

**TEACHERS' STRATEGIES FOR ACCOMMODATING  
STUDENTS' LEARNING STYLES IN ENGLISH CLASSES**

**THESIS**

Submitted by:

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**FACULTY OF TARBIYAH AND TEACHER TRAINING  
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English Classes**

**THESIS**

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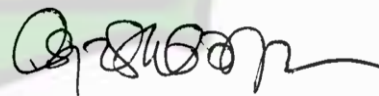
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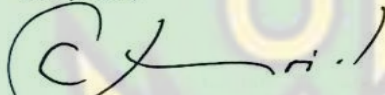
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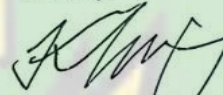
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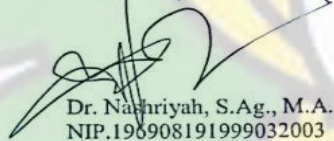
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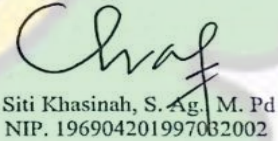
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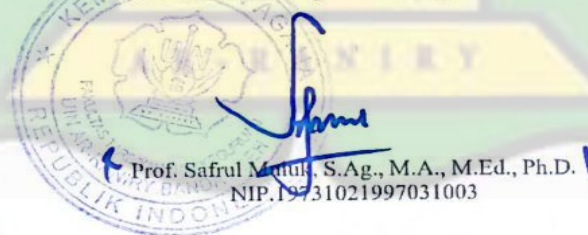
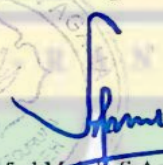
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Hereby declare that in writing this thesis, I:

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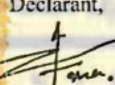
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Banda Aceh, 12<sup>th</sup> December 2025

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## ABSTRACT

Name : Lis Habibah  
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Thesis Working Title : Teachers' Strategies for Accommodating Students' Learning Styles in English Classes  
Supervisor : Khairiah Syahabuddin, MHSsc.ESL., M. TESOL, Ph.D.  
Keywords : Teaching Strategies, Learning Styles

This study explores the strategies used by English teachers at MAN 4 Aceh Besar to accommodate students' diverse learning styles, as well as the challenges they encounter in applying these strategies. Using a descriptive qualitative design, data were collected through semi-structured interviews with three teachers. The findings show that teachers demonstrate strong awareness of visual, auditory, and kinesthetic learning styles and apply various strategies such as adapting learning activities, using multimodal instructional media, and monitoring students' responses to improve engagement and understanding. However, several challenges hinder optimal implementation, including large class sizes, limited instructional time, insufficient facilities, varied student proficiency levels, and teachers' personal limitations, especially in technology use. These challenges limit the teachers' ability to consistently address all learning styles within a single lesson, indicating the need for improved institutional support and ongoing professional development.

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- Appendix D Interview Guidelines
- Appendix E Documentations of Interview



## CHAPTER I

### INTRODUCTION

This chapter describes the reasons for conducting for the research and deals with several points such us the background of study, research question, aims of study, the significance of study, and several terminologies.

#### A. Background of Study

Learning style is a unique way each individual prefers to receive, process, and retain information during the learning process. Understanding learning styles plays an important role in improving the effectiveness of learning, as it allows students to study in ways that match their personal preferences. When students learn through methods that suit their learning styles, their motivation, engagement, and academic achievement tend to increase. On the other hand, teachers who understand the benefits of learning styles can design more adaptive and inclusive teaching strategies that support diverse learners in the classroom. Therefore, exploring the benefits of learning styles is an essential step toward creating a more effective and meaningful learning experience.

According to Brown (2000), learning style is defined as a person's method of understanding and retaining information in a learning environment. One of the most well- known and widely used learning models in education is

the VARK model, which was developed by Neil Fleming in 2006. This model classifies learning styles into four categories: visual, auditory, read/write, and kinesthetic. Understanding the different ways of learning is important so that teachers may tailor their teaching methods to the needs of their students. According to Muluk et al. (2020), each learning style is classified based on learners' abilities. Visual learners prefer images or diagrams, auditory learners absorb information through listening, reading learners focus on texts and note-taking, while kinesthetic learners learn best through movement and hands-on activities. According to Nugrahani and Pangaribuan (2006), learning styles may be used as a teaching approach to deliver material, learning context, and cognitive information. In this regard, knowing the theories of learning styles and the learning types of students is more crucial for educators and schools.

The role of the teacher in English language learning has undergone a significant shift, from being a mere transmitter of material to an active facilitator in the teaching and learning process. Teachers are expected to create a positive and inclusive learning environment, especially in dealing with the diversity of students' learning styles. Suherdi (2019) asserts that teachers' awareness of variations in students' learning styles will improve the quality of interaction between teachers and students, and be able to increase students' learning motivation. This is in line with Parra (2022) who states that adjusting teaching methods based on students' learning preferences can significantly improve their engagement and performance in foreign language learning. Therefore, it is important for teachers to develop learning strategies that consider individual differences to make learning more effective and meaningful.

Previous studies have also shown that teaching strategies that accommodate diverse learning styles are essential for achieving optimal

learning outcomes. Batubara (2022) found that teachers can adopt integrated strategies that involve visual, auditory, and kinesthetic techniques, enabling students to engage with the material through multiple modes of input. Even though visual and auditory styles tend to dominate, effective teachers also incorporate kinesthetic activities to ensure that all students remain actively involved in the learning process. This aligns with the findings of Setia (2018), who noted that blending visual, auditory, tactile, and kinesthetic strategies especially in higher-level classrooms significantly aids student comprehension. The study further suggests that encouraging creativity and the application of concepts is essential when addressing diverse learning preferences.

Nevertheless, it is difficult to accommodate pupils' learning styles in practice. When selecting and putting into practice effective teaching practices, educators encounter a number of difficulties. Daniel (2023) mentions that effective teachers are those who are able to recognize differences in students' learning styles and adapt teaching methods with varied approaches. However, Evangelista (2016) emphasized that both internal factors such as teachers' personal beliefs about effective teaching and external constraints such as time limitations, educational policies, and large class sizes can limit teachers' ability to apply ideal strategies. These constraints can affect instructional quality, even when teachers are fully aware of the importance of catering to different learning styles.

Furthermore, there is a mismatch between the teaching strategies used by teachers and the real demands of students' learning styles. Yotta (2023) discovered that many EFL teachers fail to accommodate students' different learning styles, result in a mismatch between teaching methodologies and students' learning preferences, as well as the usage of inappropriate learning resources. This results in low student engagement and suboptimal learning outcomes.

Given the importance of the teacher's role in accommodating students' learning styles, there is a need for in-depth study to uncover instructional strategies employed by instructors in practical classroom practice. This sort of study not only gives a knowledge of the methodologies utilized, but also provides a concrete image of the amount to which these strategies are beneficial in enhancing student involvement and learning results. Fitriani and Aditya (2024) discovered that teachers who understand and apply approaches that are tailored to their students' learning styles are better able to create a more interactive and responsive learning environment. Ramadhani (2025) underlines the need of documenting effective practices in English language education for future reference by other instructors.

This study focuses on the ways that teachers employ to accommodate students' various learning styles in English language learning. The goal is to identify the different strategies used, how they are implemented in the classroom, and how they affect students' engagement and understanding. This research is expected to help develop more inclusive and responsive English teaching practices for students. So, the researcher felt it was important to conduct a study entitled “Teachers’ Strategies for Accomodating Students’ Learning Styles in English Classes”

#### **B. Research Questions**

1. What are strategies used by teachers in accommodating students’ learning style in English classes?
2. What challenges do teachers face in addressing different learning styles in English classes?

### **C. The Aims of Study**

1. To explore the strategies used by English teachers to accommodate students' learning styles in the classroom.
2. To explore the challenges faced by English teacher to accommodate students' learning styles in the classroom.

### **D. Significance of Study**

This study would like to explore teacher strategies in accommodating students' diverse learning style in English classes. The result of the study is expected to have benefit for:

#### **1. Teachers**

This research provides insights into the strategies that teachers can employ in accommodating students' various learning styles in the English classroom. By understanding and implementing appropriate strategies, teachers can create a more inclusive and effective learning environment. In addition, the results of this study can serve as a reference for teachers in developing innovative teaching methods that are responsive to the diversity of learning styles.

#### **2. Student**

This research provides insights into the strategies that teachers can employ in accommodating students' various learning styles in the English classroom. By understanding and implementing appropriate strategies, teachers can create a more inclusive and effective learning environment. In addition, the results of this study can serve as a reference for teachers in developing innovative teaching methods that are responsive to the diversity of learning styles. For the students, this study is projected to bring considerable advantages to students learning English, particularly in understanding how teachers'

teaching practices might affect and improve their learning experience. Students may become more aware of their individual learning styles and how they learn best by studying various teaching strategies that fit different learning styles, such as visual, auditory, kinesthetic, and reading/writing

### 3. Researcher

For the researcher, this study makes a significant contribution to the development of educational science, particularly in the realm of English language teaching. This study not only enriches insights into effective teaching strategies, but also creates opportunities for further research into the impact of learning styles on student learning outcomes. In addition, the results of this study can serve as a foundation for other researchers to delve deeper into the relationship between teaching strategies and learning style diversity, and its implications in a broader educational context.

## **E. Terminology**

To avoid ambiguous meaning of some terms in this research, the writer gives the operational definition of the topics.

### 1. Teaching Strategies

In education, a strategy is defined as a plan, method, or series of activities designed to achieve certain educational goals. Therefore, a learning strategy can be interpreted as a plan that includes a series of activities aimed at achieving certain educational goals. The teaching strategy is a comprehensive plan that guides the teaching and learning process to accomplish a predetermined objective. Stated differently, a teaching strategy is a method for instructing students. The instructor needs to have measures in place to balance the way they apply the information and the methods they employ. In the learning activities that are selected and used by the teacher contextually,

according to the characteristics of students, school conditions, the surrounding environment and the learning objectives that have been formulated (Nurhasanah et al., 2019; Nasution, 2017).

## 2. Accomodating

The term “accommodation” in education refers to changes or adaptations made to the classroom setting, instructional strategies, resources, timetable, and assessment in order to satisfy the unique requirements of each student, particularly those with special needs or learning difficulties (Prihatini, 2015). The main purpose of this accommodation is to ensure that every student has an equal opportunity to access learning materials and achieve their optimal academic potential.

## 3. Learning Style

The term “learning styles” describes how a person prefers to absorb, process, and remember information during the learning process. The way a person prefers to comprehend and retain knowledge is reflected in their learning style (Abante, 2014). To accommodate students' varied learning demands, effective learning procedures must be differentiated (Gibbs & McKay, 2021). Learning style refers to an individual’s preferred method of processing information in order to learn well. It includes a variety of sensory modalities (visual, aural, and kinesthetic) as well as cognitive techniques like reflective or active learning. Understanding learning styles allows teachers to adjust instructional strategies to students’ preferences, resulting in more effective learning results (Khatai, 2010). Recognizing and accommodating different learning styles in diverse classrooms can help students engage and achieve academic success.

#### 4. English Classes

According to the Cambridge Dictionary (2025), an English class is a lesson in which students learn the English language. According to Adler (1965), an English class is a collection of students from various personalities and backgrounds who join together to learn English language and literature. They participate in conversations, analyses, and interpretations to improve their comprehension and appreciation for the subject.



## CHAPTER II

### LITERATURE REVIEW

This chapter provides a thorough overview of the variables or terminology used in this study. The review in this chapter take the form of theoretical studies and the findings of previous research.

#### **A. An Overview of Learning Style**

##### **1. Learning Style**

Learning style is a characteristic of an individual's learning practices that distinguishes them from other learners (Rido et al., 2020). Learning style refers to an individual's preferred method of acquiring, processing, and retaining new information throughout the learning process. It encompasses how sensory, cognitive, and emotional factors influence a person's way of learning. In other words, learning styles reflect the natural tendencies individuals exhibit when interacting with learning environments and materials.

The concept of learning styles has been the subject of various theoretical frameworks, all of which propose that individuals differ in how they best learn and that instruction can be optimized by aligning it with these differences. According to Willingham (2015), one popular theory categorizes learners based on their sensory preferences (visual, auditory, or kinesthetic) suggesting that instructional strategies should cater to these modalities to enhance learning effectiveness. Gilakjani (2015) supports this notion, stating that learning styles are not only limited to sensory preferences but also encompass how individuals interact with subject matter and organize information cognitively.

Pashler et al., (2014) define learning style as a hypothetical construct that describes how learners process information and engage with instructional content. Similarly, Ariastuti and Wahyudin (2022) emphasize that learning styles reflect a student's cognitive and psychological capacity to respond to

various learning situations, making it a crucial element in personalizing educational experiences.

The use of learning styles in education is grounded in the belief that learners can be categorized into specific styles such as visual, kinesthetic, or assimilator using diagnostic instruments (Newton & Miah, 2017). By understanding these styles, educators can design and implement instructional approaches that better meet individual learning needs. Truong (2016) argues that such customization may lead to more effective and meaningful learning outcomes. In the context of language education, learning styles are particularly significant. As Peacock (2016) notes, aligning teaching methods with students' preferred learning styles can significantly enhance both their motivation and academic performance. This alignment allows learners to engage more deeply with the material and supports their overall language development.

## **2. Theory of Learning Style**

Several learning style theories were developed to understand the different ways students absorb and process information. In this study, learning style theories from Neil D. Fleming, David A. Kolb, as well as Peter Honey and Alan Mumford were chosen because each offers a relevant and applicable framework in identifying student's diverse learning styles.

### **a. Neil D. Fleming's VARK Learning Style**

Neil D. Fleming created the VARK learning style model in 1987 in opposition to the VAK (Visual, Aural, Kinesthetic) model that was already in use. Fleming, who began his career as a school inspector in New Zealand before moving to Lincoln University to work as a researcher, conducted a longitudinal study on the preferences of instructors and students for learning modalities depending on specific learning issues in schools. In the 1980s, the VARK learning method was widely accepted and had a significant

impact on education. Additionally, Fleming distinguished between preferences for the Visual and Read/Writing (R) modalities due to their disparate inclinations.

#### **b. David A. Kolb**

David A. Kolb is among the most important contributors to the evolution of learning style theory. He created the Experiential Learning Theory (ELT), which holds that firsthand experience is the most efficient way for people to learn. Kolb argues that learning is an active process that includes experience, reflection, conceptual comprehension, and application rather than only absorbing knowledge.

From the combination of two main dimensions, namely the way of perceiving information (concrete or abstract) and the way of processing it (active or reflective), Kolb identified four types of learning styles, namely: Diverging (concrete + reflective); Assimilating (abstract + reflective); Converging (abstract + active); and Accommodating (concrete + active).

#### **c. Peter Honey & Alan Mumford**

The Honey and Mumford's learning style, which was developed in the early 1980s, has provided a foundation for numerous researchers and practitioners in the field of education and professional training to date. The model under consideration identifies four principal styles of learning. The individual in question may be described as follows: an activist, a reflector, a theorist and a pragmatist.

Activists are the type of learners who like hands-on experiences, are active, like challenges and are quick to adapt. They learn most effectively through discussions, role plays and group activities, and tend to be motivated by activities that involve interaction and action (Zakaria, 2022).

Reflectors are the type of learners who like to observe and think before they act. They tend to be cautious, gather and analyze information first before making a decision (Yulisda, 2021). Theoretist learners tend to be logical and objective, and like structured, concept-based activities. They learn best through analysis and inquiry, but are less effective in unstructured or emotional situations (Pham et al., 2024). The pragmatic learning approach stresses the direct application of learning in real-world settings to determine its success. This type of learner prefers hands-on activities including observation, fieldwork, and providing clear and useful feedback.

### **3. The Influence of Learning Style on English Learning**

Learning style is an essential characteristic that determines how pupils receive, process, and recall information, especially in the context of English language acquisition. Each person has a unique learning style preference, such as visual, auditory, or kinesthetic, which influences their ability to understand the content. Students with visual learning styles, for example, grasp material more quickly when presented with visuals or diagrams, but auditory learners are more successful when listening to explanations or conversations.

Meanwhile, kinesthetic kids learn more effectively via physical engagement or hands-on experience. Valle and Castro (2023) found that using teaching strategies adapted to students' learning patterns can improve the efficacy of English language acquisition. They discovered that teachers who understand and use ways that are appropriate for students' learning styles may create a more dynamic and pleasurable learning environment, hence enhancing students' motivation and learning results.

According to research by Rosanti and Astuti (2023), learning styles significantly and favorably impact fourth-grade English learning results at MI Darul Hidayah Sudimoro. According to the study, there is a 0.293-unit increase

in student learning outcomes for every unit increase in the learning style variable. This demonstrates that learning results are higher when students' learning styles are more advanced, and vice versa. Because knowing students' learning styles helps maximize the attainment of learning goals, it is crucial for teachers to consider these factors during the learning process.

In descriptive text learning, students' learning styles influence their level of comprehension of the subject. Utto-Sulay's (2024) study found that students with verbal and intuitive learning styles had greater levels of understanding while reading descriptive material than students with other learning styles. This is related to their capacity to comprehend and evaluate information thoroughly, as well as link textual concepts. Students' reading comprehension success is significantly correlated with their visual, auditory, and kinesthetic learning styles (Subroto & Vialisah, 2022). They concluded that students with visual and auditory learning styles had an edge in reading descriptive literature through the use of pictures and conversations, whereas kinesthetic individuals benefit from practical experiences.

## **B. Teaching Strategies to Accommodate Diverse Learning Styles**

### **1. Definition of Teaching Strategies**

Strategy in language means a strategy, tips, tactics or ways of acting to achieve certain goals. Teaching and learning strategies are several steps designed by the teacher to achieve certain teaching goals. Learning strategies are the implementation and learning methods that actually take place in the classroom where the learning process occurs. A learning process is said to run well if the process can generate effective and efficient learning activities, and requires appropriate learning methods (Rahmasari, 2023).

In order to support students in taking proactive steps to safeguard, improve, and advocate for their own and others' health, wellness, and safety,

the techniques are designed to foster critical and reflective thinking as well as research and assessment abilities. Students use their social and personal capabilities to collaborate with others in learning activities, to recognize their own and their peers' strengths and abilities, and to cultivate a variety of interpersonal skills like leadership, teamwork, communication, negotiation, and an appreciation of different viewpoints (Senthamarai, 2018).

## **2. Common Strategies for Accommodating Different Learning Styles**

In the context of English language learning, educators must accommodate students' diverse learning styles in order to increase the efficacy of the teaching-learning process. One technique that may be applied is to employ a variety of learning mediums that address visual, aural, reading/writing, and kinesthetic components. For example, using video, audio, text, and physical exercises can assist students with diverse learning styles better absorb the topic. Manikowati and Bharati (2017) found that using interactive multimedia in writing instruction can increase the performance of students with visual and auditory learning styles.

The success of classroom instruction depends on teachers' understanding of each student's unique learning preferences. As one of the keys to a student's success in learning, learning style is a crucial factor that both teachers and students must take into account. This is supported by the findings of interviews with fifth-grade teachers, who stated that it is difficult to determine each student's preferred method of learning and that instructors must spend time observing each student's traits in order to utilize them as a guide. Subsequently, the instructor attempts to develop instructional tactics that may accommodate the students' learning preferences.

Furthermore, the project-based learning (PjBL) method can be an efficient way to accommodate different learning styles. PjBL engages

students in the learning process through projects that are relevant to real life, allowing it to suit the learning demands of students with diverse learning styles. Sari and Fanny (2024) found that using the PjBL model with a differentiated learning method can increase elementary school students' learning outcomes. Damayanti et al. (2023) discovered that combining the PjBL model with a tailored learning strategy based on learning styles can increase students' cognitive learning results.

**a. Teaching Strategies for Visual Learning Styles**

Students with a visual learning style benefit greatly from having good eyesight and vision. The focus of the visual learning technique is on visual acuity. This implies that kids need to see tangible proof before they can comprehend (Supit et al., 2023). Students with this type are more likely to recall what they see than what they hear, read, or do. This visual preference makes it easier and more interesting to capture and understand information from maps, pictures, designs, spider diagrams, graphs, flow charts, labeled diagrams, all symbolic arrows, circles, hierarchies, photos, power points, movies, and teacher demonstrations (Widharyanto, 2017).

The teacher's teaching technique should focus on movement demonstrations and lesson-related materials. In a visual learning method, props should be placed immediately on the learner and represented on a screen, LCD, or whiteboard. Students with a visual learning style must observe the teacher's body language and facial expressions in order to comprehend the material. Furthermore, the visual learning approach helps to focus attention and concentration on the content learnt by seeing, looking at, or watching the subject matter (Supit et al., 2023, as cited in Putranti, 2007).

### **b. Teaching Strategies for Aural Learning Styles**

Aural learning style, also known as Auditory learning style, is a method of learning that involves listening. The auditory learning style emphasizes the sense of hearing. Students with an aural learning style rely on their sense of hearing to capture and comprehend information. Students pay special attention to the teacher's tone, pronunciation, and rate of speech when explaining, asking, or answering questions. The packaging of information has a significant impact on its success in being captured and understood.

Students with auditory style preferences will benefit from material delivered in the form of a recording, presentation, tale, or read aloud (Widharyanto, 2017). According to Putranti (2007), strategies to support auditory children's learning include giving them the chance to participate in class and family conversations and orally expressing their thoughts so that the material is easier for them to schematize (Supit et al., 2023, as cited in Putranti, 2007).

### **c. Teaching Strategies for Read/Writing Learning Styles**

Students with Reading/Writing learning styles prefer to comprehend knowledge through written formats, both reading and writing. They are more adept at learning through text, notes, and written assignments. According to Fleming (2014), learners with a reading/writing style are particularly interested in activities that require reading materials such as books, articles, and lecture notes, as well as writing assignments such as reports, essays, and journals.

The utilization of text-based learning, such as reading scientific articles, written instructional materials, and composing argumentative essays, is an excellent technique for supporting children with this

learning style. These exercises allow pupils to thoroughly comprehend information through literacy skills that they have mastered. According to Gilakjani (2015), giving a variety of texts and writing assignments can assist Reading/Writing students better comprehend topics.

Teachers can also utilize written tasks, such as reflective journal writing, reading reports, and information rewriting exercises, to assess understanding. According to Ahmad et al. (2020), these tactics not only increase students' memory but also help them develop critical thinking abilities and writing expression. Other effective strategies include taking organized notes, summarizing materials, and providing clear written directions in learning exercises.

#### **d. Teaching Strategies for Kinesthetic Learning Styles**

The kinesthetic learning style is one that involves moving, working, and touching. It refers to learning by emphasizing the sensation of taste and physical motions (Supit et al., 2023). Students that are kinesthetic like to learn and practice abilities via hands-on activities and experiences, such as body and hand movements, facial expressions, and mimics. Teachers must create language activities that incorporate tangible experience and physical activity in order to help students develop their speaking, listening, reading, and writing skills. These activities can include interviewing sources, demonstrating dances, recording, reciting poetry, using tools, and more (Widharyanto, 2017).

### **3. Challenges in Accommodating Diverse Learning Styles**

Accommodating multiple learning styles in one class is a huge issue for teachers, particularly when teaching English as a foreign language. One of the primary challenges is that teachers have limited time and resources to create and implement learning techniques that are appropriate for each student's

learning type. According to Siam and Al-Natour (2016), instructors frequently confront challenges such as inadequate administrative support, time restrictions, and a lack of learning materials that prevent them from effectively implementing differentiated teaching. In their study of Islamic schools in Thailand, Satriani et al. (2024) discovered that students have a wide range of learning styles, including visual, auditory, and kinesthetic. This diversity necessitates that teachers have a thorough understanding of each student's learning style as well as the appropriate tools to identify it.

However, many teachers have failed to properly accommodate these learning style variances. Yotta's (2023) research found that a mismatch between teaching techniques and students' learning styles might result in poor learning achievement, inattention, and unfavorable attitudes toward the subject matter and teachers. To address this issue, teachers require training and support so that they can develop flexible and responsible learning strategies in response to the diverse needs of their students. As a result, the learning process can become more inclusive and efficient, increasing students' overall learning outcomes.

In order to establish an inclusive learning environment, educators must build a curriculum that is flexible and adaptable to students' diverse learning styles. Universal Design for Learning (UDL) principles stress the need of giving students numerous methods to obtain information, express their knowledge, and participate in learning. According to Sheridan (2023), including UDL concepts into online curriculum design can boost student engagement and motivation by providing a choice of learning resources and evaluation techniques tailored to individual learning preferences.

There are several obstacles to overcome when implementing a curriculum that takes into account different learning styles. In their research, Chen and Lei (2024) found that while educators acknowledge the value of

Universal Design for Learning (UDL), institutional support, professional development, and resource constraints frequently impede its classroom implementation. Additionally, the ability to adapt education to each student's unique requirements may be restricted by the need to achieve national curricular standards and standardized tests.

### **C. Previous Studies**

There are several studies in terms teachers' strategies for accommodating students' diverse learning style that related to this research. In this section, some previous studies explained together with their similaritas and differences related to this research.

A number of studies have explored how English teachers accommodate students' diverse learning styles in junior high school contexts. Hidayah and Morganna (2021), in their study on inclusive classrooms in Indonesia, discovered that educators implement various instructional strategies such as peer tutoring, direct instruction, and cooperative learning to address different student needs. Similarly, Lupiana, Budiarta, and Utami (2021) highlighted the necessity of designing English learning materials that align with students' visual, auditory, and kinesthetic preferences. According to Sari (2023), differentiated instruction plays a crucial role in recognizing individual student characteristics and enhancing their engagement in learning. Attabik's (2021) research also revealed that teachers in high-achieving classes adopt visual tools, project-based learning, and collaborative activities to tailor their methods to students' learning styles. These findings are supported by Rahadian and Budiningsih (2018), who argue that instructional strategies and media should reflect students' preferred learning styles in order to improve learning outcomes.

At the senior high school level, efforts to incorporate various learning styles into English language teaching were also apparent. Syahni and Wandira (2023) found that teachers at SMA Al Azhar 3 utilized a combination of auditory, visual, and kinesthetic techniques to address the diverse learning needs of their students. In a similar vein, Khofifah and Anugerahwati (2024) emphasized the role of inclusive instructional strategies in supporting students with special needs, noting that individualized tasks and visual aids facilitated their adjustment and success in EFL classrooms. According to Pujiantini (2021), aligning classroom practices with students' learning style preferences contributed to increased engagement and helped avoid repetitive or monotonous learning experiences. On the other hand, Anggraeni and Yusviranty (2023) pointed out some challenges teachers face when implementing differentiated instruction, particularly constraints such as limited instructional time and overcrowded classrooms. Expanding the discussion to a more general perspective, Yunus, Salehi, and John (2013). Demonstrated that visual elements in teaching significantly improved students' motivation and comprehension, especially in reading English literary materials.

At the university level, several studies highlight the strategic use of technology and online tools to cater to the diverse learning needs of students. Maryono and Lengkanawati (2021) revealed that during distance learning, EFL instructors adopted a variety of digital platforms and assessment methods to align with students' preferred learning styles. However, they also faced challenges related to student motivation and technical difficulties. Similarly, Prieto (2016) demonstrated that the integration of educational technology enabled teachers to create lessons tailored to visual, auditory, and kinesthetic learners, thus promoting more meaningful student participation. Additionally, Hbail (2018) proposed a

multicultural blended learning model, showcasing its potential to accommodate culturally and cognitively diverse learners through multimedia instruction and self-paced learning modules. Together, these studies emphasize that higher education environments offer the flexibility and resources necessary to provide personalized and inclusive learning experiences through the thoughtful integration of technology.

To further enhance the use of digital tools, Rahadian and Budiningsih (2023) present a model of classroom instruction based on student data. Their research revealed that data-driven systems, such as this one, can assist teachers in optimizing learning activities and ensuring that they are consistent with the way students learn. In addition, Rustan et al., (2023) investigated Indonesian schools in Malaysia and discovered that teachers used flexible student placement, student-centered activities, and student-relevant materials to address differences in learning styles and learning styles.

These findings consistently indicate that a teacher's willingness to learn is an important factor in effective English language learning. Despite the fact that the strategy can be applied to a wide range of educational levels, from first-year practicum projects in elementary schools to digital instructional design in universities, the goal remains the same: to promote a positive learning environment that can improve learning outcomes, motivation, and enthusiasm. However, these advancements are being made without any hesitation. Many educators cite issues such as large class sizes, limited teaching time, lack of resources, and insufficient training in differentiated instruction.

## **CHAPTER III**

### **RESEARCH METHOD**

The chapter provides the used by the researcher in the study. It covers the research design, participant, data collection technique, data analysis, and the research setting.

#### **A. Research Design**

This study used a qualitative research design with an interview as a data collection method. This study gives an accurate description and explanation of the circumstance or symptoms under consideration. According to Sugiyono (2020), qualitative research methods are those used to study natural object conditions in which the researcher is the primary instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research findings emphasize meaning rather than generalization. This study takes a qualitative approach using a descriptive qualitative research design.

The qualitative technique was selected because it enables researchers to gain a thorough understanding of complicated social phenomena, such as instructors' tactics for accommodating students' diverse learning styles in English language acquisition. This technique focuses on understanding the meaning, experiences, and viewpoints of study subjects in their natural setting (Creswell, 2014). The methods instructors employ to address the variety of student learning styles are precisely and methodically described through descriptive qualitative research. The goal of this research is to better understand instructors' learning methods rather than test theories. Previous studies have employed this type of study to investigate how instructors perceived students' learning styles and the methods they

employ to meet those needs (Yofita & Ramadhan, 2024).

## **B. Research Participant**

The participants in this study were three English teachers at MAN 4 Aceh Besar. The selection of participants was conducted using the purposive sampling technique. Purposive sampling is a sampling technique carried out by determining participants based on certain considerations or criteria in accordance with the research objectives. According to Sugiyono (2022), purposive sampling is a technique for determining samples based on specific considerations, in which participants are selected because they are considered to have the most knowledge and understanding of the problem being studied.

There were five English teacher at MAN 4 Aceh Besar. However, only three teachers were selected because they actively integrated technology in their teaching practice and demonstrated sufficient knowledge and involvement in applying various teaching strategies in the English class. Therefore, the selection of three participants was considered appropriate to obtain relevant and in-depth data for this study.

The three participants were coded as SN, SR, and A to ensure confidentiality. SN is a female English teacher with more than ten years of teaching experience at the senior high school level and is categorized as a senior teacher; however, she experienced a gap in teaching English for several years, which affected her familiarity with learning style concepts and technology-based instructional strategies, making her understanding relatively more limited compared to the other participants. SR is a female English teacher who has approximately five to ten years of teaching experience and has been actively teaching without interruption; she demonstrates a good understanding of learning style concepts and is familiar with integrating technology into her teaching practices. A is a male English teacher with more than ten years of teaching

experience and is considered an adaptive teacher who keeps up with technological developments in education; he frequently applies various instructional strategies to accommodate students' diverse learning styles and integrates technology into the learning process.

To ensure the validity and credibility of the data, the researcher applied data triangulation. According to Sugiyono (2022), triangulation is a technique used to examine the credibility of data by utilizing something outside the data as a comparison for the obtained data. In this study, source triangulation and technique triangulation were employed.

Source triangulation was conducted by comparing data obtained from the three English teachers to identify similarities and differences in their perspectives regarding learning strategies used to accommodate students' learning styles. Meanwhile, technique triangulation was carried out by comparing data collected through interviews, classroom observations, and documentation. The interview data were compared with the results of direct classroom observations and supported by documentation in the form of interview guidelines and field notes.

### **C. Data Collection Method**

Semi-structured interviews were chosen as the primary strategy for gathering in- depth information regarding the strategies employed by teachers to cope with students' various learning styles. This technique allows researchers to study teachers' perspectives, experiences, and practices in a flexible manner while adhering to a consistent framework of questions. According to Silverman and Patterson (2024), semi-structured interviews are helpful in eliciting participants' complicated and contextual viewpoints because they allow for follow-up questions based on their replies. Furthermore, Alshenqeeti (2014) underlined that semi-structured interviews strike a compromise between structure and flexibility, making

them ideal for research that seeks to explore social phenomena in depth. This study used semi-structured interviews with an interview guide as an instrument to collect data.

#### **D. Analysis Data**

In this study, the researcher used the data analysis model proposed by Miles and Huberman (1994). According to Miles and Huberman, data analysis in qualitative research consists of three concurrent activities: data reduction, data display, and conclusion drawing/verification. These three components are carried out interactively and continuously until the data become saturated.

##### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data obtained from the field. According to Miles and Huberman (1994), data reduction helps researchers organize and sharpen data so that important information related to the research focus can be identified.

##### **2. Data Display**

The reduced data were displayed in narrative and thematic form, organized into descriptive paragraphs without using table. Each theme supported by direct quotes from participants to highlight patterns and meaningful responses.

##### **3. Conclusion Drawing and Verification**

In this study, the researcher continuously reviewed and compared the findings from interviews to ensure consistency. The conclusions drawn were based on the data collected and supported by relevant theories of learning styles and teaching strategies.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter focused on elaborated findings and discussions on data that has been collected through interviews to answer research questions in the first chapter.

#### **A. Research Finding**

The analysis of the data revealed several significant findings, which are systematically presented based on the research questions.

##### **1. Teachers' Strategies in Accommodating Students' Learning Styles in English Classes**

One of the most essential aspects of teaching English is the use of appropriate strategies. Based on the data obtained from interviews, teachers implement various strategies to accommodate students' learning styles in English classes.

###### **a. Teachers' attention to learning style differences in English classes**

Based on the interview results, all teachers demonstrated a similar understanding of students' learning styles, acknowledging that each learner processes information differently, generally categorized as visual, auditory, and kinesthetic.

One of the respondents, SN stated:

*"I noticed that their learning styles differed according to the character of the child or the environment before they came here. The family environment also had a significant influence. What we found in the field was that children had various learning styles. Some were visual learners, some were auditory learners, and some were psychomotor learners who learning by doing."*

SR stated:

*“There are definitely differences in learning styles among students when learning English. When I observe them, for example, there are students who are auditory learners and quick to pick up pronunciation, while there are some students who are kinesthetic learners and are skilled at role-playing or simulations.”*

A also said that:

*“The differences in learning styles are very apparent at MAN 4 Aceh Besar. In particular, there are students who understand more quickly when we show them pictures, there are also those who are more comfortable or understand more quickly when we explain things through explanations and dialogue, and there are also those who prefer to read texts. There are also those who are more active when learning is accompanied by physical activities or language games, which make it easier for these children to understand. Well, I always take these differences into account when planning learning activities.”*

b. Adapting learning activities to students' learning styles

The adjustment of learning activities to students' learning styles was evident in the way the three participants designed their classroom activities. Each teacher sought to provide a variety of activities that reflected the needs of visual, auditory, and kinesthetic learners.

SN stated:

*“For visual learning, I use PowerPoint, and for audio learning, I use listening exercises, but listening is also combined with reading because they often fill in text-based exercises. For kinesthetic learning, children usually do drills, but usually for pronouncing or speaking.”*

SR said:

*“Examples of learning activities that I carry out in accordance with students' learning styles include visual learners creating infographics of vocabulary, auditory learners conducting group discussions or listening to podcasts in English, and kinesthetic learners engaging in role-play or movement games.”*

A also said:

*“Examples of learning activities tailored to learning styles include providing images and posters for descriptive texts or procedural texts for visual learners. For auditory learners, we provide listening exercises, pair dialogues, and storytelling activities. For kinesthetic learners, I create games such as role-playing, find someone who games, or video-making projects.”*

From the interview results, the explanations of the three participants indicated that the diversity of students' learning styles was accommodated through the selection of learning activities tailored to their needs. This approach demonstrates the teachers' commitment to providing learning experiences that are more relevant, varied, and inclusive.

c. Using a variety of learning media

The use of diverse learning media appears to be a consistent approach applied by all three participants in supporting students' learning style needs. Teachers utilize various forms of media, both digital and non-digital, to ensure that visual, auditory, and kinesthetic learners have access to learning that suits their preferences.

SN said:

*“I usually use an overhead projector, laptop, printouts, worksheets, and sometimes simple student worksheets. I don't use textbooks, so I always adapt the material to the level that the students need.”*

SR also said:

*“I use a variety of learning media to support students' learning styles. For example, for visual learners, I use presentations or infographics. For auditory learners, I use audio recordings or songs. For kinesthetic learners, I usually use flashcards or real objects.”*

Besides SN and SR, A also used variety of learning media. A stated:

*“The media I use include educational videos and audio listening materials such as dialogues or news reports. For visual aids, I use pictures and flash cards. Then there are worksheets, articles, and reading texts for reading and writing. I also often use learning applications such as Quizizz or Wordwall, which are also suitable for kinesthetic learners.”*

d. Student response monitoring

Student response monitoring has emerged as one of the strategies used by teachers to accommodate different learning styles. This strategy is carried out by observing students' enthusiasm, engagement, and comfort level during the learning process. The information obtained from this monitoring helps teachers assess the suitability of learning methods and determine the adjustments that need to be made so that learning activities are more effective for all students.

SN indicated that monitoring student responses was fundamental to assessing the suitability of the strategies employed. S stated that:

*“Students respond differently. Sometimes they get bored too, but we can't treat them all the same, because unless we teach them privately, we can drill everything so they don't get bored, but children who learn visually or audiovisually or through reading comprehension are all different.”*

SR also emphasized the importance of paying attention to student responses.

SR argued:

*“The students' response has been very positive, as they feel more valued and motivated to learn English. Their involvement in class has also increased, and they show greater confidence when learning in ways that interest them.”*

A also stated:

*“The students' response was generally very positive. They were more enthusiastic when the learning activities were varied and suited their learning styles. Students who were usually passive became more active when given activities that suited their interests, such as role-playing or video projects. In addition, students found it easier to understand the material because the methods used were not monotonous.”*

## **2. Challenges Teachers Face in Accommodating Learning Styles in English Classes**

Accommodating diverse learning styles in English classes presents teachers with several pedagogical challenges. Students have different preferences for receiving, processing, and responding to information, so teacher must use varied and flexible instructional approaches. Based on interview data, teachers face several challenges in accommodating students' learning styles, as follow.

### **a. The large number of student**

The large number of students was the main obstacle for teachers in adjusting learning strategies according to different learning styles. This condition made it difficult for teachers to give individual attention and monitor the learning needs of each student optimally. From the interview results, three participants conveyed these difficulties.

SN stated:

*“The large number of students has a significant impact. The maximum number of students for an English teacher is 25, if there are more than 25 students, it will be problematic.”*

SR also stated:

*“The large number of students in the class greatly affects my ability to adjust my teaching strategy because it is difficult to give individual attention or monitor each student's learning style preferences optimally.”*

A also gave his statement:

*“The large number of students significantly affects our flexibility in adjusting learning strategies. So, a crowded classroom make it more difficult for me to monitor each student individually, especially when accommodating different learning styles.”*

b. Time constraints

Time constraints in the learning process are a factor that significantly hinders teachers in adjusting their strategies to the diverse learning styles of students. Insufficient duration makes it difficult for teachers to allocate proportional time for each type of learning activity required.

SN stated:

*“Time constraints greatly affect my ability to accommodate this, especially since it is often interrupted by prayer times and breaks. Sometimes the children do not go straight to class, so it is not optimal.”*

SR also highlighted that time limitations hinder teachers' ability to transition between activities that align with different learning styles.

SR stated:

*“The limited time makes it difficult to switch between activities that accommodate all learning styles in depth within a single meeting.”*

Besides S and SR, A also emphasized that not all learning styles can be fully supported within one session.

A stated:

*“Time constraints become an obstacle because in one meeting not all learning styles can be fully accommodated.”*

c. Availability of facilities and teaching resources

The availability of facilities significantly influences teachers’ ability to select and adapt strategies that align with students’ learning needs, whereas limited resources require teachers to make necessary adjustments and utilize alternative learning materials.

SN stated:

*“The facilities are pretty good... but there aren't enough learning resources. We have to find them ourselves, and teachers have to search for them themselves.”*

SR explained that facilities are crucial to the success of a strategy, especially strategies that require special space or specific media. SR stated:

*“The availability of facilities does have a significant impact, especially if I want to implement strategies such as kinesthetic or visual learning, which require a large space or a projector and a stable internet connection. When facilities are inadequate, I rely on teaching materials that I have created myself, such as student worksheets and other simple teaching aids.”*

A also emphasized the influence of facilities on the implementation of learning strategies. He stated:

*“.....However, there are also limitations to certain tools that require us to be more creative, for example, by utilizing students' cell phones for audio listening or short videos, so when we give assignments to make videos, we must utilize each student's cell phone.”*

d. Limitations in teachers' abilities

Although support from the school and fellow teachers is available, the individual abilities of teachers remain an important aspect in the successful implementation of differentiation strategies. In this case, SN was the only respondent who acknowledged challenges related to personal abilities.

SN argued:

*“The school provides good learning support, but my skills are lacking, so I have to study again, and I'm already old. I should be able to retire from teaching.”*

This statement shows that internal factors such as age, technological skills, and speed of adaptation to new strategies are obstacles in accommodating various student learning styles.

e. Differences in students' English language proficiency

The next challenge faced by teachers is the uneven level of language proficiency among students, which requires teachers to adjust their methods, the level of difficulty of the material, and the types of activities in order to reach all students. This situation means that teachers must consider not only learning styles, but also the different linguistic abilities within the classroom. AN clearly emphasized that variations in students' English language abilities are an obstacle to the implementation of effective learning strategies.

AN stated:

*“.....There are differences in English language abilities, so not all students have the same language skills; some are fluent while others are not yet fluent.”*

The differences in students' English proficiency create additional complexity for teachers in tailoring instruction to varied learning styles, as they

must design learning activities that remain equitable and understandable for all students within a mixed-ability classroom.

## **B. Discussion**

This study examines the strategies used by English teachers to accommodate students' diverse learning styles. In addition, researcher investigated the challenges faced by the teachers. The participants in this study were three English teachers at MAN 4 Aceh Besar. Based on the interview results, it was found that teachers applied several strategies to respond to learning differences and challenges faced various obstacles during implementation.

After conducting the interviews and analyzing the responses, the researcher found that the teachers employed several strategies to accommodate students' learning styles in English classes and also presenting the expert support them. First, teachers at MAN 4 Aceh Besar demonstrated a strong awareness of the diverse learning styles present in their classrooms (visual, auditory, and kinesthetic) and relied on ongoing classroom observation to design activities that aligned with these preferences. This practice is consistent with empirical findings in the Indonesian EFL context, which show that students possess varied learning style tendencies and that teachers play a crucial role in identifying these preferences to adjust instructional activities accordingly Berlianda and Indriani (2024). Their study, which employed the VARK questionnaire and descriptive analysis in an online speaking class, emphasized that recognizing students' learning style profiles enables teachers to design more targeted instructional interventions, thereby increasing student participation and enhancing learning effectiveness. Thus, acknowledging learning style differences serves not only as an essential pedagogical foundation but also as an initial strategy for fostering more responsive and student-centered English instruction.

The second strategy is adapting learning activities to students' learning styles, such as employing infographics for visual learners, incorporating listening tasks and discussions for auditory learners, and using role-play or games for kinesthetic learners illustrates how differentiated instruction is increasingly practiced in Indonesian educational settings. Research on the implementation of differentiated instruction indicates that teachers who identify students' needs through diagnostic assessments or classroom observations tend to design varied learning processes and products that more effectively respond to learner differences Amriani, Amir, and Nensilanti (2024). This evidence strengthens the argument that activity adaptation is a crucial component in putting differentiation into practice, although its success remains influenced by teacher preparedness and school-specific conditions.

The next strategy is the use of multiple media such as images, videos, audio materials, flashcards, and interactive applications like Quizizz and Wordwall reported by the participants aligns with findings from Indonesian studies on multimedia development and evaluation. Prior research has shown that interactive multimedia and educational videos effectively enhance vocabulary comprehension and increase student engagement in English language learning (Sumesari & Suartama, 2022). These findings consistently support multimedia learning theory and provide contextual evidence that multimodal learning resources help address students' diverse learning styles while simultaneously improving their learning motivation.

The last strategy is the practice of monitoring student responses such as observing participation, enthusiasm, and comfort levels as a basis for instructional adjustments corresponds closely with Indonesian literature on formative assessment, which emphasizes the importance of continuous observation and feedback in improving learning processes (Puteri, Yoenanto, & Nawangsari, 2023). Studies in the Indonesian context demonstrate that when

teachers systematically utilize information from students' responses, whether through observation or small assessments, they are able to modify their instructional strategies more effectively, although challenges such as limited time and high workload often constrain the optimal implementation of formative assessment.

Furthermore, this study also found some challenges faced by teachers in accommodating learning styles in English class. Based on research finding, there are five challenges faces by teachers. The first is large number of student, the interview data indicate that class size is one of the most influential barriers preventing teachers from effectively accommodating diverse learning styles. With classes exceeding the ideal number, teachers struggle to provide individualized support, observe learner preferences, and adjust instructional methods accordingly. This situation is consistent with recent Indonesian studies showing that overcrowded classrooms significantly reduce teachers' capacity to implement differentiated learning because they must divide attention among too many learners, which limits the depth of monitoring and responsiveness (Lestari & Wahyudin, 2020). The teachers in this study similarly described how large class sizes hinder their ability to identify and address the unique preferences of visual, auditory, and kinesthetic learners, demonstrating that class population remains a structural issue that affects pedagogical flexibility in EFL contexts.

Time limitation emerged as another substantial challenge, as teachers expressed difficulty allocating sufficient instructional time to activities tailored to different learning styles within a single lesson. Period disruptions, transitional delays, and rigid schedules further reduce the opportunity for teachers to rotate among visual, auditory, and kinesthetic tasks. These findings align with research showing that Indonesian EFL teachers frequently experience restricted instructional time, which prevents them from fully

applying student-centered or varied learning approaches (Rahmawati, 2021). In this study, all teachers acknowledged that limited lesson duration forces them to prioritize certain activities over others, ultimately reducing the feasibility of offering balanced learning style-based instruction.

The findings reveal that the availability of facilities and teaching resources significantly shapes teachers' capacity to tailor instructional strategies to students' learning preferences. Teachers noted that inadequate technological tools, limited media access, and insufficient learning materials often require them to improvise or rely on self-created resources. This aligns with evidence from Indonesian EFL classrooms, where limited school facilities such as projectors, stable internet access, and multimedia tools have been shown to hinder effective implementation of multimodal and differentiated instruction (Sumesari & Suartama, 2022).

Another challenge relates to the internal capacities of teachers, particularly in areas such as technological proficiency, pedagogical adaptation, and confidence in applying innovative strategies. One participant acknowledged that personal limitations, including age and limited digital skills made it difficult to accommodate students' diverse learning styles. This finding corresponds with studies emphasizing that teachers' self-efficacy and technological competence strongly influence their readiness to implement differentiated and flexible instruction (Widodo, 2020). As shown in this study, even when institutional support is available, individual constraints may still restrict teachers' ability to maximize learning style based approaches.

The data also suggest that mixed-ability classrooms add another layer of complexity to accommodating learning styles because teachers must simultaneously address variations in students' language proficiency. Differences in vocabulary mastery, speaking fluency, and comprehension skills make it difficult for teachers to design tasks that are accessible to all learners,

especially when combined with the need to cater to diverse learning style preferences. These findings are aligned with Indonesian EFL research showing that heterogeneous proficiency levels in one classroom make differentiated instruction more difficult to implement effectively (Fitriani, 2021).

In addition to interview data, classroom observations further supported the findings of this study. The observations revealed that the teachers consistently implemented strategies that reflected their awareness of students' diverse learning styles. During the learning process, teachers frequently used visual media such as PowerPoint slides, pictures, and videos to support visual learners. At the same time, auditory activities such as oral explanations, group discussions, and listening tasks were commonly applied, while kinesthetic learners were facilitated through role-play, games, and interactive activities. These observational findings confirm that the strategies reported by teachers in the interviews were also practiced in real classroom situations.

The classroom observations strengthened the validity of the interview results by showing consistency between what teachers said and what they actually did in practice. The researcher observed that students appeared more engaged when learning activities matched their learning styles, for example when kinesthetic learners participated in role-playing activities and visual learners responded positively to the use of images and videos. This indicates that teachers' strategies were not only conceptually understood but also effectively implemented in real teaching contexts. Therefore, the observational data support the argument that accommodating students' learning styles can enhance students' participation and understanding in English classes.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the conclusions and recommendations from the research findings and discussions in the previous chapter. Conclusions are developed based on the research findings in order to address the research questions on the first chapter. Meanwhile, the recommendations are provided as an insight for teachers, schools, and future researchers.

#### A. Conclusions

This study aimed to explore the strategies used by English teachers at MAN 4 Aceh Besar in accommodating students' learning styles, as well as the challenges they encounter and the solutions they adopt. Based on data collected through interviews with three English teachers, several important conclusions can be drawn.

First, the teachers demonstrated preferences, and responses throughout classroom activities. Such understanding enabled them to design instructional practices aligned with students' needs. Second, the teachers implemented a range of instructional strategies to accommodate these differences. These strategies included the use of diverse learning activities, multimodal instructional media, and differentiated tasks with a clear awareness of students' varying learning styles: visual, auditory, and kinesthetic. This awareness was reflected in the way they observed students' engagement, tailored to different learning styles. The integration of visual aids, auditory materials, and kinesthetic activities shows that the teachers made intentional efforts to create an inclusive and supportive learning environment for all students. Third, monitoring student responses emerged as an important strategy that supported teachers in evaluating the effectiveness of their methods. By observing

students' enthusiasm, participation, and comprehension, teachers were able to refine their instructional approaches and adjust them to better suit varying learning needs.

However, despite these efforts, teachers faced multiple challenges in implementing learning-style-based instruction. These challenges included large class sizes, limited instructional time, insufficient facilities, varying English proficiency levels, and personal limitations such as technological skills. All of these factors constrained teachers' ability to fully accommodate every learning style in each lesson.

## **B. Recommendation**

The researcher would like to suggest some recommendations for the teachers, the schools, and also the next researcher.

1. For teachers, teacher may benefit from continuing to explore various ways of presenting learning materials so that they can better support different types of learners. Participating in training programs, especially those related to differentiated instruction and the use of digital media, can be helpful. Regular reflection on classroom practice and observing students' reactions can also guide teachers toward more effective strategies.
2. For schools, school is encouraged to provide better support in terms of facilities, technological tools, and learning resources. Regular professional development programs can help teachers enrich their teaching strategies. Schools may also consider creating teacher discussion groups that allow for sharing experiences and ideas.
3. For the next researchers may involve a larger number of participants or include classroom observations to complement interview data. Researchers may also explore students' perspectives on the strategies

used by teachers or investigate how specific approaches influence students' engagement and learning outcomes. Such studies would offer a broader understanding of how learning styles can be accommodated more effectively



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## Appendix A Appointment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
NOMOR: 805 TAHUN 2025

**TENTANG:**  
**PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**  
**DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

|                   |   |
|-------------------|---|
| Menimbang         | <ul style="list-style-type: none"> <li>a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;</li> <li>b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;</li> <li>c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.</li> </ul>   |
| Mengingat         | <ul style="list-style-type: none"> <li>1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;</li> <li>2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;</li> <li>3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;</li> <li>4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;</li> <li>5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;</li> <li>6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;</li> <li>7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;</li> <li>8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;</li> <li>9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;</li> <li>10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;</li> <li>11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.</li> </ul> |
| <b>MEMUTUSKAN</b> |   |
| Menetapkan        | Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.   |
| KESATU            | <p>Menunjuk Saudara :</p> <p><b>Khairiah Syahabuddin, S.Ag., MHSc. ESL., M.TESOL., Ph.D</b></p> <p>Untuk membimbing Skripsi</p> <p>Nama : <b>Lis Habibah</b><br/>NIM : <b>210203058</b><br/>Program Studi : <b>Pendidikan Bahasa Inggris</b><br/>Judul Skripsi : <b>Teachers' Strategies for Accommodating Students' Learning Styles in English Classes</b></p>   |
| KEDUA             | Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.   |
| KETIGA            | Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.  |
| KEEMPAT           | Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;   |
| KELIMA            | Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.  |

Ditetapkan di : Banda Aceh  
Pada tanggal : 16 Juni 2025  
Dekan,




**Saiful Mujib**

**Tambahan**

- 1. Selanjut Kementerian Agama RI di Jakarta;
- 2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- 3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- 4. Kantor Pelaksanaan Perencanaan Negeri (KPPN) di Banda Aceh;
- 5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- 6. Kepala Bagian Keuangan dan Manajemen CEN Ar-Raniry Banda Aceh di Banda Aceh;
- 7. Yang bersangkutan;
- 8. Arsip.



## Appendix B Recommendation Letter from the Fakultas Tarbiyah dan Keguruan to Conduct Field Research




**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-8758/Un.08/FTK.1/TL.00/10/2025  
 Lamp : -  
 Hal : **Penelitian Ilmiah Mahasiswa**  
 Kepada Yth,  
 Kepala Kantor Kementerian Agama Kabupaten Aceh Besar ; Kepala MAN 4 Kabupaten Aceh Besar  
 Assalamualaikum Warahmatullahi Wabarakatuh.  
 Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 210203058  
 Nama : LIS HABIBAH  
 Program Studi/Jurusan : Pendidikan Bahasa Inggris  
 Alamat : Jln.Tapaktuan-Medan HARAPAN JAYA SIMPANG EMPAT

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **TEACHERS' STRATEGIES FOR ACCOMODATING STUDENTS' LEARNING STYLES IN ENGLISH CLASSES**

Banda Aceh, 28 Oktober 2025  
 An. Dekan  
 Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.  
 NIP. 197508152001121002

Berlaku sampai : 05 Desember 2025



## Appendix C Confirmation Letter from MAN 4 Aceh Besar of Having Conducted Research



### KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KAB. ACEH BESAR MADRASAH ALIYAH NEGERI 4 ACEH BESAR

Jln. T.Nyak Arief Komplek Madrasah Terpadu Tungkob Kec. Darussalam Kab. Aceh Besar

Email : [man4acehbesar@gmail.com](mailto:man4acehbesar@gmail.com), [info@man4acehbesar.com](mailto:info@man4acehbesar.com)

Website : [man4acehbesar.com](http://man4acehbesar.com)

#### SURAT KETERANGAN

Nomor : ~~B-587~~ /Ma.01.04.37/PP.00.9/12/2025

Yang bertanda tangan dibawah ini :

Nama : MUNZIR, S.Pd., M.Pd  
NIP : 198006222009011007  
Jabatan : Kepala Man 4 Aceh Besar

Dengan ini menerangkan bahwa :

Nama : Lis Habibah  
NIM : 210203058  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah Universitas Islam Negeri Ar-Raniry Banda Aceh

Benar yang namanya tersebut diatas telah melakukan penelitian/pengumpulan data mulai tanggal 24 – 25 November 2025. Dalam rangka penyusunan skripsi untuk menyelesaikan Studinya dengan judul skripsi:

**"TEACHERS' STRATEGIES FOR ACCOMODATING STUDENTS' LEARNING STYLES IN ENGLISH CLASSES".**

Sesuai surat Kepala Kantor Wilayah Kementerian Agama Republik Indonesia Kantor Kementerian Agama Kabupaten Aceh Besar, Nomor: B-333/Kk.01.04/PP.00.9/10/2025. Tanggal 29 Oktober 2025.

Demikian Surat Keterangan ini di buat untuk dapat di pgunakan seperlunya.

Tungkob, 15 Desember 2025



## Appendix D Interview guidelines

### INTERVIEW GUIDELINES

Project : Teachers' Strategies for Accommodating Students' Learning Styles in English Classes

Time of Interview :

Date :

Place : MAN 4 Aceh Besar

Interviewer : Lis Habibah

This research is about strategies used by teachers for accommodating students' learning styles in English Classes. The data taken in this study were obtained from the interview process which is semi-structured. The researcher will ask questions that have been prepared as well as additional questions that arise during the interview process.

I. What are the strategies used by teachers in accommodating students' learning styles in English Classes? (RQ1)

- 1) How do you understand the concept of students' learning styles?
- 2) Do you pay attention to differences in students' learning styles during English lessons?
- 3) What strategies do you use to accommodate students' different learning styles in the classroom?
- 4) Can you give examples of learning activities you adjust to students' learning styles (e.g., visual, auditory, or kinesthetic)?
- 5) How do you assess the effectiveness of these strategies in teaching English?

- 6) Do you use specific instructional media to support students' learning styles? If yes, what media do you usually use?
- 7) How do you adapt your teaching methods to students' diverse abilities and learning styles?
- 8) How do students respond to the strategies you use?

II. What challenges do teachers face in addressing different learning styles in English Classes? (RQ2)

- 1) Does the large number of students in the classroom affect your ability to adjust teaching strategies?
- 2) Does limited instructional time become an obstacle for you in accommodating students' learning styles?
- 3) How does the availability of school facilities or learning resources influence your strategy implementation?
- 4) How does support from the school or fellow teachers help your efforts to adapt teaching to different learning styles?
- 5) What challenges do you encounter in accommodating students' diverse learning styles?
- 6) In your opinion, what can be done to overcome these challenges?
- 7) Have you ever tried new strategies to deal with these challenges?
- 8) Have you ever participated in training or workshops on students' learning styles?

## Appendix E Documentations of interview and observation



## AUTOBIOGRAPHY

Name : Lis Habibah

Gender : Female

Place/Date of Birth : Simpang Empat, October 8<sup>th</sup> 2003

Address : Simpang Empat, Kec. Kluet Utara, Kab. Aceh Selatan

Nationality : Indonesia

Religion : Islam

Occupation/NIM : Student/210203058

**Parents**

Father's name : Ibnu Hayat, SY

Father's occupation : -

Mother's name : Lisma Dewi

Mother's occupation : House Wife

**Educational Background**

Elementary School : MIN 25 Aceh Selatan (2009-2015)

Junior High School : MTsS Kluet Utara (2015-2018)

Senior High School : MAN 4 Aceh Selatan (2018-2021)

University : UIN Ar-raniry Banda Aceh (2021-2025)