

**INVESTIGATING STUDENTS' LEARNING STYLE IN LEARNING
ENGLISH**

THESIS

Submitted by

CUT RAUZATUL FATTA
NIM. 190203138

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



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by:

Cut Rauzatul Fatta
190203138

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

جامعة الرانيري

Main Supervisor,

A R - R A N I R Y

Co-Supervisor,


Prof. Dr. Muhammad AR, M. Ed

Date: 07 / March / 2024


Rita Hermida, S. Pd. I., M. Pd

Date: 07 / March / 2024

It has been defended in *Sidang Munaqasyah*
in front of the broad of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language teaching


on:

Friday, July 15th, 2024 M
09 Muharram 1446 H

In Darussalam Banda Aceh

Board of Examiners,

Chairperson,



Prof. Dr. Muhammad AR, M. Ed.

Secretary,



Rita Hermida, S.Pd.I., M.Pd.

Member,



Dr. Nashriyah, S. Ag., M. A.

Member,



Nidawati, S. Ag., M. Ag.

A R - R A N I R Y

Certified by:

The dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Huda, S.Ag., M.A., M. Ed., Ph.D

7301021997031003



DECLARATION OF ORIGINALITY

Saya yang bertanda tangan di bawah ini:

Nama : Cut Rauzatul Fatta
NIM : 190203138
Tempat/tanggal lahir : Banda Aceh, 18 Oktober 2001
Alamat : Lambaro Angan, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Investigating Students' Learning Styles in Learning English

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

Banda Aceh, 15 Mei 2024

Saya yang membuat surat pernyataan



Cut Rauzatul Fatta

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Banda Aceh, 07 Mei 2024

The Writer,



Cut Raizatul Fatta

ABSTRACT

Name : Cut Rauzatul Fatta
Student ID : 190203138
Faculty : Tarbiyah dan Keguruan
Major : Department of English Language Education
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Main supervisor : Prof. Dr. Muhammad AR, M. A
Co-Supervisor : Rita Hermida, S. Pd. I., M. Pd
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The purpose of this research is to find out the features do students with individual learning styles and collaborative learning styles exhibit and the result of learning styles in learning English. This research was carried out on class IV D of MAS Darul Ihsan. The researcher used interview to collect data. The researcher used a random sampling method to determine the participants of this study. The research is expected to contribute ideas and increase knowledge, understanding, and insight regarding learning styles in English. The results showed that both individual learning and collaborative learning styles have their own strengths and weaknesses including enthusiasm and challenges. Individual learning could increase self-motivation and focus but also limited the interaction and resources. Meanwhile collaborative learning could boost critical thinking skills and active learning but also could lead to group conflicts and distraction. The choice between the two learning styles depends on the learning goals, context, and the specific needs of the learners.

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CHAPTER I

INTRODUCTION

A. Background of the Study

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

The success of learning can be seen from two aspects, namely the processing aspect and the producing aspect. The success of learning seen from the process side can be interpreted as the success of students in developing skills while following a series of learning processes. This success can be seen from how students respond to the teaching material that is taking place in classroom. The teacher is able to know the characteristics of the varied learning styles of students while following the learning process.

Every student has different ways to learn something. He/she comes from different backgrounds and condition when they come into the classroom.

Consequently, learners' confidence will increase, and teachers' control over learners will lessen. At this point, learners become the center of the learning process and control their learning while teachers act as facilitators (Gilakjani & Ahmadi, 2011).

The different way that the student did to learn called learning style. Learning style is one way to find out a person's most comfortable way in the learning process being carried out. Research on learning styles has been carried out by several researchers; first, (Widharyanto & Binawan, 2020) their research explained that of the five ethnic groups, it was found that they were dominant in aural, kinesthetic, and various learning styles in bimodal and trimodal forms. Second, (Baihaqi & Siagiyanto, 2021) his research revealed that students' confidence in learning pronunciation can be achieved and increased through learning styles by practicing listening to songs, watching, and reading books in English. Third, (Maryono & Lengkanawati, 2022) the result of this research is the learning process from a distance can also be useful for teachers and students EFL to find out student learning styles during learning. The result showed that cognitive learning styles are very influential in the process of the teaching vocabulary, so cognitive learning styles influence students' reading comprehension contextually.

(Pashler et al., 2009) stated that learning styles are the characteristics ways in which an individual acquires, perceives, and processes information. Learning style preference is one aspect of learning, and refers to the choice of one learning situation or condition over another. Learning style is owned by humans in absorbing, organizing and processing information received (Wahab & Nuraeni,

2020). It can be concluded that learning style is the way of learning done by students that appropriate with their loving to do in learning process.

Widharyanto & Binawan, (2020) divided learner types into three parts, such as visual learner, kinesthetic learner, and auditory learner. Each learner type displays several activities inside and outside classroom. Most of students may have some general idea about how to learn better. For example, they use visual guidance like short-card to memorize some vocabularies and use it as memory-card when they forget them. Another example they like listening English song and see the lyric of the song.

Learning style are owned by each individual. This is also owned by a student when learning in class. Learning styles are owned by all humans. Learning styles are an approach that describes how individuals learn or how each person can concentrate on the process and master new and difficult information through different perceptions.

With many choices of the learning style, one primary source to concern is the choice between individual learning and collaborative/group learning. Both methods having competing benefits and demerits. It is understandable why sticking with one can be a hassle. There are some different conditions of why the individual learning is better than collaborative learning or otherwise.

The individual learning means that the student will study on their own ideas. Working alone gives the student a sense of ownership, making the student feel more responsible and engaged. On the other hand, individual learning is not a perfect model for student as it limits communication with other learners. When

student do not develop proper communication skills, it can become a massive problem in adulthood. Some children will learn better by interacting with others than by learning independently.

Collaborative learning is a different method from individual learning. Here, the student learns in teams or small groups instead of learning alone. This is advantageous because many students understand concepts better when they know from their friends compared to teachers and parents. They learn communication while interacting with their friends. It helps them express their opinions, listen to others, and provide feedback. But somehow collaborative learning doesn't help kids learn at their own pace. For example, when it comes to fast learner, they have to slow their own pace to balance the others. Slow learners must learn to increase their speed whether it suits them or not. Some students will feel lost as learning progresses. Some students may also not contribute to problem solving in the group, leaving only the hard working one to do the work.

In this case, the researcher will make an investigation about learning style to compare between individual learning and collaborative learning and the result of learning English. The research conducted the research at MAN Darul Ihsan, the population and the sample of this study were the second-grade student. Based on the explanation of the teacher, there were several students do not aware of learning styles, then the student cannot develop the learning style in learning process. The teacher of MAN Darul Ihsan cannot separate the students learning style because there were big classes. Based on the explanation above, the researcher wants to

know whether there are features do students with individual learning styles and collaborative learning styles exhibit.

Leidner & Fuller, (1997) found that students working collaboratively in either small or large groups were more interested in material and worked harder than students that worked individually. But individual students have better performance than collaborative students.

B. Research Questions

The research questions in this research of this study are

1. What features do students with individual learning styles and collaborative learning styles exhibit?
2. What is the impact of learning style in learning English?

C. Research Aims

The research aims in this research are

1. Describe the features shown by students with individual learning styles and collaborative learning styles exhibit.
2. Describe the impact of learning style in learning English.

D. The Scope of the Study

To avoid misunderstanding on more conceptual terms, it is necessary to limit the problem in order to focus on this study. This research conducted to investigate the students' learning style in learning English that used by the first-grade student of MAN Darul Ihsan. In this research, the researcher only focuses on the features do students with individual learning styles and collaborative learning

styles exhibit. The reason why individual learning and collaborative learning were selected for the research are to focus only on the main learning styles that are commonly used in English language classes in Darul Ihsan.

E. The Significance of the Study

The significances of the study are

1. To researcher

The significance to the researcher hopes by doing the research about this student learning outcomes in English study through differentiation learning is so that the researcher can apply the model when he has become a teacher, because there are so many benefits from the model itself.

2. To university

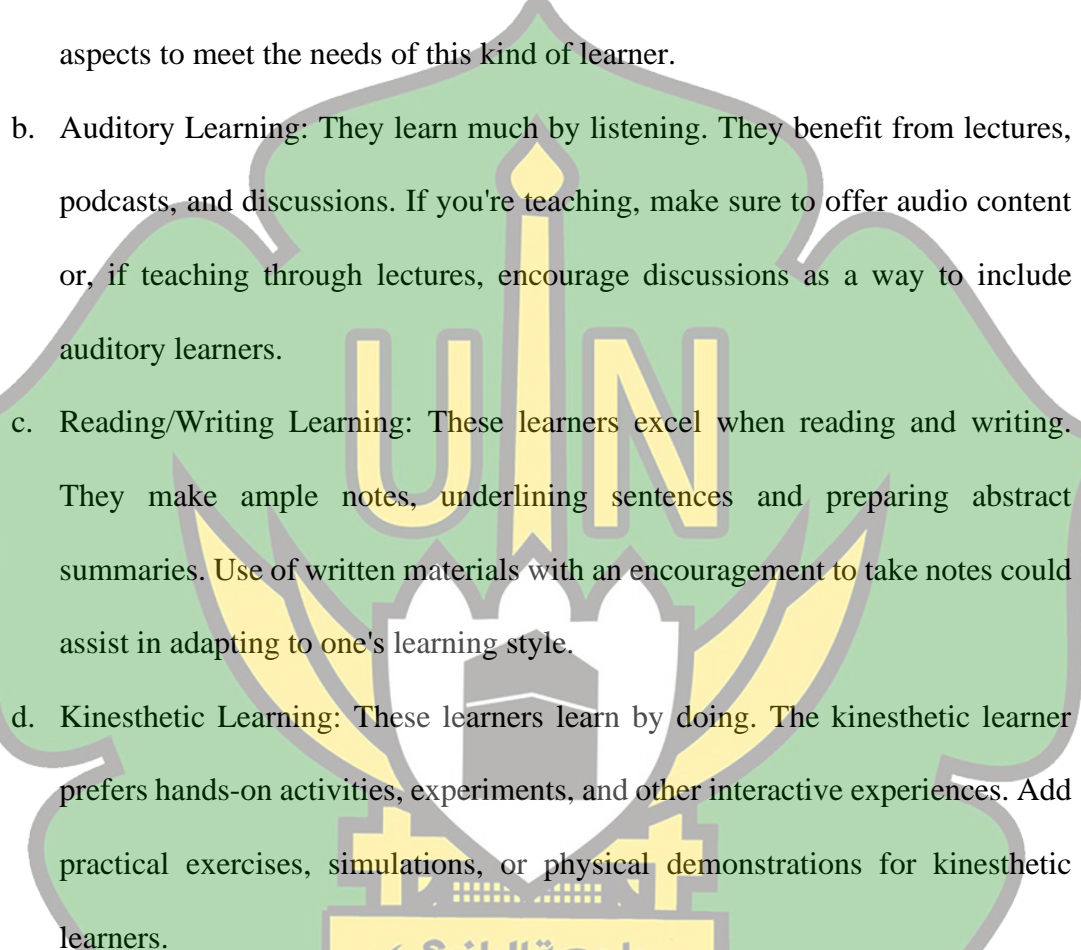
The benefits expected by researcher for universities are that this research can foster the enthusiasm of students to be able to teach with this differentiation model when they become teachers in the future.

3. To school and teachers

The last hope is for schools and educators, with this research it can open up the minds of teachers if this differentiation model is very suitable.

F. Terminology

Learning styles are personal methods by which an individual understands and retains information (Pashler et al., 2009). Some common learning styles include:

- 
- a. **Visual Learning:** About 65% of the population falls into this category. A visual learner learns through visual aids like graphs, charts, diagrams, videos, and pictures. While preparing course material, it is thus relevant to include these aspects to meet the needs of this kind of learner.
- b. **Auditory Learning:** They learn much by listening. They benefit from lectures, podcasts, and discussions. If you're teaching, make sure to offer audio content or, if teaching through lectures, encourage discussions as a way to include auditory learners.
- c. **Reading/Writing Learning:** These learners excel when reading and writing. They make ample notes, underlining sentences and preparing abstract summaries. Use of written materials with an encouragement to take notes could assist in adapting to one's learning style.
- d. **Kinesthetic Learning:** These learners learn by doing. The kinesthetic learner prefers hands-on activities, experiments, and other interactive experiences. Add practical exercises, simulations, or physical demonstrations for kinesthetic learners.

Note that some will mix, and thus they are called multimodal learners.

Knowing the preferences of your students makes it possible to design appropriate teaching methods and to create effective educational products.