

**ANALYSIS OF ENGLISH STUDENTS'S LEARNING STYLE:
THE IMPACT ON BASIC LANGUAGE SKILLS**

THESIS

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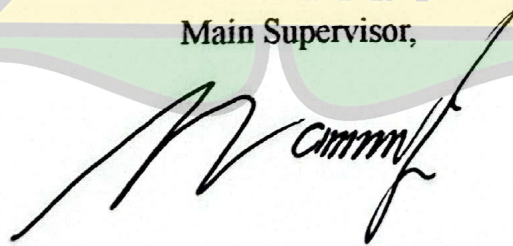
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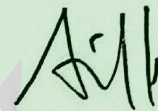
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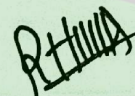
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BASIC LANGUAGE SKILLS**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Alhamdulillahirabbil'alamin, all praises to Allah the most beneficent and merciful, the one who determines and has power over all, the one who has given me the strength, chance, and health to complete this thesis. Peace and salutation be upon the most beloved Prophet Muhammad saw. who has been the best model of life for every single human in the word to keep struggle in every problems come.

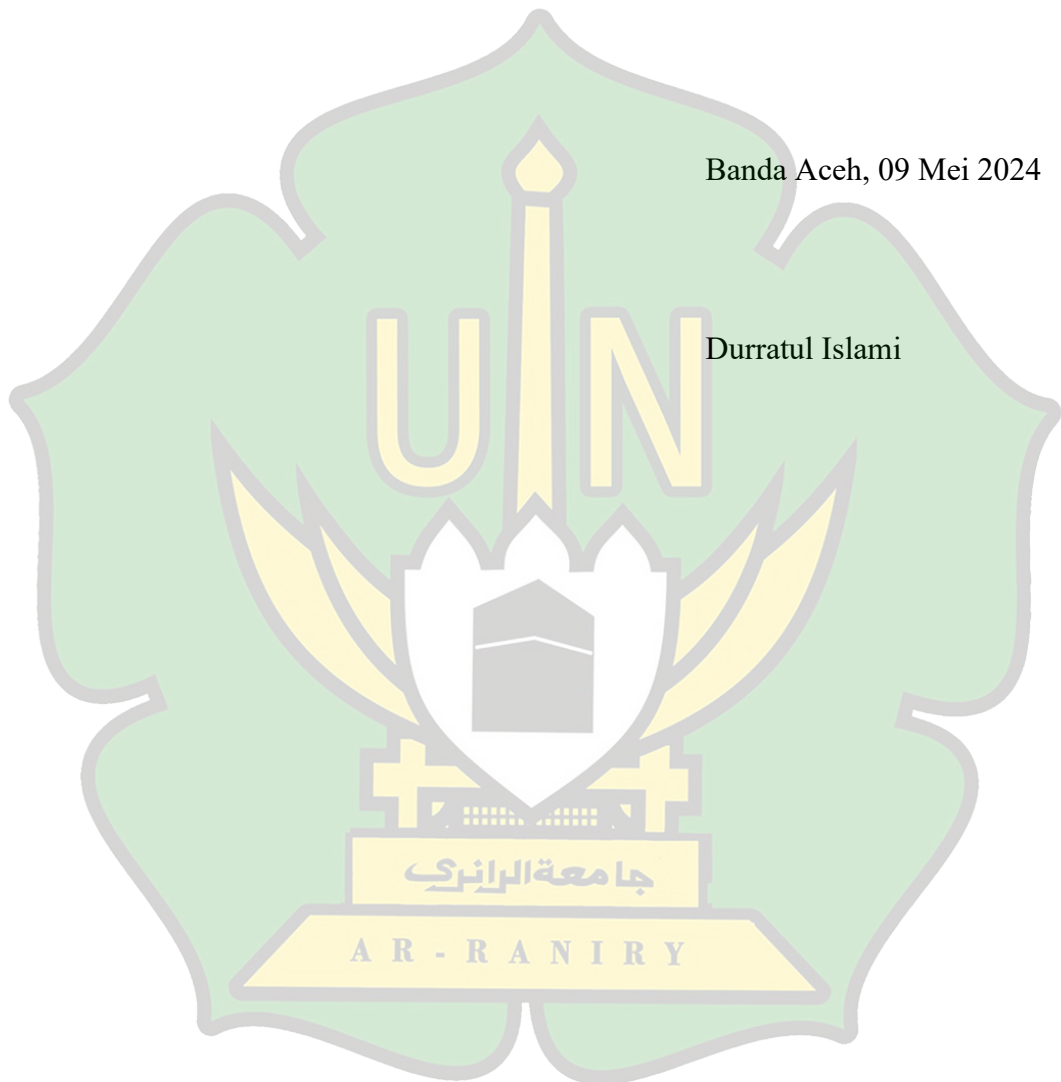
I would like to send my deepest and big thanks for my best supervisor, Miss Nidawati, S.Ag., M.Ag. for her time, supports, advice, valuable guidance, and zillion great knowledge she has shared to me around this time, I do grateful for having her as my supervisor. Furthermore, I would like to say thank for my academic supervisor, Rahmi Fhonna, M.A. for guiding me around the time in this university. Big appreciation and thankful for all of lecturers of English Language Education Department in Teaching and Education Faculty of Ar-Raniry University for the knowledge, experiences, and supports they have given and shared to me.

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In finishing the thesis, I admit, there are many weaknesses and limitations, but hopefully, the people can take some advantages of it and especially the teachers. I also expect that the next researcher can expand the research broader and detail.

Banda Aceh, 09 Mei 2024

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ABSTRACT

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This research aims to determine the dominant learning styles among students in the Program of English Language Education (PBI) at UIN Ar-Raniry and what the impact of learning styles on their basic language skills. The primary reason for conducting this research is to understand how different learning preferences, categorized by the VARK model (Visual, Auditory, Reading/Writing, Kinesthetic), influence language acquisition. This research employs a descriptive quantitative method, utilizing a structured questionnaire based on the VARK model to collect data from a sample of 30 students selected from the 2020 batch who finished Basic Language Skill class. Data collection involved distributing questionnaires via Google Forms, ensuring wide reach and ease of response. Data analysis was conducted using the Pearson correlation coefficient to examine the relationship between learning styles and English language proficiency, as indicated by Basic Language Skill scores. The results reveal a weak negative correlation, suggesting that while learning styles provide insights into individual learning processes, they do not significantly determine academic success. However, understanding these preferences is crucial for developing tailored educational experiences that improve engagement and effectiveness in language learning. This study highlights the importance of adaptable teaching methods that accommodate various learning styles to foster a more inclusive and productive educational environment. Furthermore, the findings underscore the need for continued research and professional development to refine teaching methodologies in line with diverse learning preferences.

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CHAPTER I

INTRODUCTION

The first chapter of the thesis introduces various elements to set the stage for the research. This chapter includes the background of study, research question, aim of the research, significance of research, and terminologies.

A. Background of Study

Learning styles are defined as the individual preferences in the way people absorb, process, comprehend, and retain information. This concept is integral to the field of educational psychology, particularly within the sphere of language education. Felder and Silverman (1988) further elucidated on this by introducing a Learning Styles Model, which delineates students into four dichotomous categories: active or reflective, sensing or intuitive, visual or verbal, and sequential or global. This model serves to underline the heterogeneity in student engagement with language learning, thereby contesting the notion of a universal approach in educational settings. It posits that understanding and accommodating these diverse learning styles is indispensable in crafting tailored educational experiences that address the unique requirements of each student, with a notable emphasis on English language acquisition (Felder & Silverman, 1988).

Moreover, the impact of learning styles on language acquisition and proficiency cannot be overstated. Reid (1987) argued that a mismatch between a student's preferred learning style and the teaching methods employed can significantly detract from the learning experience. This insight emphasizes the

vital need for educational strategies that are aligned with the learning preferences of students to foster effective language skill development. This alignment is especially critical in English language education, where the diversity of learners necessitates a versatile and multifaceted approach to instruction (Reid, 1987).

The dynamics between learning styles and language proficiency were comprehensively analyzed in a seminal study by Li and Ruan (2020), which explored how alignment between students' learning preferences and instructional methods notably influences engagement and outcomes in language learning. Their research, specifically focusing on English language learning, suggests that the complexities of the English language demand a teaching approach that is adaptable to the diverse learning styles of students. Li and Ruan (2020) advocate for a profound understanding and accommodation of individual learning preferences as a means to enhance the efficacy of language acquisition.

Furthermore, the relevance of learning styles in language learning is particularly pronounced in multilingual contexts. This aspect was examined in depth by Oxford and Ehrman (1995), who investigated language learning strategies across various cultural backgrounds. Their findings reveal that learning styles are not only dynamic but also significantly influenced by cultural differences, impacting the process of language acquisition. Oxford and Ehrman (1995) underscore the importance of adopting educational methodologies that are both flexible and culturally responsive in multilingual settings, highlighting the need for an education system that is attuned to and respectful of cultural diversity in learning styles.

Building upon the dialogue regarding learning styles and their impact on language education, the incorporation of technology emerges as a significant enhancer in the educational landscape. Research conducted by Chen and Huang (2018) demonstrates that digital tools and resources can significantly cater to various learning preferences, thereby potentially boosting the development of language skills. This study underlines the critical role of technological advancements in offering personalized learning experiences that are crucial for improving English language proficiency.

The present study aims to explore these theoretical perspectives in a practical context, focusing on students of the Program of English Language Education (PBI) at UIN Ar-Raniry Banda Aceh. This program was selected because it is renowned for accommodating students from diverse backgrounds, each with their unique learning methods. The primary objective is to discover how these varied learning styles can assist students in improving their English proficiency, drawing upon established theories and prior research.

This study aims to explore the relationship between students' learning styles, as defined by the VARK model, and their basic language skills at UIN Ar-Raniry. The VARK model, which categorizes learning preferences into Visual, Auditory, Read/Write, and Kinesthetic styles, serves as a key framework in this research. The objective is to identify the dominant VARK learning styles among PBI students and to assess how these styles impact their English language proficiency. By integrating the VARK model, the researcher intends to gain a

comprehensive understanding of the influence of specific learning preferences on language skills in an academic setting.

B. Research Questions

Based on the research background mention above, this research focus on answering research questions:

1. What are the dominant learning styles among students in the Program of English Language Education (PBI) at UIN Ar-Raniry?
2. What are the impact of learning styles on the basic language skills of PBI students at UIN Ar-Raniry?

C. Aims of the Research

In line with the research question outlined earlier, the aim of this study are:

1. To identify the dominant learning styles among PBI students at UIN Ar-Raniry.
2. To assess the impact of these dominant learning styles on the basic language skills of PBI students at UIN Ar-Raniry.

D. Significance of the Research

1. For Students

This research is highly beneficial for students, especially those learning English, as it aims to shed light on the predominant learning styles used in language acquisition. Understanding their own learning styles will enable students to adopt study methods that are more aligned with their natural preferences, potentially making language learning more efficient and enjoyable. This insight

can lead to increased engagement and motivation in their language studies, as students learn to leverage their strengths and address their challenges more effectively.

2. For Teachers

For teachers, the outcomes of this research have been instrumental in refining their teaching methodologies. With a clearer understanding of the diverse learning styles prevalent among English language learners, educators can tailor their instructional strategies to meet the varied needs of their students. This has led to the creation of a more dynamic and responsive classroom environment, where teaching methods are not one-size-fits-all but are adapted to suit different learning preferences, thereby enhancing the overall effectiveness of English language education.

3. For Other Researchers

The findings from this research have added valuable insights to the existing literature on learning styles in language education. They have opened up new pathways for further research in this area, encouraging other scholars to explore the intricacies of learning styles in different language learning contexts. This study has served as a foundation for more comprehensive research, potentially leading to a broader understanding of the role of learning styles in language acquisition and education. Such investigations have fostered ongoing academic dialogue and contributed to the development of more nuanced and effective language teaching approaches in diverse educational settings.

E. Terminologies

To ensure clarity and avoid misinterpretation, the researcher aims to provide deeper focus and a more detailed understanding of two key points that align with the title and content of this thesis. These points are:

1. Learning Style

Learning styles are defined as the various approaches and methods that individuals prefer and use in the process of learning. According to Fleming and Mills (1992), these styles are often categorized into visual, auditory, and kinesthetic modalities, reflecting how learners prefer to receive and process information. In the context of this research at PBI UIN Ar-Raniry Banda Aceh, 'learning style' specifically pertains to the individual methods and preferences students employ when learning English. The study focuses on exploring the connection between these learning styles and the students' basic language skills. Understanding these learning preferences is crucial for assessing the effectiveness of students in mastering language proficiency. This insight is key to adapting language learning strategies to better meet the diverse needs of learners.

2. Basic Language Skill

Basic language skill is categorized into four key areas: reading, writing, listening, and speaking. These components are essential in acquiring full language proficiency. Reading involves understanding written texts, writing focuses on text production, listening is about comprehending spoken language, and speaking entails language production in oral form (Richards & Rodgers, 2015). This

contemporary perspective aligns with the evolving dynamics of language education.

