STUDENTS' PREFERENCE OF LANGUAGE LEARNING STYLE IN ENGLISH CLASSROOM

(A Survey at Senior High School No.1 Seulimeum)

THESIS

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DARUSSALAM

2016/2017

ACKNOWLEDGEMENT

بـسم ﷲ الـرحمـن الـرحيم

All praise to Allah who has given the writer time and chance to complete this thesis entitled "Student's Preference of Language Learning Style in English Classroom: A Survey at Senior High School No. 1 Seulimeum". Also shalawat and salam to our prophet Muhammad SAW. who has brought people from jahiliyah era to Islamic era, from the darkness to the lightness.

First of all, the writer would like to thank a lot to her both advisor, Mrs. Nashriyah MA and Mrs. Syarifah Dahliana, M. Ag., M. Ed.,Ph. D who guided the writer during process of research since in the beginning till the end. Without their suggestion and their help, it is impossible to the writer finish the thesis. Then, the writer would like to express her gratitude to all lecturers and staffs of Department of English Education who have taught and guide the writer during teaching learning process.

Next, the deepest love would like delivered to the writer's parents Mr. Olman Sitanggang, SE., S. Pd. I., M. Pd and Mrs. Rauzah, SE. M. Pd who always support and accommodate the writer's needs until its cannot to be repay till the end of the time. The writer also would like to thanks to her couple siblings, Hilmurrais Sitanggang and Habil Qubasyi Sitanggang for unstoppable motivation and love for their only one sister.

The last, thanks for the writer's friends who help the writer during the research, thanks to students of Senior High School No.1 Seulimeum for being the writer's object of the research and all the teachers who participated and helped the writer in collected the data of the research.

The writer knows that the thesis is far for perfect. Therefore, the writer would glad to accept any suggestions and critics which make the thesis better in the future.

Banda Aceh, July 5th 2017

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Menyatakan bahwa sesungguhnya skripsi yang berjudul: Students' Preference of Language Learning Style in English Classroom adalah benar-benar Karya Asli Saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Title   : Students' Preference of language Learning Style in English Classroom

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Keywords   : Language learning style, learning style, student's preference

Language learning style is a part of human being. Chandler stated that every person has an individual learning style, as similar with notion which was firstly observed by Aristotle in 334 B.C. English is a foreign language in Indonesia learnt by students in teaching learning process. This research held in Senior High No. 1 Seulimeum and used coincidental sampling during data collection. Some students feel that their environment and teacher's methodology in teaching learning process did not support them to master English, but they still be able to speak English well. The writer wants to find out why the students able to understand English when they did not like English class. The writer used a questionnaire that VARK questionnaire which was designed by Neil Flemming. The questionnaire was used to find out the types of language learning styles preferred by the students. Based on the results from questionnaire, most of students chosen visual style (46%) as their own language learning styles that they preferred. Gender also created the diversities of language learning style between male and female students. For male students, visual learners are dominant as 62%. On the other hand, 37% of female students preferred that auditory types as their own language learning style. In the end, the writer found that language learning style cannot to be a standard measurement on students' achievement in English class. Because every student have different intelligence that the teacher should aware in the first meeting, then the teacher should prepare an appropriate teaching method to accumulate all types of students' language learning styles. This thesis will warn all teachers about differences of students' language learning style and ensure them to choose the best teaching method for teaching learning process.

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CHAPTER I
INTRODUCTION

A. Background of Study

Learning styles, according to Howard Gardner, are the ways in which an individual approaches a range of tasks. "They have been categorized in a number of different ways; they are visual, auditory, and kinesthetic, impulsive and reflective, right brain and left brain, etc" (Gardner, 1983, p.8). Gardner argues that the idea of learning styles does not contain clear criteria for how one would define a learning style, where the style comes, and how it can be recognized and assessed. He phrases the idea of learning styles as "a hypothesis of how an individual approaches a range of materials"(Gardner, 1983, p.2).

Jean Piaget said learning style is a combination of styles in order to understand and integrate new materials, and classify learning style into visual, auditory, tactile/kinesthetic, reflective, social and solitary. In other side, Annie Murphy Paul stated the "learning style" that teachers and parents should focus on is the universal learning style of the human mind and two characteristics of it in particular. First of all, students benefit from encountering information in multiple forms. They learn more, for example, from flashcards that incorporate both text and images—charts, graphs, etc.—than from cards that display text alone. Second, students' interest is kept alive by novelty and variety, so regularly turning away from textbooks and blackboards is key. "As long as the new activity genuinely informs the students about the academic subject at hand, clapping a math lesson—

or sketching in science class, or acting during story time—can help every student to learn better"(Paul, Annie Murphy, 2013, p. 2).

Ünal Çakıro lu (2014) stated definitions of learning style generally focus on ways of learning. According to Fleming (2001), learning style is an individual's preferred way of gathering, organizing and thinking about information. It is considered as the behaviors related to psychological, cognitive, and affective domains of interaction with learning environments. Learning style involves learners' preferred way to receive, process, and recall information during instruction which is related to learners' motivation and information processing habits (Aragon, Johnson, & Shaik. 2002, p.234).

Learning style is important in teaching learning process as it is a part of students' characteristic; and each student brings their own style to the classroom. For this reason, a teacher has to be able to indentify students' learning style in order to provide an appropriate teaching methodology for each student. Learning style is about the way of students' learning and understanding information delivered by their teacher in the classroom. In this light, " behaviors and attitudes are some factors used to identify learning styles and options to facilitate learning"(Candler, Joe 2009, p.1). based on the ideas above, the writer intends to find out the learning styles of the student of Senior High School No.1 Seulimeum in learning English.

The reason why the writer chooses research location at Senior High School No.1 of Seulimeum because most of students come from different social

family background that create diversities of students' learning habit which may affect their learning style. Furthermore, the writer has done a mini research about "Students' Motivation in English Learning" (an assignment for English Language Research II) in this school a few months ago. The writer found out that some students felt that their friends and the environment did not encourage them to learn English; however, the writer recognized that the students' ability in English is quite good. In other hand, some students felt boring during teaching learning class because the teacher did not use various methods in teaching. Thus, the writer wants to find out what types of learning style they preferred in the classroom.

Based on discussion above, the writer wants to conduct a research about students' learning style by the title **Students' Preference of Language Learning Style in English Classroom (A Survey at Senior High School No.1 Seulimeum)**.

B. Research Question

1. What are language learning styles preferred by Students of Senior High School No.1 Seulimeum?

2. Are there any differences of language learning style between male and female's students?

C. Research Purpose

The aims of this research are:

1. To find out the language learning style having been mostly preferred by Students of Senior High School No.1 Seulimeum.

2. To find some differences of language learning style both of male and female's students.

D. The Benefit of Research

As we know, student, teacher and educator are just like triangle form and every point is connected each other. There is a rule like "Take and Give" from teacher to student or from student to teacher. And then this research will help all teachers or educators in education and learning aspect. The writer will explain the benefit research for student, teacher and educator.

1. For the Students

This research will provide a questionnaire that can be used to identify what type of learner style they are. The questionnaire will help the students to find the best way to learn a lesson based on their preferred learning style. Thus they can have an optimal learning process.

2. For the Teachers

This research will show the differences of students learning styles based on their gender, and it will avoid judgment about students'

intelligence between students and teacher. The result of this research will help the teachers to accommodate the diversities of students' learning style by providing an appropriate teaching method in the classroom.

3. **For the Educators**

This case always looks interesting in education field especially in teaching-learning section. The research about learning style is often done and there is always a progress or new finding (result) from every research of it. The educator is also known as an expert in education, who knows about the oldest till the newest student's learning style and methodology in teaching learning process. Then this research will be additional information for the educator.

E. **Terminology**

Before the writer starts the thesis, the writer will explain the definition some key terms.

1. **Learning style**

"Learning style can be defined as the way human beings prefer to concentrate on, store and remember new and/or difficult information" (Prashnig, 2005, p.8). Or learning style is the ways in which an individual approaches a range of tasks. "The complex manner in

which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they are attempting to learn" (James & Gardner, 1995, p. 20).

The four discrete learning styles, often called preferences, which are found within Kolb's (1984) four-phase learning cycle. Kolb contended that each person naturally prefers a particular learning style. The learning styles encompass feeling, thinking, doing, and watching to varying degrees depending on learner maturity (Kolb & Kolb, 2005 p.195).

2. **Students' Preference**

"There is no credible evidence that learning styles exist," wrote University of Virginia cognitive scientist Daniel Willingham and co-author Cedar Riener, while students do have preferences about how they learn, the evidence shows they absorb information just as well whether or not they encounter it in their preferred mode (2010, p.1). In a simple word, students' preference is student own style or way of doing everything especially in education.

CHAPTER II
LITERATURE REVIEW

This chapter will explain a brief overview about learning styles which include the meaning of learning style, some opinions from experts about learning style, types of learning styles and previous researches about learning style. The writer starts with the history of learning style.

A. History of Learning Style

A brief description about history of learning style is based on the book of Joe Chandler (2012) entitled "History of Learning Style".

French psychologist, Alfred Binet (1904) produced the first intelligence test commonly believed that is the first IQ test refused an interest learning styles. Shortly in 1907, Dr. Maria Montessori developed the Montessori method of education, a "hands-on" approach to learning. Then next big leap came in 1956 from an American Educational Psychologist, Benjamin Bloom who created Bloom's Taxonomy, which regard to be the foundation of the education. Bloom's Taxonomy is a developmental model which enable the students to improve beyond knowledge, comprehension, application, analysis, synthesis, and evaluation.

In 1962 mother-daughter team of Isabel Myers-Briggs, an American Psychological theorist, and her mother, Katherine Briggs who became a self taught expert on people and developed the Myers-Briggs Type Indicator, which commonly referred to as MBTI, and which seeks to measure psychological

preferences for types of learning. In 1976, the Dunn and Dunn Learning Style Model became the first teaching model to introduce diagnostic testing for evaluation purposes. In 1983, American Developmental Psychologist Howard Gardner declared Gardner's Seven Knowledge Types. This theory divided human learning into different classification including: Logical-Mathematical Intelligence, Linguistic Intelligence, Spatial Intelligence, Musical Intelligence, Kinesthetic Intelligence, Interpersonal Intelligence, and Intrapersonal Intelligence (Chandler, 2009, p. 7).

In 1984, Social Psychologist David A. Kolb established his experience-based learning model. Dr. Kolb's work in the 80s and 90s was the most influential aspect for creating emphasis that teachers elect teaching style to accommodate students learning style. In 1995, Professor Mark Tennant categorized types of learning into three categories: (A)ttitude, (S)kills, and (K)nowledge with his ASK design, which has been innumerably copied, modified and utilized among a variety of for-profit programs (Chandler, 2009, p. 9).

In 2003, Dr. L. Dee Fink published *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. Dr. Fink's book added some of the principles of Blooms Taxonomy and developed upon them to accommodate new learning types. Also in 2003, the Institute of Education at the University of London conducted research commissioned by the British Government's Learning and Skills Development Agency which concluded that students do not learn through their preferred or defined learning style to the exclusion of other learning styles (Chandler, 2009, p. 10).

In 2007 Prof. Susan Greenfield, Director of the Royal Institute and professor of pharmacology at Oxford University published the following in *Times Educational Supplement Magazine* (29th July 2007), "from a neuroscientific point of view [the learning styles approach to teaching] is nonsense." (Chandler, 2009, p. 12)

Based on a brief description about history of learning style above, the writer concludes that learning styles had been found since long time ago. Year after year, definition of learning styles has been developed by researchers who are interested in and pay attention about learning style especially in education field. The researchers also try to update the IQ test for measuring the learning style, and spread their innovation of learning style to entire world.

B. Meaning of Learning Styles

Kemp, Morrison and Ross (1998) stated the process of learning environment had a great effect for the effectiveness of teaching environments. Because even most of human being has common bio-psychology and social attitude, they still have their own various ways (style) to accept and share the information that they had delivered. Then Guy (2012) explained that learning styles are teaching's latest and greatest approach to improving academic performance; noteworthy, but not likely to be rooted in principles of teaching that will stand the test of time. Instructors should not sacrifice their proven teaching methods and precious instructional time attempting to accommodate the preferred learning style of each individual present.

There are many definitions about what learning style is, which based on some fact from different aspects in students environment. Shuell (1986) explained that learning style is various methods used by human individuals to process and organize information, as well as to respond to environmental stimuli refer to their preference ways. Jensen (1998) defined that learning style is how to think, comprehend and process information. And for Kolb (1984) "learning style is method of personal choice to perceive and process information" (Kolb and Kolb, 2005, p. 193). Based on Kolb's statement, learning style is sensory and mental at once which is influenced by personality type, educational specialization, career choice and current job role and tasks.

In brief learning style is personal's condition which shows how he receives, analyzes and conveys the information. Kolb (1984) concedes, "individual styles of learning are complex and not easily reducible into simple topologies – a point to bear in mind as we attempt to describe general patterns of individuality in learning" (p. 5). Sometimes individual's learning style could change due to habitual learning, but learning style affect on person's developmental knowledge.

C. Types of Learning Styles

There are several types of learning styles from different version. The writer explains types of learning styles based on experts' opinion. The writer also will point out the differences of learning styles among them.

1. Kolb (1993, p. 45) divided learning styles into four types based on how individual organize and perceive information:

   a. **Divergers:** They like to see a situation from different point of view, they love to observe than act, their head full of ideas. They have a great cultural knowledge and love to collect information. Their strengths are creativity, understanding others, being aware of problem, and develop a large perspective by brainstorming (Kolb, 1993, p. 46).

   b. **Assimilators:** They are able to comprehend and transform information in a large interval into meaningful whole. They like to deal with abstract concept and topic, they usually attach more importance to logical validity of theories. Their strength are good at planning, creating models, define problems and develop theories which are useful to develop their skills in organizing information, creating conceptual models, examining theories and ideas, designing experiments and carrying out quantitative data analysis (Kolb, 1993, p. 47).

   c. **Convergers:** They are quite good at taking practical advantage of ideas and theories, they prefer relate the technical works or problems to social relations. Their best skills are problem-solving, decision-making, deductive reasoning and problem detecting (Kolb, 1993, p. 47).

d. **Accommodators:** They usually learn by doing and feeling. They like new experience and planned working. They prefer act naturally based on their feeling. The most outstanding strength of them are practicality, leadership, and courage to take risks (Kolb, 1993, p. 48).

2. Neil Fleming (1987) developed learning styles model and complimentary identification instrument. He classified the learners by their preferred mode of social interaction with others. This model will provide some suggestions for learners who have more than one preference based on VARK Learning Styles Self-Assessment. There are four types of learning styles :

a. **Visual learners** learn best from visual images that do not include writing. Graphs and diagrams are easy for them to understand. They remember faces and places and tend to recall information by picturing it in their minds. If you want to invite a visual learner to come to your house, draw a map. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. In college, a visual learner is going to find it relatively easy to "read" a pie chart in a business class or perceive differences between artists' painting styles (Flemming, 2012, p. 51).

b. **Aural or auditory learners** do well with hearing information. They remember words to songs and can recall conversations in detail by hearing them in their minds. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. If you want an aural learner to come to your house, just tell him or her how to get there. In college, an aural learner will remember lecture material in a variety of classes and may be skilled at memorizing things like music or lines for a theatrical production (Flemming, 2012, p. 60).

c. Someone who always **Read/Write** the information love to collect the note from their teachers, textbooks, friends and webpages. They comprehend and remember what they read, and they often enjoy writing. If you want a reading/writing learner to come to your house, provide written directions. College classes have traditionally been geared to the reading/writing learning style; these learners can take notes in most classes and will benefit from reading them as a method for study (Flemming, 2012, p. 64).

d. **Kinesthetic learners** learn by doing. Hands-on activities and real-life experiences help them remember. If you want a kinesthetic learner to come to your house, the simplest way is to take him or her there yourself or get someone else to do so. Another way to give directions to

a kinesthetic learner would be to provide details about what to look for on the way there, making your directions as experiential as possible. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. College classes like science labs, acting, or sports support the strengths of kinesthetic learners. (Flemming, 2012, p. 68).

3. Learning Styles based on Gardner's Theory (1983, p. 9) classified the learners based on how they received information and several tools that help them for achieving the knowledge. The types of learning styles based on Howard Gardner are follows:

   a. *Verbal-Linguistic*: facility in producing language; using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words or to read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture (Gardner, 2010, p. 3).

   b. *Musical*: sensitivity to components of music as well as to emotional implications; show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may

study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia (Gardner, 2010, p. 5).

c.   *Logic-Mathematical*: ability to reason deductively or inductively and recognize and manipulate abstract relationships; such as analyze problems, detect patterns, perform mathematical calculations, scientific reasoning and deduction and understand relationship between cause and effect toward a tangible outcome or result. They also like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details (Gardner, 2010, p. 4).

d. *Visual-Spatial*: ability to create visual representations of the world and transfer them mentally or concretely; think in terms of physical space, as do architects and sailors. They are very aware of their environment. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, video conferencing, television, multimedia, texts with pictures/ charts/ graphs (Gardner, 2010, p. 7).

e. *Kinesthetic*: use of one's body to solve problems, make things, and convey ideas and emotions; use the body effectively, like a dancer or a surgeon. They have deep sense of body awareness. They like movement, making things, touching. They communicate well through body language and can be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects (Gardner. 2010, p. 6).

f. *Interpersonal*: ability to work effectively with others and understand their emotions, goals, and intentions; understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail (Gardner, 2010, p. 9).

g. *Intrapersonal*: ability to understand one's own emotions, goals, and intentions; understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries,

privacy and time. They are the most independent learners (Gardner, 2010, p. 8).

4. Learning styles dimension from Index of Learning Styles (ILS) are written by Richard M. Felder and Linda K. Silverman in 1987. Felder and Silverman have synthesized findings from a number of studies to formulate a learning style model with dimensions that should be particularly relevant to science education (Felder, 1993):

   a. **Active versus Reflective Learners**

   Active learners prefer to act spontaneously and try things out then test them. They want to share their ideas to others for feedback and more impulsive than reflective learners. Reflective learners are introspective processors, someone who thinks then manipulates it before applies it. They like to plan and ensure the theory before testing it (Felder,1993, p. 676).

   b. **Sensing and Intuitive Learners**

   Sensing learners receive information externally but they can process it either actively or reflectively. They will propose explanations and interpretations, draw and formulate analogies. An intuitive learner gathers information mostly internally, but also can process it either

reflectively or actively such as devise an experiment to test or will talk about the information with a peer (Felder, 1998, p. 677).

c. Visual and Verbal Learners

Pictures, diagrams and demonstrations help the visual learners for gain the information, and verbal learners prefer written and listen spoken explanations and mathematical formulas (Felders, 1993, p. 677). But weakness of visual learners is when they got the information only on speech without demonstration, there is a big chance they will not remember it even on short-term basis (Felder, 1993, p. 678).

d. Sequential and Global Learners

Sequential learners have a linear thinking process and learn it in a progressive sequence. They learn in small chunks. Their solution is easy to follow, and they can solve a problem without understanding all the topics. The global learners are good at understanding and applying the detail of a topic, but they may miss the important picture or link to other classes and disciplines (Felder, 1993, p. 679).

For this research, the writer will focus on three types of learning styles from VAK which were first developed by psychologists and child teaching specialists such as Fernald, Keller, Orton, Gillingham, Stillman and Montessori, that started in the 1920's. They are visual, auditory and kinesthetic.

D. Researches on Learning Style

Research on learning style has been done by some researchers around the world. In other word, this is not the first study which focuses on learning style.

The similar research has ever been done by Meryem Yilmaz-Soylu and Buket Akkoyunlu from Ankara, Turkey in 2002. In their research which entitle "*The Effect of Learning Style on Achievement in Different Learning Environments*", the researchers used pre-post test for experimental method to find out diversities of learning styles and learning environments of the students. The research objects are 39 students from Department of Computer Education and Instructional Technology, Hacettepe University. The researchers used Kolb's Learning Style Inventory questionnaire to collect data. They do not find any effects of the different learning style or learning environment on the achievement of students. In other words, it has been clarified that the type of the learning style was not significantly an effective measurement on students' achievement in different learning environments (Meryem & Buket, 2002, p. 46-48).

Another research came from San Diego at University of California in 2009, and is conducted by Harold Pashler, Mark McDaniel, Doug Rohrer, and Robert Bjork with the title "*Learning Styles: Concepts and Evidence*". They knew the term of learning style had large range in education field started from kindergarten to graduate school and at this time was spread to university. Then Harold, Mark, Doug and Robert did an experiment to find necessary criteria for certain learning style, "optimal learning requires that students receive instruction tailored to their putative learning style" (Harold, Mark, Doug & Robert, 2009, p.

105). From the experiment, the researchers concluded that a student who received instructional method which matched with the learning style shown better demonstration than a student who received different instructional method than her or his learning style. Before Harold, Mark, Doug and Robert did the research, the researchers found three types of learning styles hypothesis, first, "the way in which each learner begins to concentrate on, process, absurb, and retain new and difficult information''(Dunn & Dunn, 2008, p. 109). Second, "the learner's preferred modes of perception and processing" (Kolb, 1984-1985, p. 47). And the last one, "the fit between [people's] learning style and the kind of learning experience they face" (Hay Group, n.d., p. 11). The finding of their research proved even individual classified as a visual learner, he can take some advantages from verbal instruction and it available for another types of learner.

Then the third research came from Daniela Mara (ROMAN), a student of Psychological and Educational Sciences' Faculty of Babes-Bolyai University from Cluj-Napoca in 2010. She did a research about longitudinal approach of the strategies and learning styles of students. The researcher collected the data from 120 students from Social and Human Sciences' Faculty, University of Oradea which is she chosen randomly. She used two types of questionnaires, Inventory of Learning Styles by Vermunt (1994-1998) as a main instrument and Study Process Questionnaire by Biggs, Kember, and Leung (2001) as optional instrument. The results show significant changes of strategies and learning styles of the students during the teaching learning process. In the first year of study students are strongly focused on profession but in the third year, students are

interested in personal development and accumulating more knowledge. In other words, the result of the research shows an increasing and decreasing process in students' educational activities (Daniela, 2010, p. 10-22).

Then in 2011 Jennifer Perna a student of Eastern Michigan University, did a research which entitled "*Learning Styles and Their Effect on Students' Learning*". The research was held at an American government class for forth semesters' students. Jennifer asked them to sit in peer and give them a certain topic. Then they need to share their idea and learn about peer's idea; at the end of the experiment they discussed their idea with a large group. The elected student talked about their idea and other students may ask him or her about the idea. The result of the research indicates that every student has their own unique learning style which should be understood. The central purpose of Jennifer's research is to make lecturers aware that their students learn differently and to share strategies to address these different needs (Jennifer, 2011, p. 13-33).

In 2013, Shahin Gholami and Mohammad S. Bagheri from Islamic Azad University, Shiraz, Iran did more specific research about learning style which entitled *"Relationship between VAK Learning Styles and Problem Solving Styles Regarding Gender and Students' Fields of Study"*. This study aimed to identify and to check the relationship between VAK learning styles and problem solving styles of students, and to investigate the differences of learning styles between male and female students and their department. To this end, 102 students were selected through convenient sampling from Boushehr Islamic Azad University (Iran). Reid's learning style and Cassidy and Long's problem solving style

questionnaires were administered to the sample. The data gathered were subjected to the statistical procedure of Pearson Product Moment correlation, two way repeated measures ANOVA, and Independent sample *t*-test. The results indicated that there is a positive relationship between VAK learning styles and problem solving styles. The results also showed that fields of study did not have an effect on VAK learning styles and problem solving styles. Further, it was found that gender has no effect on VAK learning styles, but it has an effect on problem solving styles.

The newest research came from University of South Florida's student, Gunce Malan-Rush in March 2016. He did a research entitled *"The Relationship between Learning Styles and The Choice of Learning Environment for Hospitality and Tourism Undergraduate Students"*. She took participants from for schools in the State of Florida with 323 students. She used MBTI (Myers-Briggs Type Indicator) as questionnaire for collecting data. MBTI consists of items that indicate how respondents usually act or feel in certain situations. It was designed to identify a person's preferences on four pairs of opposites (Lawrence, 2009). These four dimension of preferences are: *Extroverts* (E) versus *Introverts* (I) that measures how and where one receives energy, *Sensing* (S) versus *Intuitive* (N) that assesses how one perceives and processes, *Thinkers* (T) versus *Feelers* (F) that identifies the decision making processes, and lastly *Judgers* (J) versus *Perceiver*s (P) that indicates lifestyle and orientation to the outer world in regards to the Thinking or Feeling component (Myers et al., 1998). The result of the study shows that most of participants who Hospitality and Tourism undergraduate

students in this study was reported as ESTJ (extrovert, sensing, thinking, and judging).

The research about learning style also ever did by Indonesian's student on 2014 by Noneng Siti Rosidah from Islamic University of Sunan Kalijaga Yogjakarta. Her research entitled "Analisis Gaya Belajar Siswa Berprestasi: Studi Siswa Berperstasi pada SMA N 1 dan MAN 1 Yogyakarta Kelas XI". The researcher designed her research as qualitative research, then tried to analyze students' learning style especially for students of Science departement by implied Kolb theory of learning style in the research field and predicted the similarity and differences learning style of good achievement's students. Noneng used purposive sampling and only chosen 3 students of highest score holder for each of class to be her sample. The result of theresearch is, there divirsities of learning styles from good achievement's students. Based on data analysis, students' learning style for each of student has uniqueness and related to their individual personality. Till the research ended, the researcher concluded that between SMA N and MAN has different students' learning style which related to their individual personality. For student berprestasis' SMA N 1 dominated Assimilator as their learning style and students berprestasi' MAN 1 dominated by Accomodator learner.

In this study the writer examined about learning style and also the same research field in education as the previous researchers did. From above previous researches on learning style, those researchers focus on student from college or university as their object research, and also used Kolb LSI (Learning Style Inventory) and MBTI (Myers-Briggs Type Indicator) as their questionnaire for

collecting data. The differences between the writer's research and previous researches come from the instrument for collecting data and the object of the research. The writer will use VAK Learning Styles Self-Assessment Questionnaire as an instrument for collecting data which is created by Neil Fleming and modified by Swinburne University of Technology. The object of the research is students from Senior High School from different class level, gender and social family background. The finding of the research will help students to learn in better way and urge teacher to choose appropriate teaching methodology which accommodate students' learning style during teaching-learning process.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This study is investigated under quantitative research and the data will be presented numerically. Creswell (2009) defined quantitative research as involving statistical data and objective measures to comprehend and illustrate a phenomenon. Furthermore, a research design is selected to plan, create, and carry out the research to maximize the validity of the findings (Creswell, 2009, p. 15). Especifically, this quantitative research used correlational research design because the factors that influenced the phenomenon under study were not specifically manipulated with control (Holton & Burnett, 2005, p. 36).

Students' learning style is developing all the time, then the teacher should upgrade the material and always prepare their appropriate teaching method for the teaching learning process. The writer also explained in previous chapter that learning style influences learning habit and learning environment of students. Learning style is assumed as the factor in teaching learning process that cannot be manipulated or controlled by teacher and student, but teacher is able to manage an appropriate teaching method which can accommodate all types of students' learning style in teaching-learning process.

Related to research design, this research is quantitative research which is to quantify the problem by way of generating numerical data or data that can be transformed into useable statistic (Brannen, 1992, p. 77). Quantitative research uses measureable data to formulate facts and uncover patterns in research. In this study, quantitative research will help the writer in presenting the result of the research and display it as numeric data in percentage's table which can inform the conclusion of the research.

B. Research Location and Participants

1. Location

This research held at Senior High School No. 1 Seulimeum which is located on Jln. Banda Aceh – Medan, km. 41, Seuneubok village, Seulimeum subdistrict, Aceh Besar regency, Aceh.

The reason why the writer chosen research location at Senior High School No.1 of Seulimeum is that most of its students come from different social family background that create diversities of students' learning habit which may affect their learning style. Furthermore, the writer has done a mini research about "Students' Motivation in English Learning" (an assignment for English Language Research II) in this school few months ago; the writer used purposive sampling that time and chosen 3 students from each of class in 3rd grade based on their score in English class. The writer found that some students felt that their friends and the environment did not encourage them to learn

English; however, the writer recognizes that the students' ability in English is quite good. In other hand, some students felt boring during teaching learning class because the teacher did not use various teaching methodology all years. Thus, the writer wants to find out what types of learning style they preferred in the classroom.

2. Participants

The writer used *coincidence sampling* for this case. Coincidence sampling is one of non probability sampling which focus on material of the research. This technique data collection also named as accidental sampling (Sugiono, 2001, p. 60). This technique establishes the samples by chance and without any plan before.

The coincidence sampling helped the writer in data collection process, particularly to accumulate data during the research. Using the coincidence sampling, the writer is able to observe well the selected sample and spread the questionnaire at once. This technique helped the writer abridge her research duration in the research field and have an extra time to analyze the data that she got from students' questionnaire and teachers' document. Also, the writer will not miss the population by using coincidence sampling as it is indirectly supported by large number of population.

According to Ary, dkk.(1985, p.138) '*Population is all members of well-defined class people, events or objects.*' And Sugiono said that *"Population is general area which are consist of: object/subject which has certain quality and characteristic which is chosen by the researcher to be studied and concluded"* (Sugiono, 2013, p.80). The population of this research is all students of Senior High School No.1 Seulimeum who are studying English lesson. As *"Sample is part of population"* (Arikunto, 1985, p. 54), the writer chosen the samples only 4 of 10 classes of Senior High School No.1 Seulimeum in which every class consist of 16-18 students; then the respondents will be around 60-70 students from all of students Senior High School No.1 Seulimeum who are studying English lesson.

C. Technique of Data Collection

In this research, the data collected by using one method. It is a questionnaire and the writer analyzed data descriptively.

1. Questionnaire

Questionnaire is one of popular techniques to collect data since they "can be objectively scored and analysed" (Oxford, 1990, p. 199). Questionnaire is held by giving some written questions or statements to the object or respondent of research.

Questionnaire is efficient to collect data when the writer surely knows the measured variable and well known what

respondent hopes. The writer used the questionnaire are to its efficiency for collecting data.

The writer adopted a questionnaire from VAK Learning Styles Self-Assessment Questionnaire version which had been modified by Swinburne University of Technology and had been translated into Bahasa Indonesia by the writer.

VAK Learning Style Self-Assessment Questionnaire is now a favorite of the accelerated learning community because its principles and benefits extend to all types of learning and development, far beyond its early applications. This questionnaire is also easier to understand than Kolb's Learning Style Inventory questionnaire and Myers-Briggs Type Indicator (MBTI) questionnaire.

D. Procedure of Data Analysis

After collecting data, the writer will analyze those data based on student's questionnaire by using simple formula as follows (Hasan, 2003, p. 231):

$$\mathbf{P} = \frac{f}{n}\ x\ 100\%$$

P = Percentage

f = Frequency

n = Number of sample

100% = Constant value

Percentage's form above is to find out the average of student's learning style in English classroom. Then in the end, the results from students' questionnaire will be calculated in SPSS using the function above. The writer used SPSS 20, and analyzed the data by used "frequencies" option. Next the writer will differentiate both of result from students' questionnaire based on students' gender in English class.

CHAPTER IV
FINDING

Senior High School No. 1 Seulimeum has good condition for holding teaching-learning and education process. The school has some supporting facilities such as science laboratory, language laboratory, library, sport courts for badminton and basketball, and praying hall (mushalla). In addition, all the classrooms are already equipped with some multimedia device such as LCD (projector) and CCTV in order to support for more effective teaching learning process. The physical state of the school is comfortable for education. Senior High School No. 1 Seulimeum has an adequate and standard number of classrooms to provide teaching learning process for students. The activities of teaching learning process are also supported by school's library. Senior High School No. 1 Seulimeum is also supported by professional teachers.

The writer started the research at Senior High School No. 1 Seulimeum since 27th – 29th April 2017. For 3 days, the writer observed and distributed based the questionnaire to 4 of the 10 classes which became the sample for the research.

A. Research Finding

Before the writer shows result of the research specifically, there are some letters which are an abbreviation. There letters are:

- Cl: Class
- LS: Learning Style

- V: Visual

- A: Auditory

- K: Kinesthetic

- Gender: (Male/Female)

Table 4. 1 Total Samples from Research Population

No	Students' initial	Cl	Gender	LS		
				V	A	K
1	AS	X IPA 2	Male	15	6	9
2	MRR	X IPA 2	Male	18	7	5
3	MdA	X IPA 2	Male	8	10	12
4	RA	X IPA 2	Male	10	8	12
5	MAI	X IPS 1	Male	12	9	9
6	Mas	X IPS 1	Male	11	9	10
7	MK	X IPS 1	Male	12	7	11
8	RhK	X IPS 1	Male	12	7	11
9	RhS	X IPS 1	Male	10	9	11
10	Rak	X IPS 1	Male	11	9	10
11	SF	X IPS 1	Male	10	11	9
12	YAB	X IPS 1	Male	13	7	10
13	AR	XI IPS 2	Male	11	10	9
14	DIF	XI IPS 2	Male	13	10	7
15	MJ	XI IPS 2	Male	13	7	10
16	MNH	XI IPS 2	Male	11	10	9
17	MM	XI IPS 2	Male	14	11	5
18	MMd	XI IPS 2	Male	9	10	11
19	MdI	XI IPS 2	Male	14	11	5
20	MdN	XI IPS 2	Male	11	7	12
21	MdS	XI IPS 2	Male	10	7	13
22	Rakr	XI IPS 2	Male	11	14	5
23	RU	XI IPS 2	Male	17	8	5
24	SA	XI IPS 2	Male	9	8	13
25	SM	XI IPS 2	Male	10	10	10
26	Zf	XI IPS 2	Male	7	13	10
27	AuR	X IPA 2	Female	7	13	10
28	CSN	X IPA 2	Female	14	6	10

29	FA	X IPA 2	Female	10	15	5
30	Km	X IPA 2	Female	7	4	19
31	Mr	X IPA 2	Female	8	9	13
32	MH	X IPA 2	Female	8	10	12
33	NR	X IPA 2	Female	7	6	17
34	NU	X IPA 2	Female	10	11	9
35	Rh	X IPA 2	Female	11	6	13
36	StH	X IPA 2	Female	7	14	9
37	StK	X IPA 2	Female	13	11	6
38	StS	X IPA 2	Female	9	8	13
39	SD	X IPA 2	Female	7	10	13
40	CWM	X IPS 1	Female	11	9	10
41	Hf	X IPS 1	Female	10	12	8
42	LS	X IPS 1	Female	12	14	4
43	MU	X IPS 1	Female	6	15	9
44	NK	X IPS 1	Female	11	7	12
45	PN	X IPS 1	Female	16	7	7
46	Rq	X IPS 1	Female	10	13	7
47	TA	X IPS 1	Female	11	8	11
48	AM	XI IPA 2	Female	10	8	12
49	AuN	XI IPA 2	Female	10	12	8
50	DB	XI IPA 2	Female	8	12	10
51	Fk	XI IPA 2	Female	13	8	9
52	Ft	XI IPA 2	Female	16	8	6
53	IN	XI IPA 2	Female	7	12	11
54	Ir	XI IPA 2	Female	15	9	6
55	Msh	XI IPA 2	Female	13	7	10
56	NH	XI IPA 2	Female	9	6	15
57	NPAA	XI IPA 2	Female	9	12	9
58	RM	XI IPA 2	Female	11	8	11
59	RS	XI IPA 2	Female	10	11	9
60	StA	XI IPA 2	Female	11	8	11
61	StMg	XI IPA 2	Female	10	12	8
62	StMt	XI IPA 2	Female	8	12	10
63	SFD	XI IPA 2	Female	11	9	10
64	WA	XI IPA 2	Female	11	11	8
65	ZM	XI IPA 2	Female	9	10	11
66	MB	XI IPS 2	Female	17	9	4
67	RKl	XI IPS 2	Female	16	9	5

| 68 | RMd | XI IPS 2 | Female | 11 | 14 | 5 |
| 69 | SK | XI IPS 2 | Female | 12 | 11 | 7 |

This result of table 4.1 came from the questionnaire which given by the writer. The questionnaire consisted of 30 questions which is one point for each question, and the total point for completing the questionnaire is 30 points. Then from students' answers of 30 questions, the writer was able to conclude the language learning style preferred by the student.

Table 4. 2 Frequency of Visual Learner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	13	18.8	18.8	18.8
	11	15	21.7	21.7	40.6
	12	5	7.2	7.2	47.8
	13	6	8.7	8.7	56.5
	14	3	4.3	4.3	60.9
	15	2	2.9	2.9	63.8
	16	3	4.3	4.3	68.1
	17	2	2.9	2.9	71.0
	18	1	1.4	1.4	72.5
	6	1	1.4	1.4	73.9
	7	7	10.1	10.1	84.1
	8	5	7.2	7.2	91.3
	9	6	8.7	8.7	100.0
	Total	69	100.0	100.0	

Table 4. 3 Frequency of Auditory Learner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	1.4	1.4	1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	6	5	7.2	7.2	8.7
	7	10	14.5	14.5	23.2
	8	10	14.5	14.5	37.7
	9	10	14.5	14.5	52.2
	10	9	13.0	13.0	65.2
	11	8	11.6	11.6	76.8
	12	7	10.1	10.1	87.0
	13	3	4.3	4.3	91.3
	14	4	5.8	5.8	97.1
	15	2	2.9	2.9	100.0
	Total	69	100.0	100.0	

Table 4. 4 Frequency of Kinesthetic Learner

		Frequency	Percent	Valid Percent	Cumulative Percent
	4	2	2.9	2.9	2.9
	5	8	11.6	11.6	14.5
	6	3	4.3	4.3	18.8
	7	4	5.8	5.8	24.6
	8	4	5.8	5.8	30.4
	9	11	15.9	15.9	46.4
Valid	10	13	18.8	18.8	65.2
	11	9	13.0	13.0	78.3
	12	6	8.7	8.7	87.0
	13	6	8.7	8.7	95.7
	15	1	1.4	1.4	97.1
	17	1	1.4	1.4	98.6
	19	1	1.4	1.4	100.0
	Total	69	100.0	100.0	

Three tables above (Table 4.2 - 4.4) show the frequency of language learning styles student preferred. Based on those tables, there is a slight different

amount of number among visual, auditory and kinesthetic learner. Visual learners had the highest number among another learning style (28%) as 15 students chosen 11 question with A's answers from 30 questions. The writer also gained that some students are kinesthetic learners. As seen at table 4.4, 13 questions answered indicated kinesthetic style.

Table 4. 5 The Percentage of Students' Language Learning Style from All Students

Total sample	Learning Style		
	Visual	**Auditory**	**Kinesthetic**
69 students	46%	30%	31%

From the table 4.5 above, the writer tried to conclude and display the data in a simple way. The writer found that 46% of 69 students are visual learners. The visual learners who love to learn by observing things like pictures, diagrams, films, displays and demonstrations are dominated the samples. Then kinesthetic learners came as second place with 31% from 69 students. The kinesthetic learners are slightly more than the auditory learners. The kinesthetic learners are the type of person who never look at instruction first and love to do an experiment. The teacher should prepare many teaching media for kinesthetic learners. In the end, 30% of the learners are the auditory type. The auditory learners love to listen and pay attention during teaching learning process. For auditory learners, a teacher should be skillful in way of delivering the material.

Table 4. 6 The Research Participants based on Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	43	62.3	62.3	62.3
	Male	26	37.7	37.7	100.0
	Total	69	100.0	100.0	

In the research field, the writer found that there is no equality number between male and female students, as drawn in the table 4.6 above. Actually, this case is not significantly affects the final results. The comparison students' language learning style based on students' gender will be explained briefly in table 4.7.

Table 4. 7 Comparison of Students' Language Learning Style between Male and Female Students

Gender	Total	Visual		Auditory		Kinesthetic	
	N	n	%	N	%	N	%
Male	26	16	62%	4	15%	8	31%
Female	43	15	35%	16	37%	14	33%

In the table 4.7 above, the writer found that the largest number of language learning style preferred by male students are visual (16 students). On the other hand, the auditory learners are dominated by female students (37%). For the male students, auditory type is minority (15%); minority learners from female students are kinesthetic type (32%).

Based on the results of this research, the writer found that whatever students learning style, they have their own way to learn in the class. Language learning style also did not affect students' class level, because learning style did not change but develop all the time.

The results of this study have similarity with some previous studies. First, language learning styles cannot be use as a standard to measure students' achievement. Next, gender has no effect on students' language learning style in teaching learning process but learning style is able to increase students' performance in the class.

CHAPTER V
DISCUSSION

A. **Conclusion**

After the writer did her research, some results have been found. The results will be reported based on the research question in chapter I.

What are kinds of language learning styles preferred by Students of Senior High School No.1 Seulimeum? The writer found that 46% of population is visual learners. Even visual learners were majority, the writer also discovered that students were able to receive the information when the teacher delivered the information in auditory or kinesthetic way.

Are there any differences of language learning style between male and female's students? The writer found that language learning style between male and female's students were different. Most of male students are visual learners; for female students, visual learners are minority. Most of female students are auditory learners; for male students, auditory learners are minority. Language learning style which took the second place was kinesthetic learners for male students and visual learners for female students.

The writer concluded that learning style did not affect students' achievement in English class, but learning style affects their skill in English speaking. In this case, the teacher needs to help students when they feel hard to understand. The teacher should also create the best appropriate teaching method to fulfill students' language learning style during English class. Then learning style is not only how the students can reach or receive the knowledge but also how they can represent what just they got during teaching learning process.

B. Suggestion

1. For students

First of all before a child start their education, they should know what types of learning style they have. After they know their type of learning style, they will find out the best strategy for their learning process in education institution. In a simple word, the students' knowledge about their learning style will help them to receive information from their teacher more effective than common students.

2. **For Parents**

   In student daily life, some students feel that their parents tend to compare their achievement with another student. This will put the student under pressure which leads to students unmotivated to learn. In fact the parents should support their children in education or other activities, because every child has different skill and achievement. This support will grow children's confidence to reach in their dream.

3. **For Teachers**

   It is better for the teacher to be able to identify the students' learning style and use an appropriate teaching method which can accommodate all types of learning style learners. Even the teacher feels difficult to use some appropriate teaching methods for all learning styles in one way, they can manipulate or switch another teaching method for every meeting.

4. **For Educators**

   Educator or the education expert is a main part or an important person in education field. Educator's duty is ensure that teaching method which is used by teacher is appropriate for the students. Then educator should more understand about learning style than teacher, so they can hold a discussion's event or seminar about the knowledge for students, parents, teachers and all people whom participate in education field.

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VAK Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave.

(It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:
    a) read the instructions first
    b) listen to an explanation from someone who has used it before
    c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:
    a) look at a map
    b) ask for spoken directions
    c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
    a) follow a written recipe
    b) call a friend for an explanation
    c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
    a) write instructions down for them
    b) give them a verbal explanation
    c) demonstrate first and then let them have a go

5. I tend to say:
    a) watch how I do it
    b) listen to me explain
    c) you have a go

6. During my free time I most enjoy:
    a) going to museums and galleries
    b) listening to music and talking to my friends
    c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:
    a) imagine what they would look like on
    b) discuss them with the shop staff
    c) try them on and test them out

8. When I am choosing a holiday I usually:
    a) read lots of brochures
    b) listen to recommendations from friends
    c) imagine what it would be like to be there

9. If I was buying a new car, I would:
   a) read reviews in newspapers and magazines
   b) discuss what I need with my friends
   c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:
   a) watching what the teacher is doing
   b) talking through with the teacher exactly what I'm supposed to do
   c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:
   a) imagine what the food will look like
   b) talk through the options in my head or with my partner
   c) imagine what the food will taste like

12. When I listen to a band, I can't help:
   a) watching the band members and other people in the audience
   b) listening to the lyrics and the beats
   c) moving in time with the music

13. When I concentrate, I most often:
   a) focus on the words or the pictures in front of me
   b) discuss the problem and the possible solutions in my head
   c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:
   a) their colours and how they look
   b) the descriptions the sales-people give me
   c) their textures and what it feels like to touch them

15. My first memory is of:
   a) looking at something
   b) being spoken to
   c) doing something

16. When I am anxious, I:
   a) visualise the worst-case scenarios
   b) talk over in my head what worries me most
   c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:
   a) how they look
   b) what they say to me
   c) how they make me feel

18. When I have to revise for an exam, I generally:
    a) write lots of revision notes and diagrams
    b) talk over my notes, alone or with other people
    c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:
    a) show them what I mean
    b) explain to them in different ways until they understand
    c) encourage them to try and talk them through my idea as they do it

20. I really love:
    a) watching films, photography, looking at art or people watching
    b) listening to music, the radio or talking to friends
    c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:
    a) watching television
    b) talking to friends
    c) doing physical activity or making things

22. When I first contact a new person, I usually:
    a) arrange a face to face meeting
    b) talk to them on the telephone
    c) try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:
    a) look and dress
    b) sound and speak
    c) stand and move

24. If I am angry, I tend to:
    a) keep replaying in my mind what it is that has upset me
    b) raise my voice and tell people how I feel
    c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:
    a) faces
    b) names
    c) things I have done

26. I think that you can tell if someone is lying if:
    a) they avoid looking at you
    b) their voices changes
    c) they give me funny vibes

27. When I meet an old friend:
   a) I say "it's great to see you!"
   b) I say "it's great to hear from you!"
   c) I give them a hug or a handshake

28. I remember things best by:
   a) writing notes or keeping printed details
   b) saying them aloud or repeating words and key points in my head
   c) doing and practising the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:
   a) writing a letter
   b) complaining over the phone
   c) taking the item back to the store or posting it to head office

30. I tend to say:
   a) I see what you mean
   b) I hear what you are saying
   c) I know how you feel

Now add up how many A's, B's and C's you selected.

A's =   B's =   C's =

If you chose mostly A's you have a **VISUAL** learning style.

If you chose mostly B's you have an **AUDITORY** learning style.

If you chose mostly C's you have a **KINAESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.

When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

Now see the VAK Learning Styles Explanation.

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a **Visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

- Someone with an **Auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

- Someone with a **Kinaesthetic** learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).

More information about learning styles, personality, and personal development is at www.businessballs.com.

Visual Learners

If you have a strong preference for Visual (V) learning, you should use some or all of the following:

INTAKE [To take in the information, use]
underlining
different colors
highlighters
symbols
flow charts, charts, graphs
pictures, videos, posters slides
different spatial arrangements on the page
white space
textbooks with diagrams, pictures
lecturers who use gestures and picturesque language

SWOT [Study without tears]
To make a learnable package
Convert your lecture 'notes' into a learnable package by reducing them (3: 1). into page pictures.
Use all techniques above to do this
Reconstruct the images in different ways - try different spatial arrangements
Redraw your pages from memory
Replace words with symbols or initials.
Look at your pages

OUTPUT [To perform well in the examination]
Recall the 'pictures' of pages
Draw - use diagrams where appropriate
Write exam answers Practice turning your visuals back into words
You are holistic rather than reductionist in your approach.
You want the whole picture.
Visual learners do not like handouts, words, lectures, textbooks or assessment that hinge on word usage, syntax and grammar.

Aural Learners

A   If you have a strong preference for learning by Aural methods (A = hearing) you should use some or all of the following:

INTAKE [To take in the information]
attend lectures
attend tutorials
discuss topics with other students
discuss topics with your lecturers
explain new ideas to other people
use a tape recorder remember the interesting examples, stories, jokes..
describe the overheads, pictures and other visuals to somebody who was not there
leave spaces in your lecture notes for later recall and 'filling'

SWOT [Study without tears]
To make a learnable package
Convert your lecture notes into a 'learnable package by reducing them
(3:1) expand your notes by talking with others and collecting notes from the textbook.
Put your summarized notes onto tapes and listen to them.
Ask others to 'hear' your understanding of a topic.
Read your summarized notes aloud.
Explain your notes to another 'aural' person.

OUTPUT [To perform well in the examination]
Talk with the examiner
Listen to your voices and write them down
Spend time in quiet places recalling the ideas
Practice writing answers to old exam questions
Speak your answers
You prefer to have all of this page explained to you.
The written words are not as valuable as those you hear.
You will probably go and tell somebody about this.

Kinesthetic Learners

K   If you have a strong preference for Kinesthetics (doing) learning you should use some or all of the following:

INTAKE [To take in the information, use]
all your senses - sight, touch, taste, smell, hearing . .
laboratories, field trips , field tours
examples of principles , lecturers who give real-life examples
applications, hands-on approaches (computing)
trial and error
collections of rock types, plants, shells, grasses..
exhibits, samples, photographs..
recipes--solutions to problems
previous exam papers

SWOT [Study without tears]
To make a learnable package
Convert your lecture notes into a learnable package by reducing them (3:1)
Your lecture notes may be poor because the topics were not 'concrete' or 'relevant'.
You will remember the 'real' things that happened
Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts
Talk about your notes with another 'K' person
Use pictures, photographs which illustrate an idea
Go back to the laboratory or your lab manual
Recall the experiments, field trip

OUTPUT [To perform well in the examination]
Write practice answers, paragraphs
Role play the exam situation in your own room
You want to experience the exam so that you can understand it.
The ideas on this page are only valuable if they sound practical, real and relevant to you.
You need to do things to understand.

Adapted from http://www.vark-learn.com/english/page.asp?p=helpsheets

Nama: _____   Jenis Kelamin: <u>Lk/Pr</u>

Kelas: _____   Nilai Bahasa Inggris: _____

VAK Learning Styles Self-Assessment Questionnaire

Lingkari atau beri tanda silang pada jawaban yang menunjukkan bagaimana diri kamu sebenarnya.

1. Ketika saya menggunakan peralatan baru, biasanya saya:
a) membaca intruksi terlebih dahulu
b) mendengar penjelasan dari seseorang yang telah menggunakannya
c) langsung menggunakannya saja, saya akan mengerti selama saya menggunakanya

2. Ketika saya membutuhkan petunjuk dalam perjalanan biasanya saya:
a) melihat peta
b) bertanya pada seseorang
c) mengikuti hati nurani dan mungkin menggunakan kompas

3. Ketika saya mencoba memasak makanan baru, saya suka:
a) mengikuti resep yang tertulis
b) menelpon seorang teman untuk menjelaskan
c) mengikuti insting saya, mencoba selama saya memasak

4. Apabila saya mengajari seseorang tentang hal yang baru, saya cenderung untuk:
a) menuliskan insruksi untuk mereka
b) memberikan mereka penjelasan secara langsung
c) mempraktekkannya terlebih dahulu lalu membiarkan mereka untuk mencoba

5. Saya cenderung berkata:
a) lihat, bagaimana saya melakukannya
b) dengar, saya menjelaskan
c) coba saja

6. Di waktu luang, saya suka:
a) pergi ke museum dan pameran seni
b) mendengarkan musik dan ngobrol dengan teman saya
c) berolahraga atau mengerjakan kerajinan tangan

7. Ketika saya membeli pakaian, saya cenderung:
a) membayangkan bagaimana saat mereka (pakaian) itu dikenakan
b) berdiskusi dengan pengawai toko tersebut
c) mencoba untuk mengenakannya

8. Ketika saya memilih tujuan liburan, saya biasanya:
a) menbaca banyak brosur
b) mendengar rekomadasi dari beberapa teman
c) menbayangkan bagaimana bila berada disana

9. Apabila saya membeli sebuah mobil baru, saya akan:
a) membaca review di koran dan majalah
b) berdiskusi tentang apa yang saya butuhkan dengan teman saya
c) test-drive dengan berbagai tipe mobil yang berbeda

10.Ketika saya mempelajari kemampuan baru, saya sangat nyaman:
a) memperhatikan bagaimana guru melakukannya
b) bicara langsung dengan guru tentang apa yang seharusnya saya lakukan
c) memberikan kesempatan pada diri saya untuk mencoba

11. Apabila saya memilih makanan dari menu, saya cenderung:
a) membayangkan bagaimana rupa (wujud) dari makanan tersebut
b) bicara tentang pilihan (makanan) lainnya dalam hati atau dengan teman
c) membayangkan bagaimana rasa makanan tersebut

12. Ketika saya mendengar suatu grup musik, saya kesulitan:
a) melihat anggota grup dan para penonton
b) mendengarkan lirik dan nada
c) menari sesuat dengan irama musik

13. Ketika saya berkonsentrasi, saya biasanya:
a) fokus pada kata atau gambar di depan saya
b) berdiskusi tentang masalah dan solusi yang memungkinkan di kepala saya
c) bergerak, memainkan pensil atau pulpen dan memegang sesuatu

14. Saya memilih perabotan rumah karena saya suka:
a) warna dan bentuk mereka
b) gambaran yang diberikan oleh si penjual
c) permukaan dan tekstur dari perabotan tersebut

15. Sesuatu yang saya ingat pertama kali saat:
a) melihat sesuatu
b) sedang dibicarakan
c) melakukan sesuatu

16.Ketika saya gelisah , saya:
a) mebayangkan akhir cerita yang sangat buruk
b) bicara dalam hati apa yang sedang saya khawatirkan
c) tidak bisa duduk tentang, memainkan sesuatu dan selalu berpindah

17. Saya merasa terikat terutama dengan orang lain karena:

a) bagaimana perawakan mereka

b) apa yang mereka katakan

c) bagaimana cara mereka mengerti saya

18. Ketika saya harus mengulang ujian, saya biasanya:

a) menulis banyak catatan perbaikan dan bagan

b) berdiskusi dengan catatan saya, sendiri atau dengan orang lain

c) membayangkan tentang suatu perubahan atau membuat rumus

19. Apabila saya menjelaskan pada seseorang, saya cenderung:

a) menunjukkan mereka apa yang saya maksud

b) menjelaskan pada mereka dengan cara yang berbeda sampai mereka mengerti

c) mendorong mereka untuk mencoba dan mengungkapkan pendapat saya tentang apa yang mereka lakukan

20. Saya sangat menyukai:

a) menonton film, fotografi, melihat karya seni atau memperhatikan orang

b) mendengarkan musik, radio atau ngobrol dengan teman

c) ikut berpartipasi dalam kegiatan olahraga, acara makan formal atau dansa

21. Kebanyakan waktu luang saya habiskan:

a) menonton televisi

b) ngobrol dengan teman-teman

c) melakukan aktivitas fisik atau membuat sesuatu

22. Ketika saya berinteraksi dengan orang baru, saya sering:

a) menyusun pertemuan langsung

b) berbicara dengan mereka lewat telepon

c) mencoba untuk melakukan sesuatu bersama-sama, seperti suatu aktifitas atau sekedar makan

23. Yang pertama kali saya perhatikan bagaimana orang:

a) penampilan dan pakaian

b) suara dan gaya bicara

c) cara berdiri dan bertindak

24. Apabila marah, saya cenderung:

a) tetap mengulang-ulang dalam pikiran apa yang telah membuat saya marah

b) meninggikan suara saya dan mengatakan pada orang-orang bagaimana perasaan saya

c) menghentakkan kaki, membanting pintu, dan menunjukkan kemarahan saya secara langsung

25. Saya menemukan cara termudah untuk mengingat:

a) wajah

b) nama

c) sesuatu yang telah saya kerjakan

26. Saya pikir kamu dapat mengetahui seseorang berbohong apabila:
a) mereka menghindari kontak mata denganmu
b) suara mereka berubah
c) mereka gemetaran

27. Ketika saya bertemu teman lama:
a) Saya berkata "Senang sekali bertemu denganmu!"
b) Saya berkata "Senang bisa mendengar kabarmu!"
c) Saya memeluk atau menyalami mereka

28. Saya mengingat sesuatu sangat baik dengan:
a) menulis catatan atau menyimpan cetakan rinci
b) mengucapkan dengan lantang atau mengulang kata atau poin tertentu dalam kepala saya
c) mengerjakan dan mempraktekkan aktifitas atau membayangkan itu telah selesai

29. Apabila saya ingin mengeluh tentang suatu barang, saya sangat nyaman:
a) menulis sepucuk surat
b) mengeluh melalui telpon
c) mengembalikan barang tetsebut ke toko atau mengirimnya ke kantor pusat

30. Saya cederung berkata:
a) Saya mengerti apa maksudmu
b) Saya mendengar apa yang kamu ucapkan
c) Saya tahu apa yang kamu rasakan

Sekarang jumlahkan berapa banyak A, B dan C yang telah kamu pilih.

A's =   **B's =**   **C's =**

Apabila kamu banyak memilih A, kamu memiliki gaya belajar **VISUAL**.

Apabila kamu banyak memilih B, kamu memiliki gaya belajar **AUDITORY**.

Apabila kamu banyak memilih C, kamu memiliki gaya belajar **KINESTHETIC**.

Picture 1-2. Sign board of Senior High School No. 1 Seulimeum

Picture 3-4. Classrooms

Picture 5. Computer laboratory

Picture 6. Mushalla/Praying hall

Picture 7. Library

Picture 8. School's situation

Picture 9. School's field

Picture 10. School's field situation

Process Data Collection

AUTOBIOGRAPHY

1. Name : Hilyatun Nafis STG
2. Place/ Date of birth : Lheue/ March 1st , 1995
3. Religion : Islam
4. Sex : Female
5. Nationality/ Ethnics : Indonesian/Batak-Acehnesse
6. Marital Status : Single
7. Occupation : Student
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9. E-mail : hielsstg13@gmail.com
10. Parents' name
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       Occupation : Civil Servant
    b. Mother : Rauzah
       Occupation : Civil Servant
11. Address : Jl. Makam Tgk. Chiek Di Tiro, Lheue-Darang, Indrapuri, Aceh Besar
12. Education background
    a. Elementary School : MIN Indrapuri, graduated year: 2007
    b. Junior High School : MTsS Oemar Diyan, graduated year: 2010
    c. Senior High School : MAS Oemar Diyan, graduated year: 2013
    d. University : UIN Ar-Raniry 2013-2017

Banda Aceh, July 5th 2017
The Writer

Hilyatun Nafis STG

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
In partial fulfillment of the requirement for Sarjana Degree (S-1)
On Teacher Education

By:

HILYATUN NAFIS STG
Student of Faculty of Education and Teacher Training
Department of English Language Education
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Approved by:

Main Supervisor,   Co-Supervisor
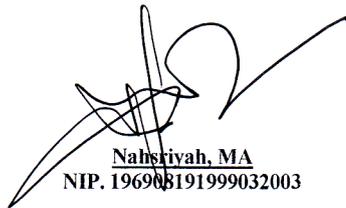
Nahsriyah, MA   Syarifah Dahliana, M. Ag., M. Ed.,Ph.D
NIP. 196908191999032003   NIP. 197504162000032001
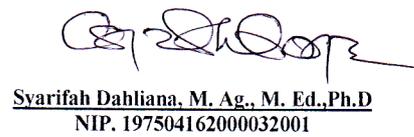
It has been defended in Munaqasyah in front of the council of Examiners for working Paper and has been accepted in Partial Fulfillment of the Requirement for Sarjana Degree S-1 on Teacher Education

On:

Thursday, $\dfrac{\text{August 3rd,2017 M}}{\text{Dzulqaidah 10th,1438 H}}$

Darussalam – Banda Aceh

Chairperson,
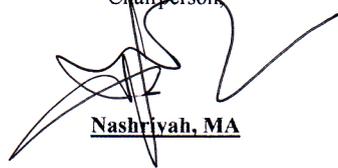
Nashriyah, MA

Secretary,

Drs. Amiruddin

Member,
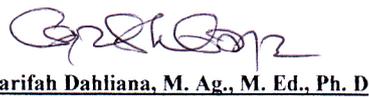
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Member,

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Certified by:

The Dean of Educational and Teacher Training
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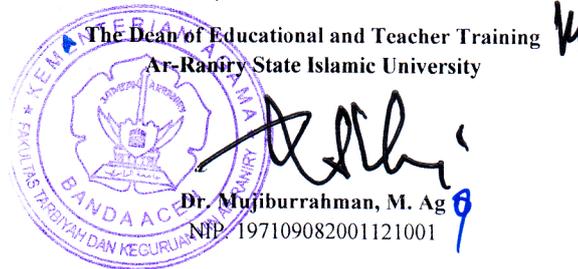
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