes, on the bottom of the remote, etc.)
 - i) Vocab mnemonics
 - j) Organize your notes/key concepts into a Powerpoint slideshow
 - k) Compare your notes with someone else's
 - l) Repetitive writing
 - m) Hangman game
- 4) Kinesthetic
- a) Type your notes after class -Create a YouTube video as a group to study later individually
 - b) Write your notes onto flashcards - Scrabble -Make posters



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- c) Review flashcards while walking, at gym, etc.
- d) Dog-ear pages in the reading where you can find critical information
- e) Sit near the front of the room
- f) Walk back and forth, move in some way, when studying notes
- g) Read your notes out loud
- h) As much as possible, create models for the information at hand
- i) Use the internet to research your subject material
- j) When possible, visit locations for your material (library, museum, historical sites, etc.)
- k) To learn a sequence or equation, use one note card for each step.
- l) Highlight material when reviewing/studying
- m) Use a dry-erase or chalk board to study or review
- n) Taboo-type game/ charades
- o) Correlate physical movements with ideas/terms

b. Advantage of Learning Style

According to Posey (2003, p. 54), “Learning styles indicate an individual’s preferential focus on different types of information, the different ways of perceiving information, and the rate of understanding information”. Having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use. Students who share a learning style that is attuned

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with the teacher remember information longer and are more optimistic about learning. Often, students will not do that well in school, this is due to the fact that they “lack the ability to cope with various situations” (Fatt, 2000, p. 37). Students not coping with various situations is one of the greatest challenges in education (Fatt, 2000). By using individual’s specific learning styles in the classroom, teachers are promoting problem-solving skills (Fatt, 2000). By promoting problem solving skills in classrooms teachers are preparing students for real life situations. It is importance to remember that students are unique learners. They unique in the way they dress, behave, think and learn. The process of learning is not the same; some are faster than others or vice versa. There are many advantages to understanding the way in which the learners are able to process information ore efficiency. According to Gilakjani (2012) some these benefits include :

1) Academic advantages

(Maximizing the learning process , succeed on all educational levels, understand how to best study and score better on exams, overcome limitation and stress level, expand your existing learning strategies).

2) Personal advantages

(Improve the self-confidence and self-esteem, learn how to best use the brain, lain insight into the own strengths as well as



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weaknesses, learn how to enjoy learning more, and develop a motivation for learning).

3) Professional advantages

(Stay up to date in professional topics, gain an edge over the competition, manage teams in a more effective manner, improve the sales skills, and increasing the learning power). Keep in mind that there is really not right or even no wrong learn. Everyone is unique and learn learning styles offer advantages as well as disadvantages. Understanding your own learning styles can help you to learn as well as work in a more efficient manner.

c. Factors Influence Students' Learning Styles

Students' learning style influenced by some factors, (Dunn & Griggs, 2002):

1) Environmental:

It likes sound, light, and temperature in learning process is very influencing to students' learning. There are a half of students more like to learn in a comfortable place or in a quiet place and there is no noisy sound, but there are students like to listen the radio while they are reading a book. The other examples likes, there are students love to learn in sunny place and in a high temperature to give them impression learning, but the other students unlike a sunny place, but they want to learn in a dark and cold places. The form of individual is also influenced to learning

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style for each individual. The students that have introvert personality different with the extrovert student definitely. The introvert student has characteristics like they preferred the formal learning style and need a special place that must have table and chair for them. Different with introvert student, for extrovert they are tending to like an informal place, like on the floor, in the flower garden and so on.

2) Emotional:

It means that the emotion of students' self. For instances, motivation, effort, responsibility. Motivation can be the main power driver to attract students. Motivation decided into two, they are extrinsic motivation an intrinsic motivation. Extrinsic motivation is forced motivation to get the high advantage. Such as, reward and punishment Intrinsic motivation is the inside stimulus of the students, it means that the motivation comes from inside.

3) Sociology:

Influenced by own self, partner, colleague, and etc. There are students have tendency to be lonely without join with other students. They believe that they are able to learn without interference of the others. in other side, there are students that more like to learn by joining with the other students or they like to learn in a peer. This is things because they feel more comfortable if they can interact or if they can share their ideas with their partner in



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learning. Meanwhile, learning in a group also a popular learning styles and recommend to the students because the students can be more active. Then the student is often to ask the adult people if they don't understand about something. So, this learning style also gives impression to the students in learning process.

4) Physical:

The perception of the senses, the foods, the beverages, the time and movement. Students will use all of the senses in learning process, even in remembering something or someone. For instance, from audio they can produce sound to hear and remember all things during the learning process. Visual allows the students learn by seeing the interesting picture. Tactual is by touching during the learning process, by this way the students easier to remembering what they have learned. Kinesthetic, the students learns by the result and the movement. Beside of, there are students that eat and drink while they learn or finish the task. It can decrease their pressure in learning process. Next is learning time of the students. A part of students that can learn in a particular time, for instance they just concerned in a morning time or in the afternoon.

There are five psychological factors, the most discusses :

- 1) Intergation Factor Integration factor or capability is a fact that shows that there is someone who has high ability so it's easy to learn something. But on the contrary there are also people who



have low ability so that it is difficult to learn something. Thus the difference in learning something can be caused at the level of ability

- 2) Attention Factor The factor of attention and interest is the desire or interest and the wish and desire that greatly influences the pattern of the action to be shown. Even if someone is able to learn something, but if you do not have interest, do not want, or do not have the desire to learn then he will not be able to follow the process.
- 3) Tallent aFactor Talent factor for each individuals are different, but sometimes parents do not care about this, even they often force the will on children. Forcing a will on a child will certainly adversely affect the achievement of the child concerned.
- 4) Motivation Factor Motivation factor is an internal organism to push it doing something. Because learning is a process that arises from within, motivation also play a role. Lack of motivation that is internal or external, will cause lack of enthusiasm of individuals in conducting the learning process of subject matter.
- 5) Observer Factor The observer factor is the level of development of the individual or organs so they function properly. In the learning process, maturity or readiness is very decisive. Every learning endeavor will be more successful if carried out together with the level of individual obsolescence.

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Another influence of students' learning style; sensory preferences, personality type, desired degree in general, and biological differences. Sensory preferences according to Oxford (2001, p. 360) states "sensory preferences refer to physical, perceptual language channel with which the students the most comfortable". There are four main areas of sensory preferences they are;

- 1) Visual
- 2) Auditory
- 3) Kinesthetic (movement)
- 4) Tactile (touch-oriented).

Personality type that is often called psychological type is another learning style aspect. This short intuitive random versus sensing-sequential, thinking versus feeling, and closure oriented/judging versus opening/perceiving. Extrovert versus extrovert according to Oxford (2001, p. 360) are described as those who love having interaction with people and love having friends. They gain their energy from external world.

Compare with extrovert students, introvert ones get their energy from internal world. They seek for solitude and tend to have a few friends who are close to them. Language teachers should help these two different students to learn and work together by enforcing the limit to keep these the extrovert' enthusiasm and by rotating the person in

charge in leading to discussion to give chance to introvert to participate equally with extroverts.

Intuitive random versus sensing sequential, according to Oxford (2001) explain that intuitive students think in abstract, futuristic, large scale and non-sequential ways”. They like to create theories and new possibilities, often have sudden insight, and prefer to guide their own learning. Meanwhile, sensing-sequential learners prefer facts to theories, need guidance specific instructions from the teachers and seek for consistency. Offering variety and choice is one of the keys to teach both kinds of these learners. Take for example, intuitive random students are given highly organized structure, meanwhile, sensing-sequential ones are offered multiple options and enrichment activities.

Thinking versus feeling, thinking learners love telling the truth though the truth is often hurts others. They love to be considered „competent“ and pretend that they do not need praise though they desire it. In contrast, feeling ones show other people with their empathy, compassion through words and behaviors. They say things which can smooth over difficult situations. When second language teachers put these learners in a team work or group, the thinking learners are able to show greater overt compassion to their feeling friends. And the feeling learners, on the other hand, might tone down their emotion while working with the thinking ones.

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Closure-oriented learners are serious and hard working. They love to be given written information and enjoy specific tasks with deadline. They want to reach judgments or completion quickly and want to clarity as soon as possible. On the contrary, open learners love to stay available for continuously new perceptions. They learn less seriously; treat it like a game rather than a task which should be carried out. Closure oriented and open learners provide a good balance for each other in the classroom because the formers are task driven learners and the latters know how to have fun.

Desired degree in general, in general, the learners can be divided into two degrees: global or holistic students and analytic ones.

- 1) Global/holistic students who focus on the main idea interact socially. They love communicate events in which they stress the main idea and avoid analysis of grammatical minutiae. Though they do not get all the information, they feel free to guess from the context.
- 2) Analytic students concentrate mush on the grammar. They will not take risk to guess from the context except in they are sure of the accuracy of their guess.

Biological Differences Biological factors that give contribution to the differences in language learning styles are biorhythm sustenance, and location. Biorhythnm is time in which the students feel good and perform their best. Some students love learning in the

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morning, some like in the afternoon, and other feel better when they start to learning in the evening. Sustenance refers to the need for food and drink during the learning process takes time. Location is based on the nature environment. Environment factors play roles in the condition, temperature, lightning, and firmness of the chairs. Comfortable environment will influence the success of teaching and learning process. The earners have to find out briefly their learning style preferences. The teachers are supposed to offer a great variety of activities within a learner-centred, communicative approach.

2. Concept of Learning Strategy

a. Defining Learning Strategy

Learning strategy is the special thought and behavior that individuals use to help them comprehend, learn, or retain new information. The learning strategy can also be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the environment and specific learning objectives formulated.

Learning strategies are the way used by learners to improve their learning. Through learning strategies, learners can control their own learning by improving language skills. Learning strategies are defined as “specific actions, behaviors, steps, or techniques- such as seeking out conversation partners, or giving oneself encouragement to

tackle a difficult language task - used by students to enhance their own learning” (Scarcella & Oxford,1992, p. 63). When the learner consciously chooses strategies that fit his or her learning style and the second language task at hand, these strategies become a useful toolkit for active, conscious, and purposeful selfregulation of learning.

According to Rubin (1994, p. 25) learning strategies are, any sets of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval, and use of information. When the conditions are fulfilled, the language learning will be easier, faster and effective. Regarding to language learning strategies. O’Malley and Chamot (1990) defined that learning strategies are “the special thought or behaviors that individuals use to help them comprehend, learn, or retain new information. Futhermore, language learning strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations” (Oxford, 1990, p. 8).

Additionally, Cohen (1998) states that language learning strategies are the steps taken by the students in order to enhance their language learning through, the storage, retention, recall, and application of information about that language. In addition, Nunan (1999:172) as cited in Oxford (1990) argues that there are two reasons that make learning strategies important. First, strategies are considered

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as self-directed involvement which is essential for communicative competence. Second, when the students have found out which learning strategies appropriate for them, they will be able to be more self-confident and study more effectively. Moreover, Nunan (1999:172) clearly mentions that learning strategies are the mental and communicative procedures which are used by the learners in learning and using the language.

Strategy as specific method of approaching a problem or task, modes of operation for achieving a particular end, or planned designed for controlling and manipulating certain information (Brown D. , 2001). Meanwhile, strategies with regard to learning according to (Oxford R. L., 1990) are specific action done by learners to make learning easier, faster, more self-esteem, more effective and more transferable to new situation. Richard and Platt (1992,p.209) in Hismanoglu, 2000 state that the learning strategies are intentional behavior and thoughts used by learners during learning so as to better help them understand learn, or remember new information. Other definition is put forward by Weyden and Rubin (1987 cited in Hismanoglu 2000) stated that language learning strategies are any set of operations, steps, plans used by learners to facilitate the obtaining, storage retrieval, and use of information.

From definition above can be conclude that learning strategy is the step taken by students to enhance their own learning through, the

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storage, retention, recall, and application of information about that language.

b. Types of learning strategy

Some experts have classified language learning strategies, such as Oxford (1990), O'Malley and Chamot (1990), and Rubin (1987).

Based on Oxford's learning strategies have six types. Each learning strategies have some functions. There are some functions of learning strategies, they are:

1) Cognitive strategies

Cognitive strategy is an explicit instructional approach that teaches students specific and general to improve learning and performance by facilitating information processing. It involves four categories; practice, receive and send messages, analyze and reason, and create structures for input and output (Krewec & Montague, 2012). Practicing consist of 1) repeating, practicing, and imitating language, 2) practicing normally sound and writing systems, 3) being aware of recognizing and using formulas or patterns, 4) reassembling known elements in new ways, and 5) practice new languages in a natural way. Receiving and sending messages involves 1) getting ideas quickly by scanning, and 2) using print or non-print resources to understand incoming and production messages. Analyzing and reasoning includes 1) using general rules and applying them to the target language, 2)

analyzing expressions to understand the meaning of all expressions, 3) analyzing in contrast, such as sharing elements such as sound, vocabulary, or grammar to determine the similarities and differences, 4) translate as a basis for understanding and producing language, and 5) transferring knowledge, concepts, or structures from one language to another. And the last is to create a structure for input and output that requires 1) recording certain ideas or topics, 2) making a summary, or 3) highlighting important information.

2) Meta-cognitive

Metacognitive is the ability of individuals to know their cognitive functions, monitor them while they operate, control and adjust them according to the needs of the learning process. In concentrating your learning including 1) overview material and linking it to what is already known, 2) paying attention or, 3) delaying speech to focus on listening. Organizing and planning your listening steps can be achieved by 1) knowing how language work, 2) organizing language condition into optimal learning, 3) setting goals for language learning, 4) identifying the purpose of language assignments, 5) planning for language assignments, or 6) look for training for opportunities.

3) Memory strategies

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Memory strategy is mental process for getting new information in the memories and for retrieving them when needed. This strategy has four categories; make mental connections, apply pictures and sounds, review well, and use actions. Making mental connections can be applied through 1) grouping or classifying language materials into agreed units based n topics, 2) linking or eliminating new language information with concept that already in memory. In applying pictures and sounds, it can be applied by 1) using visual imaginary to consider something, 2) making semantic mapping, such as drawing key concept diagrams in the middle or above, and then connecting key concept with lines or arrows, 3) new words using keywords, or 4) remember new language information according to the sounds. In conducting a good review, it can be done with a structured review. And the last uses actions, solved by 1) using physical responses or actions, or 2) using mechanical techniques in moving or changing something to remember language.

4) Compensatory strategies

Compensation strategies allow students to use the languages in speaking and writing. In this strategy consist of guessing intelligently, and overcoming limitations in speaking and writing. Smart guessing can be achieved by 1) using linguistic clues such as searching and using language-based clues to guess

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what meaning is heard or read in a language, or 2) using other clues such as searching and using clues that are not language-based to guess the meaning of language. For overcoming limitations in speaking and writing can be achieved by 1) switching to mother tongue, 2) asking someone for help, 3) using pantomime or movement, 4) avoiding communication in part or in full, 5) choosing a topic for direct communication, 6) adjusting or approaching messages, 7) creating words to communicate ideas of desire, and 8) using synonyms.

5) Affective strategies

Affective strategy assists learners to manage their emotions, motivations, and attitudes towards learning process. It consist of lowering anxiety, encouraging yourself, and taking your emotional temperature. In lowering anxiety can be describe as 1) using technique to alternate the tense by deep breathing or meditation, or 2) using music, or 3) using laughter. While encouraging yourself includes of 1) making positive statements, 2) taking risk wisely, 3) give reward for yourself. Taking emotional temperature can be achieved by 1) understand the conditions of yourself, 2) use checklist to discover feelings, attitudes, and motivations, 3) writing a language learning diary, or 4) discuss your feeling with other.

6) Social strategies



This strategy facilitates language learning through interaction with others. This consists of asking questions, cooperating with others, and empathizing with others. Asking questions can be described as 1) asking for clarifications, or 2) asking for corrections. Meanwhile, working with others can be applied by 1) working with peers, or 2) working with proficient users or native speakers of the language. Empathy with others involves 1) developing cultural understanding, and 2) being aware of the thoughts and feelings of others.

According to Rubin (1987) classifies three types of strategies used by learners, such as learning strategies, communicative strategies, and social strategies. There are two main types of learning strategies; cognitive learning strategies and meta-cognitive learning strategies. The cognitive learning strategy is the steps used in learning that requires direct analysis, transformation, or synthesis of learning materials. It is identified into clarification or verification, guessing or inductive- inference, deductivereasoning, practice, memorization, and monitoring. However, meta-cognitive learning strategies are used to oversee or self-direct language learning that involves various processes, such as planning, prioritizing, setting goals, and self-management.

Furthermore, Oxford (1990, p. 11) classify language learning strategies into “direct and indirect”. There are three categories in the

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direct strategy; they are a memory that consists of laying things out, making the association, and reviewing; cognitive that consists of transforming or manipulating target language by analyzing, summarizing, and repeating; and compensation that consists of guessing the meaning of the target language. However, the types of indirect strategies, such as meta-cognitive that helps students to organize their learning that consist of planning, self-evaluating, paying attention, and monitoring; affective that helps students to deal with their own motivation, attitudes, and emotion that consist of self-encouragement, self-reward, and so on; and social strategies that help the students learn the language through interactions.

There are three types of learning strategy according to (Auao, 2003):

1) Organizational strategy

Organizational adaption is a topic that has recieved only limited and fragmented theoretical treatment (Miles et al., 1978). so, strategy organization is a group strategy rather than individual where students are emphasized to study in groups.

2) Delivery strategy

Referring to learning media and how the learners can understand the media used. This strategy the learners can understand easily because the learners used media on learning.

3) Management strategy

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It is how to organize the interaction between learners and learning strategy variables, which are organizational strategy and delivery strategy. It refers in scheduling and allocation of teaching that organized.

There are three types of learning strategy depending on the level or type of processing involved Learning strategies have been differentiated into three categories (Chamot, 1990). The first is metacognitive strategy. Metacognitive strategy are higher order executive skills that may entail selective attention, planning, monitoring an evaluating.

The second strategy is social affective strategy. It operate directly on incoming information, manipulating it in ways that enhance learning. It can be subsumed to rehearsal, summarizing, induction, imagery, auditory representation, making inferences, using resources, organization, note talking, and elaboration of prior knowledge.

The third strategy is social effective strategy. It represents a board grouping that involves either interaction with another person or ideational control over affect. Three categories in this strategy there are cooperation, clarifying, self-talk.

Table II.1
The Classification of Learning Strategy

Metacognitive Strategies	
Selective Attention	Paying attention to key information. Focusing on special aspect of learning task, as in



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Planning	planning to listen for key word or phrase. Previewing main ideas. Making plans to accomplish task Seeking out and arranging for conditions to promote successful learning
Monitoring	Self-checking one comprehension. Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring
Evaluating	Developing the ability to determine how well one has accomplishes the task. Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.
Cognitive Strategies	
Rehearsal	Repeating the name of items or object t remembered.
Summarizing	Saying or writing the main idea
Induction	Figuring out the rules from sample of language.
Imagery	Being able to visualize a picture and use it to learn new information.
Auditory representation	Mentally replaying a word, phrase, or piece of information.
Making inferences	Using information in the text to guess the meaning
Using resources	Developing the ability to use reference materials
Organization	Classifying word, terminology, quantities, or concept.
Note talking	Writing down key word and concept in verbal, graphic, or numerical form.
Elaboration of prior knowledge	Relating new to known information and making personal associations.
Social/Affective Strategies	
Cooperating	Learning how to work with peers completing a task, pooling



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Clarifying	information, solving a problem, and obtaining feedback Learning how to ask question to get additional explanation or verification from the teacher or someone else who might know the answers
Self-talk	Reducing anxiety by talking positively to oneself. Using mental control to use oneself that a learning activity will be successful or to reduce anxiety about task.

According strategy Rubin (1987) proposed three major kinds of strategies: learning, (interactive) communication, and social strategies. Learner strategies “contribute to the development of the language system and affect learning directly” (Rubin 1987:23). Language learning strategies are further categorized in cognitive and meta-cognitive strategies, which directly affect the development of the language system constructed by the learner. Rubin’s cognitive strategies include: clarification/verification, guessing/inductive inferencing, deductive reasoning, practice (e.g. repetition, rehearsal, experimentation, application of rules, imitation, attention to detail), memorization, and monitoring. Meta-cognitive strategies involve various processes such as planning, prioritizing, setting goals, and self-management. Communication strategies are less directly related to language learning since they focus on the process of participating in a conversation and getting the speaker understood or clarifying his original intention. Social strategies, which contribute indirectly to language learning, are described by Rubin as



activities affording them opportunities to be exposed to and practice their knowledge. They include: questions to fellow students/teachers/native speakers, initiating conversations, listening to media.

c. The importance of learning strategy

There are some conditions that make a strategy positive and helpful for the students that the strategy and the task relate well to each other, the strategy fits the students' learning style, and the strategy can be used by the students effectively (Oxford, 1990). There are some factors that contribute to the choice of learning strategies used by the learners. Furthermore, according to Liang (2009), there are four factors in strategy choice; they are learner factor that related to learners' thought, language learning styles, ages, gender, and students' motivation; a situational factor that consists of setting and task type; academic factor; and cultural background.

Strategies used in class can give positive and negative result. Strategies can be useful and give positive result when; the strategies relate to task at hand; he learning strategies fit the particular students' learning style preferences to one degree or another The students employ the strategies effectively and link them with other relevant strategies Strategies in learning a language can make it easier, faster, more enjoyable, more self-directed, more effective, and more

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transferable to new situations. Learning strategies make the students more independent, autonomous, and long life learners.

Each student has different learning strategies. They have their own characteristic in their learning, include their learning strategies. There are some factors that influencing students' learning strategies. According to Nambiar (2009) believes that some factors that influence the choice of learning strategies; motivation, gender, culture background, attitudes and beliefs, types of task, age and language stage, learning style and tolerance of ambiguity.

1) Motivation

More motivated students tended to use more strategies than less motivated student, and the particular reason for studying the language.

2) Gender

Female reported greater overall strategy use than males in many studies (although sometimes males surpassed female in the use of particular strategy).

3) Culture Background

Rote memorization and other forms of memorization were prevalent among some Asian students that among students from other culture backgrounds. Certain other culture also appeared to encourage this strategy among learners.

4) Attitudes and beliefs

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These were reported to have profound effect on the strategies learner choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

5) Types of task

The nature of the task helped determine the strategies naturally employed to carry out the tas

6) Age and language stage

Students of different ages and stages of language learning used different strategies, with certain strategies often being employed by order more advance students.

7) Learning style

Learning style refers to any individual's preferred ways of going about learning. It is generally considered that one is learning style will result from personality variables, including psychological and cognitive makeup, socio-cultural background, and educational experience. The students who are study in the classroom have different characteristics. They have individual learning strategy to understand the materials.

8) Tolerance of ambiguity

Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than the students who were tolerant of ambiguity.



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Nunan (1999:172) as cited in Oxford (1990) says that learning strategies:

- 1) Contribute to the main goal, communicative competence
- 2) Allow learners to become more self-directed
- 3) Expand the role of the teachers
- 4) Are problem-oriented
- 5) Are specific action taken by learners
- 6) Involves many actions taken by learners, not just cognitive
- 7) Support learning both directly and indirectly
- 8) Are not always observable
- 9) Are often conscious
- 10) Can be taught
- 11) Are flexible
- 12) Are influenced by a variety of factors

Strategies used in class can give positive and negative result.

Strategies can be useful and give positive result when:

- 1) The strategies relate to second task at hand
- 2) The learning strategies fit the particular students' learning style preferences to one degree or another
- 3) The students employ the strategies effectively and link them with other relevant strategies.

Strategies in learning can make it easier, faster, more enjoyable, more self-directed, more effective, and more transferable to

new situations. Learning strategies make the students more independent, autonomous, and long life learners.

3. Learning Strategies of High English Achievers

Learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned and process that brings together. Learning is a process which the objective is to make a change in attitude, knowledge, habits, abilities and other purposes as a result of personal's experience. In line with the statement above, Kimble and Garnezy in (Brown, 2000, p. 7) stated that learning is a "relatively permanent change in a behavioral tendency and is the result of reinforced practice".

In the learning process, not all learners are able to develop their skill. Some learners face difficulties in a learning process to develop their skill while other learners learn a new language more quickly and easily than others although they studied and are guided by the same teacher. Based on their achievement, learners are divided into high achiever and low achiever. Travers (1970) stated that achievement is the result of what an individual has learned from some educational experiences. A high achiever learner is a person who knows what it takes to be successful in school and is willing to put in the time and effort. They are also known as a good language learner. To be successful in understanding four major skills in learning language, learners need to take more responsibilities for their own language learning and personal development. Learning strategy

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is one of the factors that help determine how well the learner in learning a language.

Similarly, (Brown, 2000) proposed that learning is acquisition or getting information and skill which imply storage systems, memory, and cognitive system. Based on the definition above, (Brown, 2000) breaks down the components of the definition of learning as follows.

- a. Learning is acquisition or getting
- b. Learning is retention of information or skill
- c. Retention implies storage system, memory, and cognitive organization.
- d. Learning involves active, conscious focus or and acting upon events outside or inside the organism
- e. Learning is relatively permanent but subject to forgetting
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

A successful learning process can be seen from the students' achievement. The students who are success in school include in to high achievers. High achievers are students who are successful in school and have good academic achievements. Achievement is the result of efforts that is done by students in a certain time. Pertaining with the idea above, Hornby in Brown (2000, p. 11) stated that achievement is “an action of achieving something with effort and skill”.

English learning achievement is one of important parts in terms of learning second or foreign language. By knowing students' learning

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achievement, both teachers and students are able to see their progress in teaching and learning. Learning achievement can be defined as successful completion, through effort, of the acquisition of academic contents and skills.

According to Kaura and Sharma (2015) the explanation of achievement as the students grasp of somebody of knowledge or proficiency in the certain skill. It means that achievement can be interpreted as the result of the study. Good language learners are highly motivated to communicate and attend to form and meaning. The students distinguishes successful learners from the rest, stating while all learners use learning strategies, successful learners learn how to use them effectively and are able to plan their learning approach, monitor their success, and modify their approach as needed and that they recognize whether their learning styles are effective or not.

English learning achievement can be described as the result of English learning process that students get from the teacher in form of scores. The score is getting through tests that teacher made or a kind of standardized test. In this study, the achievement scores can help the researcher to describe how far the students' ability in English. The achievement scores also come from the calculation of some test that teacher has made for their students. The achievement tests measure present proficiency, mastery, and understanding of general and specific areas of knowledge (Kerlinger, 1979).

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Based on the explanation above, the researcher concludes that achievement is outcomes of the students' learning in the form of knowledge, skill, and score in the certain period. The high achievement is not easy to be reached. It requires a process which involves the ability to reach it. In reaching the high achievement in learning, students need some factors such as matched learning styles and high motivation. So, achievement can be considered as measurable behavior in standardized series of tests in the form of scores that indicates whether a student has been successful or unsuccessful in mastering academic skills.

a. Characteristic of high English achievers

Learning strategies are one of the factors that are of importance in learning a foreign language. They could affect the learners' achievement in the learning process which could be divided into the high achiever and low achiever. In the learning process, not all learners are able to develop their skill. Some learners face difficulties in a learning process to develop their skill while other learners learn a new language more quickly and easily than others although they studied and are guided by the same teacher. Based on their achievement, learners are divided into high achiever and low achiever.

Travers (1970) stated that achievement is the result of what an individual has learned from some educational experiences. A high achiever learner is a person who knows what it takes to be successful in school and is willing to put in the time and effort. They are also

known as a good language learner. To be successful in understanding four major skills in learning language, learners need to take more responsibilities for their own language learning and personal development. Learning strategy is one of the factors that help determine how well the learner in learning a language.

Although higher and non-higher achievers differ in many ways, both must adapt to their current learning environment and manage their learning effectively. There may be other similarities between higher and non-higher achievers, such as the utilization of learning strategies. Both sorts of learners use mechanisms to aid them in the process of learning a language, whether they are techniques from their repertoire or strategies that they can apply at the precise moment they are faced with a new task (Samperio, 2019).

A high achiever learner is a person who understands what it takes to succeed in education and is prepared to invest the time and effort required. Bainbridge (2005) defined that ‘high achieving students are those who achieve a goal. In school, a high achieving student would be a student who gets high marks, good grades’. The learning materials that high-achieving students provide are on time, neat, well-developed, and accurate (Kingore, 2003).

High achievers are more proactive and metacognitive, and they can employ methods like self-monitoring, planning, goal setting, seeking practice, and overviewing in reading more frequently. They

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can also pay attention, evaluate themselves, and find information (Samperio, 2019).

Underachievers (non-higher achievers) are rarely compared to other low achievers, making it unclear whether their characteristics are actually specific to achieving lower than expected (Dings & Spinath, 2021).

Non-high achieving students are poorly self-assessing and are thus unable to address the feedback demands made by the tutor. It is not solely cognitive abilities that non-high achieving students lack. Selfassessment is not solely a cognitive process but relies on social learning in which questioning becomes a key aspect in the appropriation and challenging of concepts and ideas (Orsmond & Merry, 2013).

The question remains uncertain whether the distinctions between high-achieving and underachieving intelligent students can be solely attributed to underachievement or are, in fact, a result of overall low achievement. For instance, a low academic self-concept may be commonly found among students who consistently receive poor grades, and they might merely express this lack of success when asked about their academic self-perception.

English learning achievement can be described as the result of English learning process that students get from the teacher in form of scores. The score is getting through tests that teacher made or a kind of

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standardized test. The achievement scores can as a proof that how far the students' ability in English. The achievement scores also come from the calculation of some test that teacher has made for their students.

b. Factors that Influences Students' Achievement

Learning strategies are the particular habits or patterns espoused when engaged in the learning process. The proficiency of different learners in learning, reasoning and problemsolving varies widely, and so do the strategies they evolve to carry out these activities. When strategy is favored with certain bias that ignores subtle variation in situation. It can be a learning style that appropriated with learning strategy.

Personal characteristics, such as motivation and language background, also influence students' success in learning. Two relatively newly exposed personal factors, general learning styles and language learning strategies, need to be considered when analyzing why English seems difficult to learn.

There are some factors that influence the students achievement. There are two factors that influence student learning achievement, namely factors that originate within the student itself and the factors that come from outside the student. Factors originating: multiple intelligences, perceptual learning styles, field dependence/ independence, analytic/ global learning styles and reflective/ impulsive



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learning styles (Reid, 1999). While the factors that come from outside the student are family, school, community, and situational factors such as climate, time, and place. So learning styles and situations conditions will affect one's learning achievement. Therefore, the important thing is how each individual knows his learning style.

4. Learning English in Boarding and Non-Boarding School

a. Learning English in boarding school

According to Bashori (2017) Islamic boarding school is an Islamic institution which has the advantage of both aspects of the scientific tradition as well as the transmission side and the intensity of the Muslims. The word Islamic Boarding School is derived from the word "funduqun" (Arabic) which means sleeping room or house because the Islamic Boarding School is a simple shelter for students away from the place of origin. Boarding School is also can be said as Islamic educational institution with boarding system, where "ustadz/ustadzah" as the central figure, the mosque as a center of activity at the center of it, and the teaching of Islam under the guidance of religious scholars who followed the students as the main activity.

According to Haedari (2004) said that boarding school is an educational institution and recognized by people around the dormitory system where students receive Islamic education through teaching system which was entirely under the sovereignty of one or more leadership of "ustadz" with characteristics that are charismatic and in



the dependent in every way. It can be concluded that Islamic boarding school is educational institutions which was intended to study, understand, explore, appreciate and practice the teachings of Islam by emphasizing the importance of religion as a moral guideline daily.

Islamic boarding schools are one of the institutions that intensively use English or Arabic to communicate, especially Islamic boarding schools with modern systems. Students in boarding schools are required to use English on certain days, while learning English still uses general English. This will make it difficult for students to use English if English taught is not in accordance with their theme, namely English which is related to the environment of Islamic boarding school. Wardhaugh (2006) stated that language environment is a community environment which the member can communicate using the same language, variations of the same language, and use the same language code. Therefore, the environment has an important role in language acquisition.

Based on the information above, it can be inferred that Islamic Boarding School is an Islamic educational institution with boarding system in teaching of Islam under the guidance of religious scholars which has special activities and policy to support the students' ability in Islamic knowledge and also foreign language skill (Arabic and English)

b. Learning English in non-boarding school

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Non-boarding or public schools' means all academic established and maintained by the department, or issued a charter by the board of education, in accordance with law. According to Zinth (2015) stated that, public schools shall mean the common schools as referred to in Article IX of the state Constitution and those schools and institutions of learning having a curriculum below the college or university level as now or may be established by law and maintained at public expense.

In public school, the financing, regulation, and standard are mostly determined by the government. Most of the public schools are common schools whereas most of private schools are religious ones either Islamic or Christian/Catholic (Hendajany, 2016). The education system of the public school is organized by the Ministry of Education and Culture while the system for religious ones especially Islam or known as Madrasah is managed by the Ministry of Religion. 40% of Madrasah School's curriculum is generally of religious content, while the remaining 60% is in accordance to public schools as arranged by the Ministry of Education and Culture.

Different from boarding schools (Pesantren), usually public schools only study English twice a week. In addition, to broaden students' insight into English lessons, public schools usually hold extracurriculars about English. In this extracurricular usually students



will develop their knowledge of English by speaking English or playing games to improve their abilities.

B. Related Studies

There are many research related to learning styles and learning strategies. It is one of the important aspects in conducting the current studies.

One of the advantage is it can help the researcher to find the literatures relates to widen the study in different the location, site, or subject.

Previously, several related studies about learning styles and learning strategies had been carried out at several levels, such as international, regional, national, and local level.

1. In International level from ; Mekie & Tefera (2021), Ngoc & Samad (2020), and Wong & Nunan (2014)
2. Regional level (Asian context) from; Magulod (2019), Raymond & Choon (2017), and Ying Lee (2011).
3. National level from; Liu & Widjaja (2022), Widharyanto (2020), and Salam, Sukarti, & Araifin (2020). Helty (2013), and Dawood AlHamdani (2015).
4. Local level from; Della Wilza (2022), Hadriana, Mahardani, & Mahdun (2019), Muklis (2018), Ras & Mashur (2014), and Fahri (2013).

In International level, the first study from Mekie & Tefera about a relationship between learning styles, language learning strategies among the english majors, used quantitative and found that there are no statistically significant correlation between all strategies and all style. While, Ngoc &

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Samad about exploring the learning styles and learning strategies of English. They found that the students are not passive and rote learners and the reasons for their reticence in class relate to their learning. Wong & Nunan about learning styles and strategies of effective language learners at university students in Hong Kong and the result that the dominant style student was communicative and effective learners significantly more time practicing English out of class than effective learners.

In the Regional level (Asian context), the first study was done by Magulod, about learning styles, study habits and academic performance of Filipino university. The study employed descriptive correlational research design and the results of the study revealed that there were significant relationships between learning styles, study habits and academic performance of students in applied science courses. Another journal second from Raymond & Choon about understanding Asian students learning styles, cultural influence and learning strategies. The result that students are less hesitant to ask questions in class, open to small group learning and choices of course of students due to their own choice and career rather than parents' influence. Next from lee about English learning styles of students from East Asian countries. They found that learning behavior of the Chinese students is nearly the same as Taiwanese students, they rarely ask question in the class, but they do ask question after class.

The National level (Indonesian context), the first study about learning style and learning strategy from Liu & Widjaja about the implementation of



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learning strategies according to learning style and the relationship between undergraduate medical students' academic performance. Used quantitative data and found that there is no significant relationship between the suitability of learning strategies with learning styles and academic performance of undergraduate Medical students at Faculty of Medicine University Tarumanegara. Second by Widharyanto entitled learning style and language learning strategies of students from various ethnics in Indonesia. He found that learning styles, language learning strategies, and ethnicity are three important factors in language learning. The information about these three things is very useful for language teachers to prepare and implement effective language learning. This study was conducted to describe the students' learning style and language learning strategy and to know the similarities/differences from the two elements of Java, Papua, Flores, Dayak, and Batak ethnics. A number of 175 participants were involved in the study. Research data were obtained through the Fleming's learning VARK questionnaire and a language learning strategy questionnaire from Oxford. The results of the two questionnaires were analyzed to determine the type of learning style and language learning strategy. The first finding suggests that the main learning styles of students from the five ethnics are variants [aural] and [kinesthetic] including variations in bimodal, and trimodal. The second finding shows that the major language learning strategy is metacognitive and affective. The third finding reveals some similarities and unique differences in their learning style and learning strategy. The last related studies from Salam, Sukarti, & Arafin about an



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analysis of learning style and strategy used by a successful language learner.

They found the result that the most learning style used by successful learner is visual and the most learning strategy used by learner is cognitive strategy.

Another researchers are conducted by Helyty. With the title “Students’ Learning Style in English Department and Their Achievement in Vocabulary at The First Semester of IAIN Sultan Saifudin Jambi” (2013). The problem statement of this thesis are: 1). Does each students have his own learningstyle?, 2). Does the students learning styles influence his achievement in vocabulary ?.This study tries to describe the students learning style in English department and their achievement in vocabulary at the first semester of IAIN Sultan Thaha Saifudin Jambi. More specifically, the study is aimed at describing and analyzing each student has their own learning style and influence the students learning style toward his achievemnet in vocabulary. The finding of this research is the students can be grouped into four learning style types based on they preferred ways of going about learning.

A journal by Dawood Al Hamdani (2015) “Exploring Students’ Learning Style at a Gulf University: A Contributing Factor to Effective Instruction”. He analyzing learners’ characteristics in learning and teaching design. Specifically it aids in theselection and adoption of suitable teaching method/s and developing appropriate learning materials. Learner background, learning preferences and learning styles are examples of these characteristics. Because each learner has individual characteristics, adjusting instruction (learning and teaching) to meet these characteristicswould help each learner



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excel in his/her study. In other words, recognizing a learner's learning style would enhance the quality of education, making it more appropriate for that individual learner. Learning style can be defined as the way in which a learner perceives and processes information. Academic literature identifies several learning styles. Visual, Auditory and Kinesthetic (VAK) styles are commonly used to classified learners as Visual learners, Auditory learners or Kinesthetic learners. At Sohar University (SU), one of leading private universities in Sultanate of Oman, little consideration has been paid as regards to the importance of learning style as a factor to improve the educational experience of learners. Most lecturers use traditional passive approaches to course delivery. Nowadays, however, the university is in the process of encouraging a shift to active learning. This requires more individualization of instruction. The purpose of his study is to explore SU students' learning styles, and determine what types of learners they are, Visual learners, Auditory learners or/and Kinesthetic learners. This study will also determine related factors (hand use, gender, and study streams) and their impact, as well as make recommendations to improve teaching and learning at the University.

Furthermore, in the local level especially in Riau context. The first study was done by Della Wilza entitled students' learning styles in learning English at tenth graduate senior high school 1 Sungai Penuh. Learning style is a crucial thing that should be considered. Matching teacher strategy and students learning style is an important thing in the teaching and learning process. The aim of this study is to explore the types of learning styles used by



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students in learning English. This research used qualitative research. Case study method used and conducted on January 27 at senior high school 1 Sungai Penuh. The data collected from tenth-grade of senior High school. There were samples using purposive sampling. In collecting data, interview and observation were used to gather the data. The result showed that there are four types learning styles that have been found by the researcher are visual, auditory, read-write, and kinesthetic (VARK) by Fleming 2006 and kinesthetic learning style is the preferred learning style of students at senior high school 1 Sungai Penuh.

The next studies are Hadriana, Mahardani, & Mahdun entitled learning style and learning achievement of students of FKIP university Riau in learning English. Used quantitative data and the result there is a relationship between the students learning style and their learning achievement. Second journal from Muklis entitled language learning style in Islamic University of Riau. Used quantitative and found that the highest value of learning styles are auditory learning style. The next journal from Ras & Mashur entitled language learning strategies used by successful students of senior high school in Dumai, Bengkalis. Use quantitative data and the result is the most strategy used by students are social strategy. The last journal from Fahri entitled outstanding students' learning strategies in learning English at Riau university. Used quantitative data and found that there was no significant difference in learning strategies among excellent students based on types of school.



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Based on the previous studies, the researcher would raise the title “*Learning Styles and Learning Strategies of High English Achievers at Boarding and Non-Boarding Schools in Pekanbaru*”. The thing that distinguishes this study from previous study is the focus of the study, which can be seen from the object of the study, subject and the place in this study: Learning Styles and Learning Strategies of High English Achievers at Boarding and Non-Boarding Schools in Pekanbaru Academic year 2023/2024.

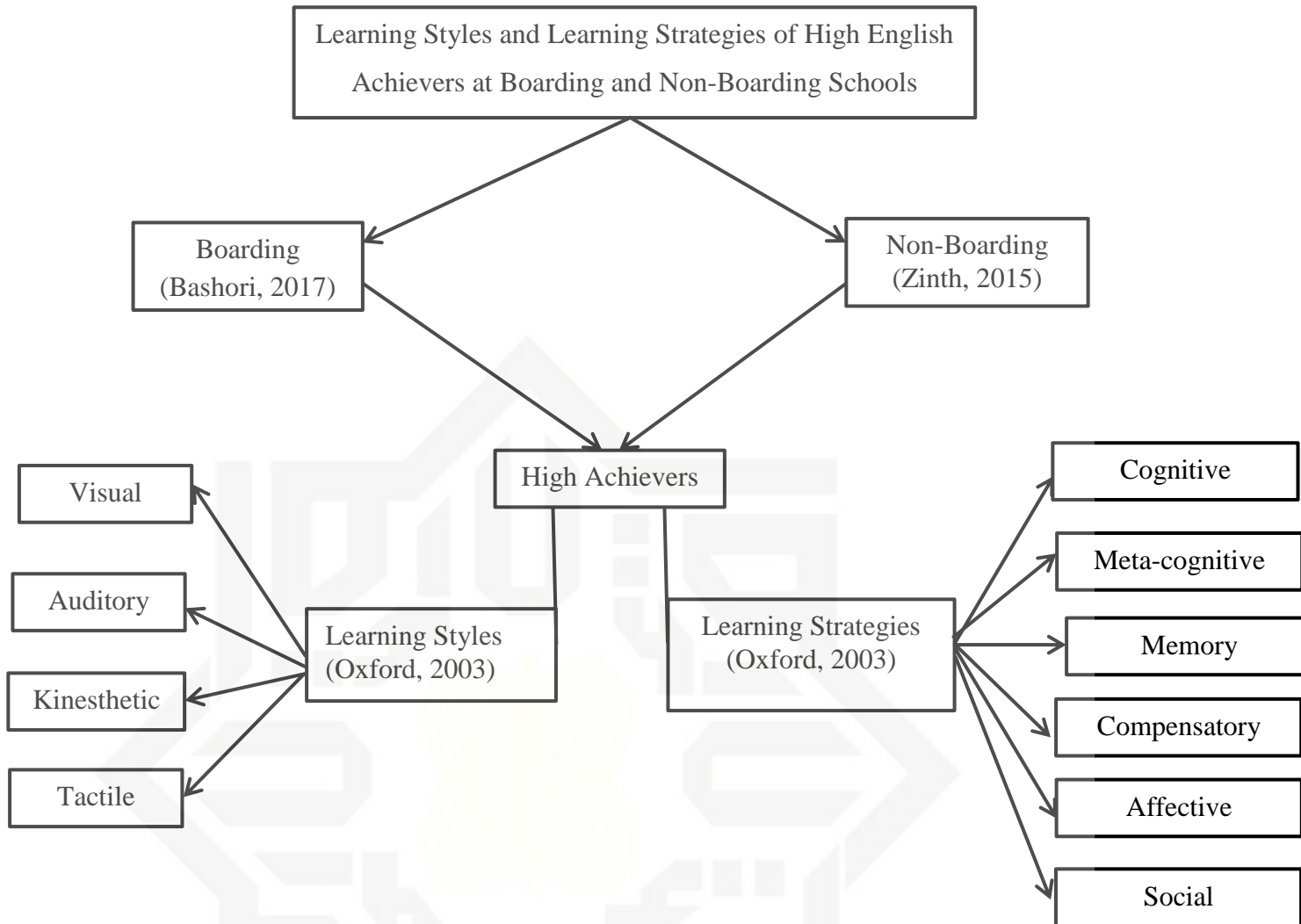
C. Conceptual Framework

Conceptual framework in here is as a representation of this study. The researcher, focus on the students learning style and learning strategy of high English achievers in learning English at boarding and non-boarding schools in Pekanbaru. There are three types of learning style they are: visual, auditory, and kinesthetic learning Style. For learning strategy there are three types, they are; meta-cognitive, cognitive and social/affective learning strategy.

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A boarding school is an educational institution where students can study and live either for part of or the entire school year, which solves students' difficulties in transportation between home and school (Ainsworth, 2013). Boarding schools have become the people's choice because they have many advantages over ordinary schools. According to Setiawan (2013), several advantages in boarding schools, namely: (1) Student association supervision is easier, (2) Guidance and service to students can be more optimized, (3) Daily activities can form independence and maturity, (4) Efficiency in educating a children, (5) Integration of boarding schools makes it effective in transportation, (6) Gathering all students in the same residence allows them to be active interaction, (7) Moral cultivation in the form of moral values and worship can be more intensively given to students, (8) Coordination and communication of fellow students, fellow teachers, and between teachers and students, more effective, and (9) Academic development, for students, is more optimal.

While, non-boarding or public schools' means all academic established and maintained by the department, or issued a charter by the board of education, in accordance with law. According to Zinth (2015) stated that, public schools shall mean the common schools as referred to in Article IX of the state Constitution and those schools and institutions of learning having a curriculum below the college or university level as now or may be established by law and maintained at public expense. In public school, the financing, regulation, and standard are mostly determined by the government. Most of



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the public schools are common schools whereas most of private schools are religious ones either Islamic or Christian/Catholic (Hendajany, 2016). The education system of the public schools is organized by the Ministry of Education and Culture while the system for religious ones especially Islam or known as Madrasah is managed by the Ministry of Religion. 40% of Madrasah School's curriculum is generally of religious content, while the remaining 60% is in accordance to public schools as arranged by the Ministry of Education and Culture.

According to Maphoso and Mahlo (2014) claimed that a significant difference is found among boarding and non-boarding students in terms of academic achievement as first one perform better. Students at boarding school is better than non-boarding school of the performance (Mushtaq & Munir, 2021). While, according to Newhouse and Beegle (2006) stated that the students' final test scores of public schools are relatively higher than those of the private schools. In this case public school means non-boarding schools and private schools means boarding school.

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BAB III RESEARCH METHODOLOGY

This chapter describes the research design that is used in the research. It is an important aspect in doing research. It helps the researcher to investigate the problem and show how the study will be set up. This chapter explain the method adopted by this research. Finally, this chapter provides a detail explanation of what the selected mode of analysis used and data collection method.

A. Design of the Research

In order to achieve the purpose of the research of students' learning style and learning strategy of high English achievers at boarding and non boarding school, the researcher used a multi method design. Multimethod is research that “uses multiple forms of qualitative data (e.g., interviews and observations) or multiple forms of quantitative data (e.g., survey data and experimental data)” (Creswell 2015, p. 3). In this case, the researcher, choose multi method design because the researcher used a form of quantitative data namely questionnaire, and a form of qualitative data, namely interview.

B. Research Site

The research conducted at public junior high school and islamic boarding junior high school. It is located in Perhentian Marpoyan district. This schools are choose by some considerations. First, accessibility. Second, minimum fund. Third, those schools are meet several criteria between boarding and non-boarding school. Because those schools at Perhentian



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Marpoyan it make the researcher easier to conduct the research in one distric.

The research conducted on August 2023.

C. Informant/Participant of the Research

To find a deeper understanding students' learning styles and learning strategies of high English achievers at boarding and non-boarding schools, the researcher focus on the eight grade of junior high school students who high English achievers at public junior high school and islamic junior high school.

To know the students who High English achievers, the researcher asked to the teacher to look at the their each score. The students who get the high score categoried into high achievers. For the sampling technique, the researcher used the purposive sampling. By using purposive sampling, the researcher selects the participant of the research because they can give important information about the research. Purposive sampling is the "process of selecting sample who has experience, knowledge and represent some characteristics that researcher want in this study" (Gay, Mills, Airasian, 2012, p. 448). It means, the researcher selected the particular elements from the population that representative or informative of research's purpose.

D. Technique of Collecting Data

To collecting the data, the researcher applied some techniques as follows:

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1. Questionnaire

The questionnaire used to investigate the students' learning style and learning strategy as the surface information. Questionnaire is a list of questions that given to the subjects of a research that usually forms in Cohen et al (2007). Questionnaire in this research is question or statement students' learning style and learning strategy, to find out the information wether the students learning style is visual, auditory, kinesthetic or tactile, or students' learning strategy is cognitive, meta-cognitive, memory, compensatory, affective or social strategies. The researcher give 15 minutes to fill the questionnaire. There are 20 items; 5 about visual, 5 about auditory, 5 about kinesthetic, and others (5) about tactile.

Table III.1
Blue Print of Learning Styles

Indicators	Questions	Number of Items
Visual	1,5,9,13,17	5
Auditory	2,6,10,14,18	5
Kinesthetic	3,7,11,15,19	5
Tactile	4,8,12,16,20	5
	Total	20

The questionnaire indicated by using the scale information of the sample rating schedule items namely; agree (1), undecided (2), and disagree (3). The questionnaire consist of 20 items representative statement for students' learning style of high English achievers.

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Table III.2
Questionnaire Statement of Learning Style

Visual	I learn better by reading what the teacher writer on the board when I read instructions, I remember them better I understand better when I read instruction I learn better by reading than by listening to someone I learn more by reading textbooks than by listening to lectures
Auditory	When the teacher tells me the instructions, I understand better When someone tells me how to do something in class I learn it better I remember things I have heard in class better than things I have read I learn better in class when the teacher gives a lecture I learn better in class when I listen to someone
Kinesthetic	I prefer to learn by doing something in class When I do things in class, I learn better I enjoy learning in class by doing experiment I understand things better in class when I participate in role playing I learn best in class when I can participate in related activities
Tactile	I learn more when I can make a model of something I learn more when I make something for a class project I learn better when I make drawing as I study When I build something, I remember what I have learned better I enjoy making something for a class project

For learning strategies, there are 36 items; statements 1-6 represent cognitive aspects of students' learning strategies, statements 7-12 represent meta-cognitive aspects, statements 13-18 represent memory aspect, statement 19-24 represent compensatory aspects, statement 25-30 represent affective aspects, and statement 31-36 represent social aspects.

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Table III.3
Blue Print of Learning Strategies

Indicators	Questions	Number of Items
Cognitive	1,2,3,4,5,6	6
Meta-cognitive	7,8,9,10,11,12	6
Memory	13,14,15,16,17,18	6
Compensatory	19,20,21,22,23,24	6
Affective	25,26,27,28,29,30	6
Social	31,32,33,34,35,36	6
Total		36

The questionnaire indicated by using the scale information of the sample rating schedule items namely; Often (1), Rarely (2), and Never (3). The questionnaire consist of 36 items representative statement for students' learning strategy of high English achievers.

Table III.4
Questionnaire Statement of Learning Strategies

Cognitive	I say or write new English word several times
	I try talk like native English speakers
	I practice the sound of English language
	I use the English word I know in different ways
	I start conversation with English language
	I try to find pattern in English language
Meta-cognitive	I try to find as many ways as I can to use my English language
	I noticed my English language mistakes and use that information to help me do better
	I pay attention when someone is speaking English language
	I try to find out how to be a better learner of English language
	I plan my schedule so I will have enough time to study English language
	I look for people I can talk to in English language
	I think of relationship between what I already know and new things I learning English
	I use new English words in a sentence so I can



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Memory	<p>remember them</p> <p>I connect the sound of a new English word</p> <p>I remember a new English word by making a mental picture of a situation in which the word might be used</p> <p>I use rhymes to remember new English words</p> <p>I use flashcard to remember new English word</p>
Compensatory	<p>To understand unfamiliar English word, I make guesses</p> <p>When I can't think of a word during a conversation in the English language, I use gestures</p> <p>I make up new words if I do not know the right ones in the English language</p> <p>I read English language without looking up every new word</p> <p>I try to guess what the other person will say next in the English language</p> <p>If I can't think of an English word, I use a word/phrase that means the same thing</p>
Affective	<p>I try to relax whenever I feel afraid of using English language</p> <p>I encourage myself to speak English language even when I am afraid of making a mistake</p> <p>I give myself a reward or treat when I do well in English language</p> <p>I notice if I am tense or nervous when I am studying or using English language</p> <p>I write down my feelings in a language learning dairy</p> <p>I talk to someone else about how I feel when I am learning English language</p>
Social	<p>If I do not understand something in English language, I ask the other person to slow down or say it again</p> <p>I ask to friend or native speaker to correct me when I talk</p> <p>I practice English language with other friend</p> <p>I ask for help from native speaker</p> <p>I ask question English language to my friend</p> <p>I try to learn about culture of native speaker</p>



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a. Interview

The interview are the second technique used in this research, it used to get more information. The interview is to employed the validate the data from the questionnaires. In this regard, the researcher choose focus group discussion to get the information about students' learning style and learning strategy. Focus group discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from a complex personal experiences, beliefs, perceptions, and attitudes of the participants through a moderated interaction (Kitzinge, 1994; Cornwall & Jawkes, 1995; Morgan, 1996; Israel, Schulz, Parker, & Becker, 1998; Hayward, Simpson, & wood, 2004).

In this research, before the interviewed begin, the researcher gave a sheet of paper about short characteristics of learning style. After that, the researcher would interview all of the students in group based on their schools. The researcher asked related to students' learning style and learning strategy. The characteristics of learning styles and learning strategies can be seen in the table as follows:

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Table III.5
Characteristic of Learning Styles

Visual	<ol style="list-style-type: none"> 1. Like to read and obtain a great deal from visual stimulation. 2. Learn more effectively when it is explained by the aids of textbooks, pictures, or graphics. 3. Good at remembering what they see. 4. Not easy to be disturbed by noisy. 5. Good in reading speed and diligent.
Auditory	<ol style="list-style-type: none"> 1. Learning through hearing teacher, music, radio, or audiotape. 2. Good at remembering what they discussed rather than seeing. 3. Often talk to themselves while studying. 4. Repeat or imitate the tone/ rhythm of the voice. 5. Easily distracted by noise
Kinesthetic	<ol style="list-style-type: none"> 1. Memorizing something by walking 2. Speak slowly. 3. Responds to physical attention. 4. Unable to sit still in a place for a long time. 5. Use a lot of body language.
Tactile	<ol style="list-style-type: none"> 1. Learn more effectively though touch (hands-on) 2. Active 3. Doing laboratory experiment 4. Building models

There are five characteristics of visual learning style, five items characteristics of auditory learning style, five characteristics from kinesthetic learning style, and four characteristics of tactile learning style.

Table III.6
Characteristic of learning strategies

Cognitive	<ol style="list-style-type: none"> 1. Repeating/practicing English language 2. Analyzing expressions to understand the meaning. 3. Making summary. 4. Highlighting important information 5. Practice new language in natural ways.
	<ol style="list-style-type: none"> 1. Delaying speech to focus on listening 2. Paying attention 3. Overview material and linking it to what it is already known.

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Meta-cognitive	<ol style="list-style-type: none"> 4. Setting goals for language learning 5. Organizing language condition into optimal learning.
Memory	<ol style="list-style-type: none"> 1. Using visual imaginary to consider something. 2. Remember new language information according to the sounds. 3. Using physical responses or actions 4. Grouping language materials into agreed units based on topics. 5. New words using keywords
Compensatory	<ol style="list-style-type: none"> 1. Using clues to guess the meaning 2. Asking for someone for help. 3. Using synonyms. 4. Choosing topic for communication. 5. Switching to mother tongue.
Affective	<ol style="list-style-type: none"> 1. Making positive statement 2. Understand the conditions of yourself. 3. Discuss your feeling with other. 4. Writing a language learning diary. 5. Give reward to yourself.
Social	<ol style="list-style-type: none"> 1. Asking for corrections 2. Asking for clarifications. 3. Study with peers 4. Being aware of the thoughts and feelings of others. 5. Developing cultural understanding.

There are six indicators of learning strategy they are; cognitive, meta-cognitive, memory, compensatory, affective, and social learning strategy. All of the indicators have five characteristics.

The interview guideline questions of learning styles and learning strategies can be seen in the table as follows:

Table III.7
Interview Guideline Questions of Learning Styles and Learning Strategies

After you read the paper, which one describes your learning style?, and why?
After you read the paper, which one describes your learning strategy?, and what is the reason?



E. Data Analysis Technique

1. Data Analysis of Questionnaire

The data from the questionnaires analyzed by using descriptive quantitative as Creswell (2012) recommends:

a. Preparing the data

In this step, the researcher prepare the data and score the data. Then, the researcher select the statistical program and inputting the data into a program.

b. Begining the data analysis

In this step, the researcher describe the data to indicate the general tendencies in the data. To analyse the data, the researcher scored the responses, then tabulated the data and calculated the scores in Microsoft Excel to see the students preferences in learning English based on their learning style.

c. Reporting The Results

After analyze the data, the researcher turned to represent the results in tables and figures and reporting results in a discussion. This step includes summarize and explain the results.

d. Interpreting the results.

The last step in analyze the data from the close-ended questionnaire is interpreting the data. In this step, the researcher conclude the results, and develop the explanation for the results.



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2. Data Analysis of Interview

For data analyzing qualitative data through interview, there are six steps: preparing and organizing the data for analysis, exploring and coding the data, coding to build descriptions and themes, representing and reporting findings, interpreting the findings, validating the accuracy of the findings (Creswell, 2012).

a. Preparing and organizing the data for analysis

At the early stage in qualitative analysis, the data is prepare and organize due to the large amount of information gathered. This steps included organize the data, transcribing interview, and analyze the data of interview

b. Exploring and coding the data

The process of coding is one of reducing a text to descriptions. The researcher assigned a code label based on the interview.

c. Coding to build descriptions and themes

Coding is to develop description of students' responses. In this step the researcher answered the major research questions and forming in-depth understanding of the centran phenomenon through thematic development.

d. Representing and reporting findings

The researcher displayed findings in tables and figures and constructing narrative to explain what she find in response to the research question.

e. Interpreting the findings

In this step, the researcher forms some larger meaning about the phenomenon based on personal views.

f. Validating the accuracy of the findings

In validating the data, the researcher determines the accuracy or credibility of the findings.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions of the research which taken from the research findings and research discussion from the previous chapter concerning the students' learning styles and learning strategies of high English achievers at boarding and non-boarding schools. Hence, the following sub-chapters present the conclusions and suggestions.

A. Conclusion

This research was conducted the study students' learning style of high English achievers students at boarding and non-boarding schools are investigated in SMPN 25 Pekanbaru and MTS Miftahul Hidayah Pekanbaru (public school and Islamic school). So, the researcher can conclude this research as follows:

The learning style of high English achievers at boarding was the same as the learning style at non boarding school and the students' learning strategy at boarding school was the same as the learning strategy at non boarding school. So, it can be concluded that the boarding school students' learning style was Auditory and the non-boarding school students learning styles was the Auditory and the boarding school students' learning strategy was socio-affective and the non-boarding school students learning strategy was the Affective. So, it can be conclude that the answer for this result, the learning strategies of high English achievers at boarding and non-boarding schools in Pekanbaru are relevant to their learning styles.



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B. Suggestion

This research focuses focus on the eight grade of junior high school students who high English achievers at public junior high school and islamic junior high school. Based on these findings, researchers offer some recommendations for English students, teachers, and future researchers.

Considering the study students' learning style of high English achievers students at boarding and non-boarding schools are investigated in SMPN 25 Pekanbaru and MTS Miftahul Hidayah Pekanbaru, the writer would like to give some suggestion as follows:

1. The students are hoped to know their own learning style and learning strategy, so it can help them easier to receive the lesson. They are also expected to know learning style and learning strategy characteristics so that they can get the point of learning faster.
2. The English teachers are expected to know and should be aware of the students' different learning styles and learning strategies, so the teachers can prepare appropriate material, tasks, and strategies based on the students learning style in the teaching process, and also the teacher can apply various kinds of teaching methods to allow students to adapt their learning style and learning strategies. This research can give inspiration on the causes of the students learning style and learning strategy. Moreover, the teachers should find which strategies were most effective to be used in the form of students learning style and learning strategy.

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3. Other researchers are expected to be used this research as a consideration for the next researchers in doing the same research with different object or can be used as a fresh information in doing same research in others place. In addition, more studies with different participants are needed to find out other causes that might exist but have not been found in this study.

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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Pekanbaru, 19 Januari 2023

Nomor : S-0229/Un.04/Ps/PP.00.9/01/2023
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Kepada Yth.

1. Dr. Abdul Hadi. S. Pd. MA. Ph. D (Pembimbing Utama)
2. Dr. Faurina Anastasia, M. Hum (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Desi Susanti
NIM : 22190123267
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : III (Tiga)
Judul Tesis : English Learning Style of High English Achievers at Boarding And Non Boarding Schools In Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Assalam,
Direktur,

Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

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Nomor : B-3438/Un.04/Ps/HM.01/09/2023
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 07 September 2023

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama : Desi Susanti
NIM : 22190123267
Program Studi : Pendidikan Agama Islam S2
Semester/Tahun : V (Lima) / 2023
Judul Tesis/Disertasi : Learning styles and learning strategies of high English achievers at boarding and non boarding schools in Pekanbaru

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari 1. SMPN 25 Pekanbaru 2. MTS Miftahul Hidayah Pekanbaru

Waktu Penelitian: 3 Bulan (07 September 2023 s.d 07 Desember 2023)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/59162
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-3438/Un.04/PS/HM.01/09/2023 Tanggal 7 September 2023**, dengan ini memberikan rekomendasi kepada:

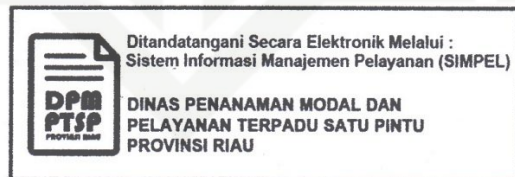
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|----------------------|--|
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| 2. NIM/KTP | : 22190123267 |
| 3. Program Studi | : BAHASA INGGRIS |
| 4. Program Studi | : PAI |
| 5. Konsentrasi | : PAI |
| 6. Jenjang | : S2 |
| 7. Judul Penelitian | : LEARNING STYLES AND LEARNING STRATEGIES OF HIGH ENGLISH ACHIEVERS AT BOARDING AND NON BOARDING SCHOOLS IN PEKANBARU |
| 8. Lokasi Penelitian | : 1. SMPN 25 PEKANBARU
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- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
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 Pada Tanggal : 15 September 2023



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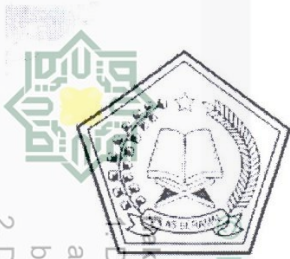
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AKREDITASI : B (Baik)**

Jl. Handayani No. 25 Kel. Maharatu Kec. Marpoyan Damai Pekanbaru
Telp/Hp. 0812 6872 707, Email : mtsmiftahulhidayah@yahoo.com
NSM : 121214710020
Nomor Piagam : Kd.04.4.4/71/MTs/PP.00/00.20/2010

SURAT KETERANGAN
No: 23 /SK-MTS-YPPNH/XI/2023

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Nama	: DESI SUSANTI
Nomor Induk Mahasiswa	: 22190123267
Program Studi	: Pendidikan Agama Islam S2
Jenjang Pendidikan	: S2
Semester/Tahun	: V (lima) / 2023
Fakultas / Universitas	: Fakultas Agama Islam / UIN SUSKA Riau

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Pekanbaru, 29 Noyember 2023

Kepala Madrasah

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 NIP.197704242006041002

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Nomor : BL.04.00/Kesbangpol/254/2023



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2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISSET/53185 tanggal 27 Januari 2023, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Tesis.

MEMBERITAHUKAN BAHWA :

- | | | |
|----------------------|---|--|
| 1. Nama | : | DESI SUSANTI |
| 2. NIM | : | 22190123267 |
| 3. Fakultas | : | PASCASARJANA UIN SUSKA RIAU |
| 4. Jurusan | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Alamat | : | RUSUNAWA KEL. DURIAN II KEC. BARANGIN-KOTA SAWAH LUNTO-SUMATERA BARAT |
| 7. Judul Penelitian | : | ENGLISH LEARNING STYLE OF HIGH ENGLISH ACHIEVERS AT BOARDING AND NON BOARDING SCHOOLS IN PEKANBARU |
| 8. Lokasi Penelitian | : | 1. DINAS PENDIDIKAN KOTA PEKANBARU
2. KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU |

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Pekanbaru, 30 Januari 2023



Drs. H. SYOFFAIZAL, M.Si

Pembina Utama Muda

NIP. 19640529 198603 1 003

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2. Yang Bersangkutan.

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PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN



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Jl. Kartama Kecamatan Marpoyan Damai Kelurahan Perhentian Marpoyan Telp. (0761)562804 Pekanbaru

SURAT KETERANGAN

Nomor : 420/SMPN25/XI/KS-2023/.....244

Yang bertanda tangan dibawah ini :

Nama : Dr. ASBULLAH, M.Pd
NIP : 19700705 199802 1 003
Pangkat/Gol : Pembina Tk.I / IVb
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 25 Pekanbaru

Menerangkan dengan sesungguhnya bahwa mahasiswa di bawah ini :

Nama : DESI SUSANTI
Program Studi : S2 Pendidikan Bahasa Inggris
Universitas : Universitas Islam Negeri Sultan Syarif Kasim

Benar telah selesai melakukan penelitian/riset di SMP Negeri 25 Pekanbaru pada tanggal 30 November 2023, dalam rangka penyusunan Tesis yang berjudul : *"Learning Styles and Learning Strategies of High English Achievers at Boarding and Non Boarding Schools in Pekanbaru"*.

Demikian surat keterangan dibuat untuk dapat digunakan sebagaimana mestinya.

Pekanbaru, 30 November 2023



Dr. ASBULLAH, M.Pd
NIP. 19700705 199802 1 003

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Nomor: B-0071/Un.04/Ps/PP.00.9/04/2023

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Nama : Desi Susanti
NIM : 22190123267
Judul : Learning Styles And Learning Strategies Of High English Achievers At Boarding And Non Boarding Schools In Pekanbaru

Telah dilakukan uji Turnitin dan dinyatakan lulus cek plagiasi Tesis sebesar (24%) di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

Pekanbaru, 4 Desember 2023
Pemeriksa Turnitin Pascasarjana

Dr. Pefisi Nopel, M.Pd.I
NUPN. 9920113670



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Certificate Number: 244/GLC/EPT/XII/2023

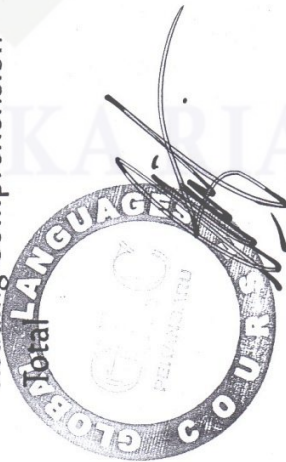
ENGLISH PROFICIENCY TEST® CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Desi Susanti
 ID Number : 1471095005950023
 Test Date : 24-12-2023
 Expired Date : 24-12-2025

achieved the following scores:

Listening Comprehension : 52
 Structure and Written Expression : 51
 Reading Comprehension : 57
 : 533



Linati Marta Kalisah, M. Pd
 Global Languages Course Director






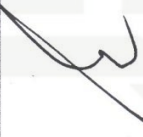


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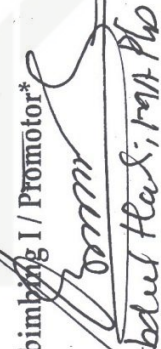
Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:
 Global Languages Course
 At: Pekanbaru
 Date: 25-12-2023







KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor	Paraf Pembimbing / Promotor	Keterangan
1.	28/01/2023	Title, Po, Literature Review		
2.	08/02/2023	Po, Definition of CoY tem		
3.	02/03/2023	BAB 1-3 Questionnaire Statement		
4.	13/03/2023	BAB 1-3 Questionnaire Statement		
5.	17/10/2023	BAB 1-4 Interview		
6.	14/11/2023	BAB 1-5 (Finish)		

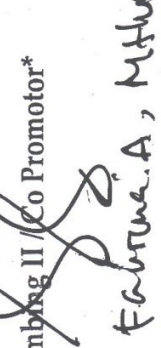
Catatan :
*Coret yang tidak perlu

Pekanbaru, 27-11-2023
Pembimbing I / Promotor*

Abdul Halid, M.A. PhD

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor	Paraf Pembimbing / Co Promotor *	Keterangan
1.	20/05/2023	proposal 1-3		
2.	19/06/2023	BAB 1-3		
3.	27/06/2023	BAB 1-3		
4.	10/10/2023	BAB 1-4		
5.	23/10/2023	BAB 1-4		
6.	15/11/2023	BAB 1-5		

Catatan :
*Coret yang tidak perlu

Pekanbaru, 27 NOV 2023
Pembimbing II / Co Promotor*

Dr. Fatmawati, M.Hum



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Your Name

PERSONAL INFORMATION



Full Name	DESI SUSANTI
Place, Date of Birth	Mulyorejo, May 10th 1995
Address	Sawahlunto, Sumatera Barat
Nationality	Indonesia
Religion	Moslem
Mobile	0812-6707-6662
Email	Dessesusanti@gmail.com

EDUCATIONAL BACKGROUND

- 2002-2008 SDN 14 Mulyorejo
- 2008-2011 YPP Al-Barkah Gunung Tua
- 2011-2014 SMA Al-Huda Pekanbaru
- 2014-2019 UIN SUSKA Riau
- 2021- Present UIN SUSKA Riau

ORGANISATIONAL AND COMMUNITY

- 2019- Present Member of Students Association of Ranah Batahan distric, Pasaman Barat
- 2016-Present Member of Students Association Senior High School Al-Huda Pekanbaru
- 2016- Present Member of English Learning Community Pekanbaru
- 2015-2014 Member of kampung Inggris Pekanbaru