EXPLORING STUDENTS' PREFERENCE OF ENGLISH LEARNING STYLES

(A Survey on Non-English Language Education Department Students of FTK UIN Ar-Raniry)

THESIS

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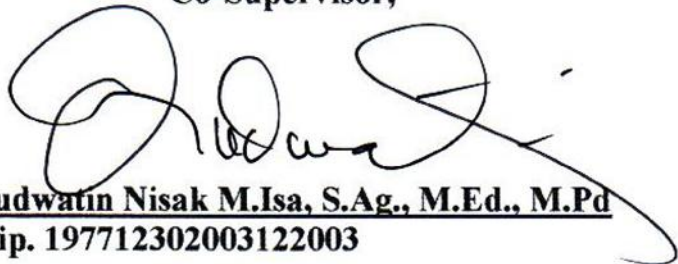Approved by:

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ABSTRACT

This thesis entitled "Exploring Students' Preference of English Learning Styles". The aimed of this study were to understand the way non-English students learn English and to know their learning styles preferences in learning English. In completing the data, I used quantitative research involving one hundred and eighty respondents. The respondents of the study were non-English students from twelve Departments of Education and Teacher Training Faculty at Ar-Raniry State Islamic University and I chose fifteen students from each department by using convenience sampling. I used a close-ended questionnaire which requires the respondent to choose one of several specified answers, such as never, sometimes and often applies to the students. I modified the learning channel preference checklist questionnaire model reproduced by O'Brien and I used it as my instrument. The questionnaire contains VAK (visual, auditory, kinesthetic) learning styles. It was used to find out the types of language learning styles preferred by the students non-English Department. Based on the results of the questionnaire, it shows that one hundred and eighty students on non-English department of Education and Teacher Training Faculty learn English in various ways based on their preferences. Moreover, non-English department students' learning styles preference with the highest percentages response in visual learning styles was found in Math education department (34.46%), and the highest percentage response in auditory learning styles was found in Counseling education department (35.64%), and the last, the highest percentage response in kinesthetic learning styles was found in Informatics Engineering education department (35.61%). I conclude that students have different learning style in learning English, and they have a different way of developing their English skills in learning.

Keywords: learning English, students' preference, and learning styles.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

English language as an international language is one of the foreign languages has been learned in any educational field such as school, university, etc. In learning process, the students have different styles that they use in learning English. Hamada (2012) mentioned that Pritchard (2005, p. 107) "each of us learns in different ways and we often choose to use what is called our preferred learning style".

Hamada (2012) also noted that Dornyei (2005) mentioned that there are four factors in individual differences that received special attention in the past at second language research, they are: students' motivation, language aptitude, learning styles, and learning strategies. Other than that, Sharp (2004, as cited in Razawi & Muslim, 2011) stated that in the process of learning language particularly a second language, there are many variables that determine the success of a language learner which include language learning styles. According to the educational research, there are number of factors that account for some of the differences in how students' learn. Among these factors, learning style plays a major role.

According to MacKeracher (2004, as cited in Gilakjani & Ahmadi, 2011) learning style can be defined as the characteristic cognitive that involves knowledge

and the development of intellectual abilities and skills, then affective related to the students' interest, attitudes and preferences, and also, social and physiological behaviours that function of how learners perceive, interact with, and respond to the learning environment. It means students, learn the second language in many ways. Each student prefers different learning styles and techniques. The student has a mix of learning styles but may find that she/he has a dominant style of learning. It means that students receive information through their senses. Different students also have different styles of learning foreign languages. Usually, they learn more effectively when they learn through their own initiative. When their learning styles are matched with appropriate teaching styles, their motivation and achievement will increase. According to Gordon (1998, as cited in Vaseghi, Ramezani, & Gholami, 2012, p. 442) "learning styles have effects on the educational process and how students perform".

Acquiring and processing information by learners occurs in various ways. Some learners are more comfortable with data and fact, while others prefer mathematical models and theories. According to Felder (1996, as cited in Vaseghi, et al., 2012), some learners are visual and prefer to learn by charts, whereas others like to learn by spoken explanations, and are called auditory learners. In addition, some students like to learn in a group, while others prefer to learn individually. According to Riazi and Riasati, (2007), there is no doubt that students take in and comprehend information in different manners. When learning English, some

students like to see and others like to hear. Some prefer to learn individually while others enjoy interaction and relationship with their peers.

Research about learning styles had been conducted by Decapua and Wintergerst, (2001), they investigated the learning styles of college and university Russian-speaking students of English as a second language (ESL) through an analysis of their responses to perceptual learning styles preference. The finding of this research indicate that the preferred learning style of these Russian-speaking students is kinesthetic, and closely followed by auditory learning style. Another research was done by Akbarov and Obralic, (2012), to determine the perceptual learning styles of students at the International University of Sarajevo. In this research, the participants come from different cultures. The finding of this research from the data indicate that the most representative and popular style was the visual learning style, this means that individuals learned by seeing words in books on the chalkboard, and in workbooks. They also remember and understand informations and instructions better if they read them.

The difference between the previous studies and my study is in taking of the respondents, in the previous study they took the respondents based on different cultures, while in my study I took the respondents based on the different department of Non-English students in the faculty of Education and Teacher Training Ar-raniry State Islamic University. The similarity is in the technique of data collection, both of the previous studies were collecting their data by using

questionnaire, I also collect the data by using VAK (visual, auditory, kinesthetic) questionnaire. Another similarity between the previous study and my study is in using learning style models, both of the previous studies were using perceptual learning style, in my study I also use Perceptual Learning Styles (PLS) to determine students' learning styles of non-English department.

The learning style preference was really important in learning English because it will make students interested and motivated in the learning process. Considering this phenomenon, I am interested in exploring the students' preference learning styles of non-English department who learn English.

B. Research Questions

Based on the background study above, I provided two research questions, they are:

1. How do non-English department students learn English?
2. What are non-English department students' learning styles preference in learning English?

C. Aims of the Study

The aims of this study are to understand the way non-English students learn English and to know their learning styles preferences in learning English.

D. Research Significance

The findings of this research are expected to be able to share the informations for students and teachers about students' preference of English learning styles. This research is useful because it gives students the opportunity to learn in their preferred learning styles could facilitate their learning as much as possible. Therefore, this research will provide a questionnaire that can be used to identify what type of learning style they are, so that students can plan and manage their language learning activities better if they can discover their preferred learning styles.

This research also helpful for the teachers because they can orient their teaching instruction more effectively and plan out more useful teaching strategies as they know more about their students' style preferences. It means that, the suitability between teaching and learning styles has a positive impact on increasing students' achievement and satisfaction.

E. Operational Definition

There are some terms in this study that should be explained to avoid misunderstanding, they are students' preference and learning styles.

1. **Students' Preference of Learning Style**

Students' preference is students' own style or the way in doing everything, especially in the educational process. Rowe (2008) stated that

Birenbaum (2007), there are interaction between preferences and students' characteristic, such as personality, attitudes, cognitive styles, learning orientations, and strategies.

The investigation of students' preference for instruction and assessment is valuable for understanding a variety of other factors that drive the learning process and its outcomes. It means, Students preference of learning connected to the teacher evaluations. She also added that Birenbaum (2007, p. 80), "teacher evaluations have been found to be influenced by student preferences". In this study, students' preference of learning means students' own style in learning English. I also want to find out students' preference of non-English department at Education and Teacher Training Faculty. I specifically conducted the research in non-English Department Students at Education and Teacher Training Faculty, such as Islamic Teaching Education, Arabic language Education, Mathematics Education, Physics Education, Biology Education, Chemistry Education, Islamic Management Education, Elementary School Education, Early Childhood Education, Electrical Engineering Education, Counseling Education, and Informatics Engineering Education Department.

2. **Learning Styles**

Learning styles relate to the way in which different individuals learn. Some theories have concentrated on the ways in which students prefer to perceive information. This has led to labels of the auditory learner for someone

who learns best when they hear instructional materials, visual learner for someone who prefers the material to be presented in visual format, and kinesthetic learner for the person who learn most effectively through hands-on and body movement experience. Interpersonal learner for someone that prefer learning in groups or with other people, and Intrapersonal learner for someone who prefers to work alone and to be self-readers.

In this study, learning style means the way how individuals learn. In one case, learning style would help students learn more effectively when they learn through their own initiative. Every student who learn English language would have different learning styles preference in English language learning, and I will see students' different learning style preference of non-English Department in English language learning of students first semester

CHAPTER II

THEORETICAL REVIEW

This chapter presents a review of the related literature which involves the following main topics: Definition of learning styles, types of learning styles, the importance of learning styles, and also the relevant studies on learning styles.

A. Definition of Learning Styles

Learning is a lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes. Illeris (2004, as cited in Acbarov & Obralic, 2012, p. 34) stated that "learning is commonly defined as a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views". Therefore, learners learn in many different ways, and they have their learning styles in the process of learning.

"Learning styles is the way how students perceive, interact with and respond to the learning environment" (MacKeracher, 2004, as cited in Gilakjani & Ahmadi, 2011, p. 470). Learning style is really important because students learn a second language in many ways, especially in learning English. Yilmaz & Soylu (2009), mentioned that Jensen (1998, p. 45), "learning style is a way of thinking, comprehending and processing the information". It means that the students comprehend and process the information in a different manner.

Learning style involves learners' preferred way to receive, process, and recall information during instruction which is related to learners' motivation (Aragon, Johnson, & Shaik, 2002). It is considered as the behaviors related to psychological, cognitive, and affective domains of interaction how to receive and process the information with learning environments.

In brief learning style is personal's condition which shows how he/she receives, analyzes and conveys the information with their own style. According to Fleming (2001, as cited in Alqunayeer, & Zamir, 2015, p. 85) "learning style is an individual's preferred way of gathering, organizing and thinking about information

B. Types of Learning Styles

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

According to Fatt (2000, p. 35, as cited in Benders & Ellington, 2012), "people use their senses to gather information and then channel it through three separate routes, called representational systems". Fatt also adds that these representational systems include visual, auditory, and kinesthetic types of learners.

1. Visual

This kind of learners with a visual learning preference "see the world by constructing or remembering mental images" (Fatt, 2000, p. 35). Visual learners would prefer reading, observing, and displaying of data. Visual students would rather learn by watching movies, filmstrips, pictures, and graphs which help integrate the subject. When taking a test, a visual learner would be competence on the test if the test had visual diagrams.

2. Auditory

Persons with an auditory learning preference prefer the sound and make better decisions on what they have heard. Fatt (2000, p. 35) says that "auditory learners would prefer lectures, seminars, discussions, and tapes". By letting auditory learners listen to tape recordings of material, they are more likely to ask questions about what they have learned and may not have understood. When taking a test, an auditory learner would do their best by being given an oral examination.

3. Kinesthetic

The individuals with a kinesthetic learning preference communicate with the environment by their feelings. Students who are considered to be kinesthetic learners prefer to learn by doing. Kinesthetic learners "prefer a trial and error method of learning" (Fatt, 2000, p. 36). This type of learner would rather not learn by explanations, visual presentations, and discussions, in another word a kinesthetic

learner would rather learn with hands-on experience which helps them create and develop what they have learned. By giving a test with task-oriented questions a kinesthetic learner would have better results.

According to Fleming and Mills (1992), they developed the learning styles model in 1987. Fleming and Mills also 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 (visual, auditory, read or write and kinesthetic) learning Styles Self-Assessment. There are four types of learning styles:

1. **Visual Learners**

This kind of learners learns 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 (Fleming, 2012, as cited in Nafis, 2017).

2. **Aural or auditory learners**

This learner does well with hearing information. They remember words to songs and can recall conversations in detail by hearing them in their minds. If you want an aural learner to come to your house, just tell him or her how to get there. In college, an aural learner will remember lecture material in a variety of classes and may be skilled at memorizing things like listening to the music (Fleming, 2012, as cited in Nafis 2017).

3. Read or Write Learners

A learner with read or write learning style love to collect the note from their teachers, textbooks, friends, and web pages. They comprehend and remember what they read, and they often enjoy writing. If you want a reading or writing learner to come to your house, provide them a written directions. these learners with this learning style can take notes in most classes and will benefit from reading them as a method for study (Fleming, 2012, as cited in Nafis, 2017).

4. Kinesthetic learners

A kinesthetic learner learns 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. This type of learner will be best able to perform a new task by going ahead and trying it out. College classes like science labs, acting, or sports support the strengths of kinesthetic learners. (Fleming, 2012, as cited in Nafis, 2017).

Learning Styles based on Gardner's theory (1999), classified the learners based on how they received information and several tools that help them in achieving the knowledge. Gardner also stated that "students process different kinds of minds and therefore learn, remember, perform, and understand in different ways" (p. 486). The types of learning styles based on Gardner are follows:

1. **Verbal-Linguistic**

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 to see words or to read books together. The tools include computers, games, multimedia, books, tape recorders, and lecture (Gardner, 1999).

2. **Musical**

This type of learner, 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 and speaking rhythmically. The tools include musical instruments, music, radio, stereo, CD-ROM, multimedia (Gardner, 1999).

3. **Logic-Mathematical**

This type of learning style like to analyze problems, detect patterns, perform mathematical calculations, scientific reasoning and deduction and understand the relationship between cause and effect toward a tangible outcome or result. They also like to experiment, solve puzzles, ask comic 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, 1999).

4. Visual-Spatial

Learners with a visual-spatial have the ability to create visual representations of the word and transfer them mentally or concretely. They are very aware of their environment. They like to draw, do jigsaw puzzles, and read maps. They can be taught through drawings, verbal and physical imagery. The tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, television, multimedia, texts with pictures, charts or graphs (Gardner, 1999).

5. Kinesthetic-Bodily

This kind of learners uses one's body to solve problems, make things, and convey ideas and emotions. They use the body effectively, like a dancer or a surgeon. They have a deep sense of body awareness. They like movement, making things, and touching. They communicate well through body language and can be taught through physical activity, hands-on learning, acting out, role-playing. The tools include equipment and real objects (Gardner, 1999).

6. Naturalist

This kind of learners has the ability to identify and distinguish among different types of plants, animals and weather formations that are found in the natural world (Gardner, 1999).

7. Interpersonal

This type of learners has the ability to work effectively with others and understand their emotions, goals, and intentions, understanding, and interacting with others. These students learn through interaction. They have many friends and empathy for others. They can be taught through group activities, seminars, and dialogues. The tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail (Gardner, 1999).

8. Intrapersonal

They have the ability to understand one's own emotions, goals, intentions, and understanding one's own interests. These learners tend to shy away from others. The tools include books, creative materials, diaries, privacy and time. They are the most independent learners (Gardner, 1999).

For this study, I will focus on three types of learning styles from VAK that are visual, auditory, and kinesthetic learning styles which were first developed by psychologist and children teaching specialists such as Fernald, Keller, Orton, Gillingham, Stillman, and Montessori, that are started in the 1920's. I used the Learning Channel Preference checklist questionnaire model reproduced by O'Brien and I modified it to meet my research need. The questionnaire contains VAK (visual,

auditory, kinesthetic) Learning Styles self-Assessment. The questionnaire assess preferred learning styles of students based on how students learn best using their perceptions.

C. The Importance of Learning Styles

The essential of learning styles became known in research about the year 1892 and was more likely first used by Thelen (Fatt, 2000, as cited in Benders & Ellington, 2012). Knowing the importance of comprehending learning styles can not only help the students but also can help the teachers be more effective in their learning environment.

Having an understanding of learning style for students, it would help them learn more effectively when they learn through their own initiative way. Basico (2017) said that the supporters of the learning style theory believe that, "when students know their learning style, they can enhance the effectiveness of their own learning, thus making them aware of how they learn best" (p. 10). Knowing your learning style and using the right strategy can make learning will be faster, more enjoyable and more effective. "Learning style is one of the individual attributes that influence learning and its success (Wong & Nunan, 2011, p. 152)."

For the teacher, "having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use" (Lohri, 2003, p. 11, as cited in Benders & Ellington, 2012). It means the teacher can orient their

teaching instruction more effectively in the learning process, because students have different strengths and preferences in the way they take in and process the information. Manocheri and Young, (2006, p. 9, as cited in Benders & Ellington, 2012) "by matching students learning style to a specific teaching style can increase student achievement and satisfaction".

Learning style is important in the 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 identify 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. 15, as cited in Nafis, 2017).

Based on the ideas above I am interested to know the various learning styles of Non-English Department students at Education and Teacher Training Faculty in process of learning English. I also want to find out what type of learning style they most preferred in learning English, as I know English is a general course for them.

D. Relevant Studies on Learning Styles

The research of learning styles has been done by many researchers around the world. In another word, this research is not the first research that focuses on learning style.

The similar research has ever been done by Yuliana, Yunisrina, and Ahmad from Syiah Kuala University Banda Aceh, Indonesia in 2016. In this research, the researchers used a questionnaire to identify the differences between man and female students' language learning styles. In this research, the researchers used a questionnaire by Willing (1988) to identifies three learning styles that are, visual, auditory and kinesthetic. The research object are 20 man and 20 female students participated and filled in the questionnaire. The finding of this study shows that, male and female students learn differently even though the differences between them are not significant. Most male students tend to be visual learners, which mean that they learn better through seeing. In contrast, female students tend to be auditory learners, which mean that they learn better through listening. (Yuliana, Yunisrina, & Ahmad, 2016).

Another research conducted by Nasreen from the department of English and Humanities of BRAC University, Dhaka, Bangladesh in 2014. In this research, the researcher used a questionnaire that administered to 500 randomly selected students from the five topmost English medium schools of Bangladesh. Among the five

hundred participants, two hundred and fifty were boys and the rest of them were girls, and the age of range of the participants are mostly 8-12 years. The finding of this study shows that most of the learners are the visual learners than verbal learners, and also there is a balance between active learners and reflective learners (Nasreen, 2014).

Then research conducted by Perna (2011), a student of Eastern Michigan University. The research was held at an American government class for forth semesters' students. The result of the research indicates that every student has their own unique learning style which should be understood. The central purpose of Perna's research was to made lecturers aware that their students learn differently and to shared strategies in addressing these different needs. (Perna, 2011).

Furthermore, the research has ever been done by Alqunayeer and Zamir from Qassim University in 2015. The purpose of this research is to identify students' perceptual learning style preferences in the EFL classroom on the basis of the VARK learning style model. The VARK questionnaire version 7.1 has been used as a data collection tool. The study also gives the comparative analysis between the male and female students studying at the same level. It concludes that female students are found to be aural learners, whereas the boys are found to be kinesthetic learners.

Another research conducted by Nafis (2017), from University Islam Negeri Ar-raniry. The research held in Senior High School No. 1 Seulimeum and used coincidental sampling during data collection. In this research, the writer wants to find out why students able to understand English while they did not like English class. She used a VARK questionnaire which was designed by Fleming. The questionnaire was used to find out the types of language learning styles preferred by the students. Based on the results from the questionnaire, most of the students choose a visual style (46%) as their own language learning styles that they preferred. She adds 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 (Nafis, 2017).

Last, the research conducted by Sufri (2016), a student from University Islam Negeri Ar-raniry. The research held at English Language Education Department student of academic year 2011 and 2013. In this study, the researcher was analyzed college students' learning styles preferences and to indicate the differences of both groups with regard to learning styles preferences. He used questionnaire items that adopted from Reid (1984) and contains of 24 questions. He took the sample of 60 students from both groups; the second (n = 30) and the sixth semester students (n = 30) from English Department at UIN Ar-raniry Banda Aceh (Academic years 2014/2015). The findings showed that Individual Project Orientation learning style

was the most preferred learning styles by English students in both academic groups, followed by personal orientation learning style (Sufri, 2016).

In this study, I would explore students' preference learning style of English language learning on non-English Language Education Department students of Education and Teacher Training Faculty at UIN Ar-Raniry. From above previous researches on learning style, those researchers focus on students from junior and senior high school, students of English Education Department and also students university from the fourth semester, they used questionnaire by Willing (1988), Reid (1984) and also VARK as their questionnaire for collecting the data.

In this study, I focused on the first semester students of non-English department at Education and Teacher Training Faculty. In collecting the data, I used the Learning Channel Preference checklist questionnaire model reproduced by O'Brien and modified by me. The questionnaire contains VAK (visual, auditory, kinesthetic) Learning Styles self-Assessment. The questionnaires assess preferred learning styles of students based on how students learn best using their perceptions. The object of the research are students non-English department of Education and Teacher Training Faculty from Ar-raniry State Islamic University.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this research is to find out the explanation of students' preference of English learning styles in non-English Department at Ar-Raniry State Islamic University. I collected the data by using questionnaires. To support this research, I applied the quantitative technique to analyze the data. This chapter also discussed the location of the research, research method, respondents, method of data collection and method of data analysis.

A. Brief Description of Research Location

I conducted the research at Education and Teacher Training Faculty in non-English Department students. There are twelve departments of non-English at Education and Teacher Training Faculty, such as: Islamic Teaching Education, Arabic Language Education, Mathematics Education, Physics Education, Biology Education, Chemistry Education, Islamic Education Management, Elementary School Education, Early Childhood Education, Electrical Engineering Education, Counseling Education, and Informatics Engineering Education Department.

Based on my consultation with the staff of non-English department, I found that, students learn English only during the first semester. For them, English is used for general purposes. This course is provided by the Language Department Centre (LDC) of Ar-Raniry State Islamic University. Even they learn English for one

semester, they shouldn't forget about this course, because at the end of the study, one of the requirements for Sidang Munaqasyah is the TOEFL (Test of English as a Foreign Language) test. All of the students have to past this TOEFL test, therefore, they considered to take the Sidang Munaqasyah and also to be an alumni of UIN Ar-Raniry State Islamic University.

B. Research Method

The research method is concerned with how the method is implemented and how the research is carried out. I applied 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.

Brannen, (1992, p. 77) as cited in Niglas, (2000) stated that quantitative research is in quantifying problem by generating numerical data that can be later on transformed into a useable statistic. Quantitative research uses measurable data to formulate facts and uncover patterns in research.

In this study, quantitative research help me 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.

C. Population and Sample

The population in this study was all students of non-English Language Education Department of Education and Teacher Training Faculty in batch 2018 with the total number of students were about 1.700. According to Arikunto (2006, p. 112) if the total number less than 100, it is better to take all of the numbers to be the sample and the research called as a research population, on the contrary, if the number of subjects more than 100, the sample could be taken about. 10-25% or more.

In this study, I took the respondents about 10% from the population. The respondents were only 180 non-English students in different Department at Education and Teacher Training Faculty. I chose 15 students from each Department who are able to get access, convenience and availability at given the time to answer my questionnaires. The respondents were the first semester of non-English in batch 2018 who learn English for general purposes.

In this study, I used convenience sampling to choose the respondent. Convenience sampling is one of non-probability sampling, and this sampling is called accidental sampling. This technique establishes the members of the target population who are easy accessibility, and availability at given the time (Etikan, Musa, Alkassim, 2016, p. 2). Before I give the questionnaire to the respondents, I tried to ask them toward their availability at given the time or to participate in my research. After I get

their certainty from the respondents, then I met them to give the questionnaire to fulfill the answer based on the statements that I have provided before.

D. Method of Data Collection

In gaining the data needed in the research, I conducted survey research-questionnaire. McKay (2006), noted that Brown (2001, p. 2), Survey means that "gather data on the characteristics and views of informants about the nature of language learning through the use of oral interviews or written questionnaires".

In this research, I provided close-ended questions. According to McKay (2006, p. 37), close-ended questions require the respondent to choose one of several specified answers and can also take a variety of forms. One possibility is an alternative-answer question in which students have to select from one of several options such as yes or no, or true or false.

In my research instrument, the questionnaire was provided *alternative-answer:* Never, Sometimes and Often applies to the students, and I translated to *Bahasa Indonesia, Sering Saya Terapkan, Kadang- Kadang Saya Terapkan* and *Tidak Pernah Saya Terapkan*. The Questionnaire provided three sections. Each section has different types of learning styles; Section one, for visual learning style, Section two for auditory learning style, and section three for kinesthetic learning style. The maximum score in any section is thirty and the minimum score is ten.

E. Method of Data Analysis

In this study I used close-ended questions, according to McKay (2006, p. 42) stated that close-ended questions "the responses are given a particular numerical value". I used *Interval scales* to rank the numbers and describe the scale. In this study, the interval scale used in the questionnaire; *Tidak Pernah Saya Terapkan=* 1, *Kadang- Kadang Saya Terapkan=* 2, *Sering Saya Terapkan=* 3. After collecting the data, I analyze those data based on student's questionnaire by using simple formula as follows:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

f = Frequency

n = Number of sample

100% = Constant value

The results from students' questionnaire were calculated by using Microsoft Excel with the formula above to find out the percentage of students' preference of English learning styles. I concluded the data descriptively.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discusses about the finding of the research related to the exploring students' preference of English learning styles in non-English students at Education and Teacher Training Faculty. There were twelve departments of non-English at Education and Teacher Training Faculty, such as: Islamic Teaching Education, Arabic Language Education, Mathematics Education, Physics Education, Biology Education, Chemistry Education, Islamic Education Management, Elementary School Education, Early Childhood Education, Electrical Engineering Education, Counseling Education, and Informatics Engineering Education Department.

I started the research on non-English students at Education and Teacher Training Faculty since 9th–20th November for 11 days, I distributed the questionnaire for fifteen students of each departments in twelve departments at Education and Teacher Training Faculty, which became one hundred and eighty respondents for the research.

A. Research Findings

In this part I will show about the result of my research, the result consists of Tables, Figures, and I provide the explanations after each item. The first finding of this research was showed in Table form. The results from Table 4.1 total sample

from one hundred and eighty respondents of non-English (as you can see in Appendix), were taken from the questionnaire which given by me to the students. The questionnaire consisted of thirty statements and divided into three sections. Each section has ten statements, in every section has different types of learning styles. For section one, the statements about visual learning style, section two the statements about auditory learning style, and section three were about kinesthetic learning style. The maximum score in any section is thirty and the minimum score is ten. From students' answers of thirty statements, therefore, I able to conclude the language learning style preferred by the student.

In order to conclude the data from Table 4.1, here I provide a brief discussion about students' preference in visual, auditory and kinesthetic learning styles.

Table 4.2 Non-English Students' Preference of visual, auditory and kinesthetic Learning Styles.

Learning Style	Frequency	Percentage
Visual	51	28.33%
Auditory	59	32.78%
Kinesthetic	47	26.11%
Visual/ Auditory	10	5.56%
Visual/ Kinesthetic	4	2.22%
Auditory/ Kinesthetic	9	5%
Total	180	100.00

According to the Table 4.2 above, the percentage analysis score for each learning style, the majority of the learners' preference of learning styles was found in

Auditory (32.78%), followed by visual learning styles (28.33%) as the secondary learning style preference. Next, kinesthetic learning style was (26.11%) as the third learning style preference. In the Table 4.2 above also provided students who have multiple learning styles, visual/auditory was 5.56%, visual/ kinesthetic was 2.22%, and auditory/kinesthetic was 5%.

Figure 4.1 The Percentage of Visual Learning Styles of non-English Department Students at Education and Teacher Training Faculty
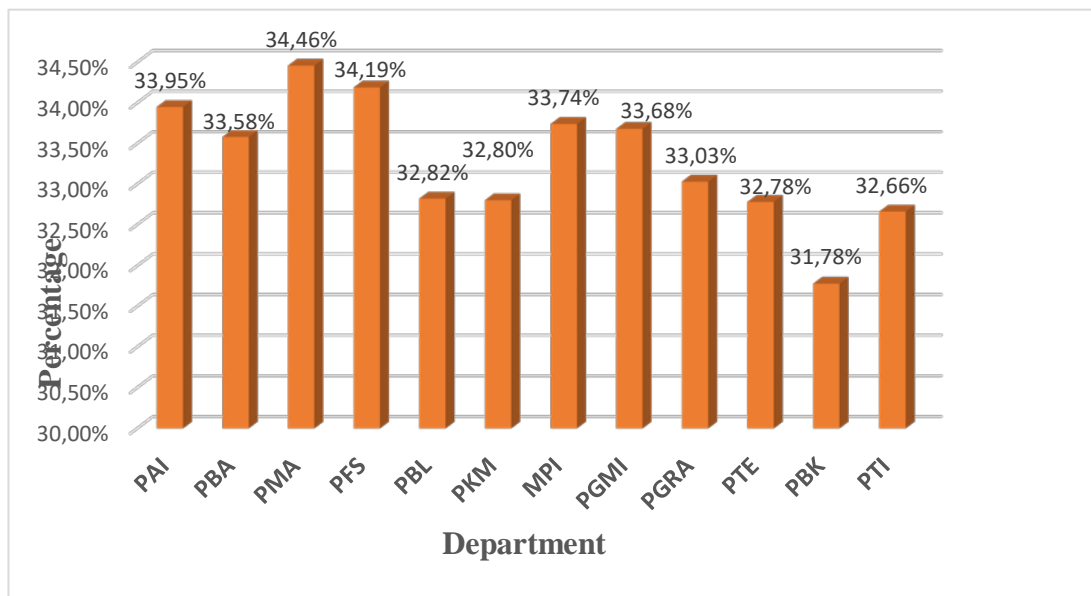
From the Figure 4.1 above, the data shows the various percentages came from different Department. The highest percentage of visual learning style was found in Math Education department (34.46%). Then followed by Physic Education department (34.19%); slightly different from Islamic Teaching Education Department (33.95%). While the other departments, Islamic Education Management was 33.74%; Elementary School Education was 33.68%; Arabic Language Education was 33.58%;

Early Childhood Education was 33.03%; Biology Education was 32.82%; Chemistry Education was 32.80%; Electrical Engineering Education was 32.78%; and last, Informatics Engineering Education Department was 32.66%. On the other hand, the lowest percentage of visual learning styles was found in Counseling Education department (31.78%).

Figure 4.2 The Percentage of Auditory Learning Styles of non-English Department Students at Education and Teacher Training Faculty
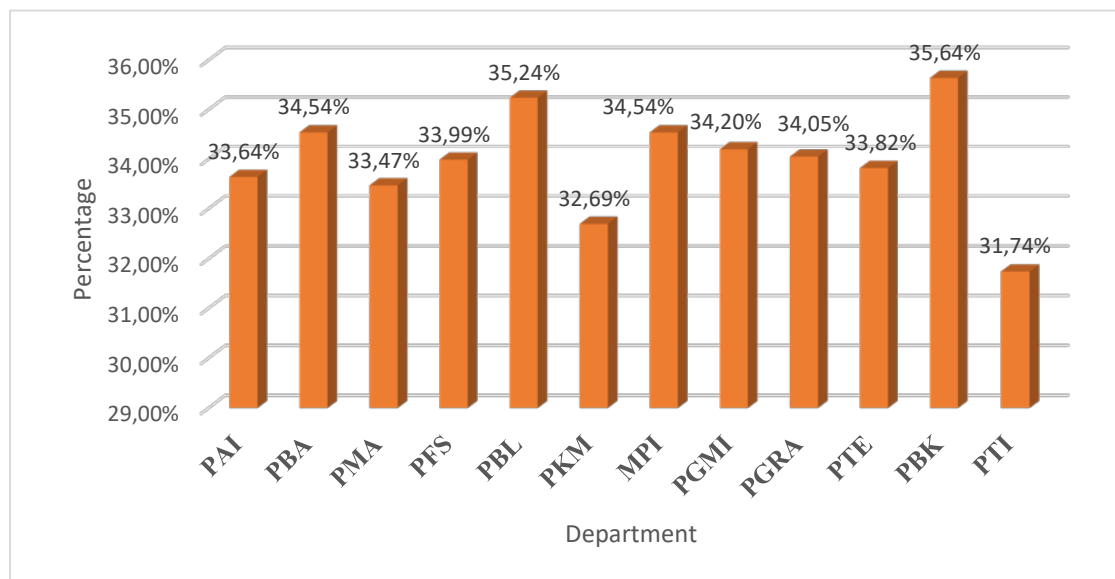
From the Figure 4.2 above, the data shows the various percentages of auditory learning styles came from different Department. The highest percentage of auditory learning style was found in Counseling Education department (35.64%). Then followed by Biology Education department (35.24%); slightly different from Arabic Language Education department (34.54%) and also, Islamic Education Management (34.54%). While the other departments such as, Elementary School Education was

34.20%%; Early Childhood Education was 34.05%; Physic Education was 33.99%; Electrical Engineering Education was 33.82%; Islamic Teaching Education was 33.64%; Math Education was 33.47%, and last Chemistry Education Department was 32.69%. On the other hand, the lowest percentage of auditory learning styles was found in Informatics Engineering Education department (31.74%).

Figure 4.3 The Percentage of Kinesthetic Learning Styles of non-English Department Students at Education and Teacher Training Faculty
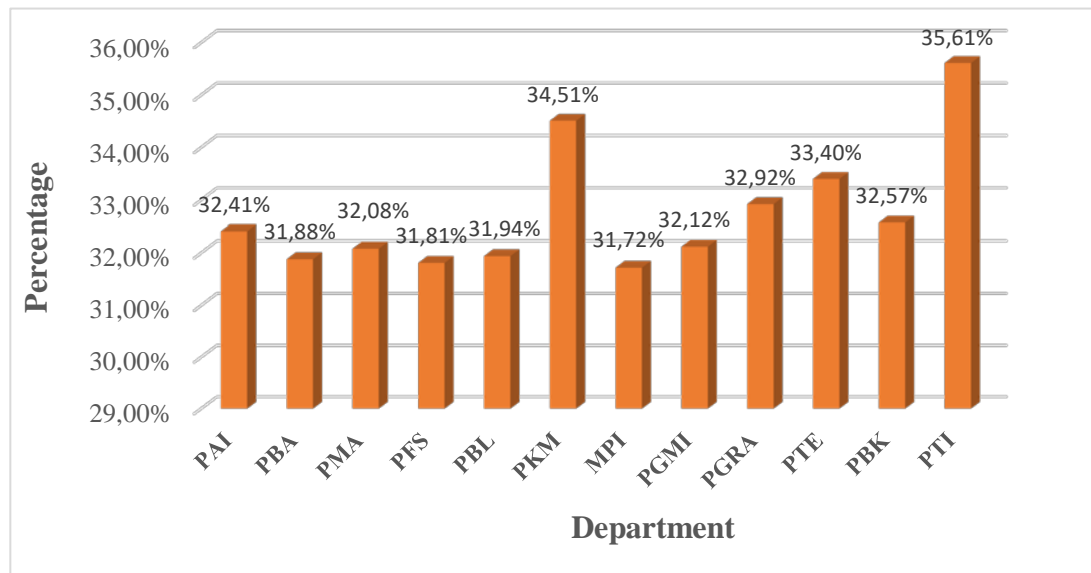
From the Figure 4.3 above, the data shows the various percentages of kinesthetic learning styles came from different Department. The highest percentage of kinesthetic learning style was found in Informatics Engineering Education department (35.61%). Then followed by Chemistry Education department was 34.51%. While the other departments such as, Electrical Engineering Education was 33.40%; Early Childhood Education was 32.92%; Counseling Education was

32.57%; Islamic Teaching Education was 32.41%; Elementary School Education was 32.12%; Math Education was 32.08%; Biology Education was 31.94%; Arabic Language Education was 31.88%, and also Physics Education Department was 31.81%. On the other hand, the lowest percentage of kinesthetic learning styles was found in Islamic Education Management department (31.72%).

To summarize the data above from Figure 4.1, 4.2, and 4.3, I provided the whole percentage of visual, auditory and kinesthetic learning styles of non-English students at Education and Teacher Training Faculty.

Table 4.3 The Percentage of Visual, Auditory, and Kinesthetic Learning Styles of non-English Students at Education and Teacher Training Faculty

Department	Total respondents	Visual	Auditory	Kinesthetic
PAI	15	**33.95%**	33.64%	32.41%
PBA	15	33.58%	**34.54%**	31.88%
PMA	15	**34.46%**	33.47%	32.08%
PFS	15	**34.19%**	33.99%	31.81%
PBL	15	32.82%	**35.24%**	31.94%
PKM	15	32.80%	32.69%	**34.51%**
MPI	15	33.74%	**34.54%**	31.72%
PGMI	15	33.68%	**34.20%**	32.12%
PGRA	15	33.03%	**34.05%**	32.92%
PTE	15	32.78%	**33.82%**	33.40%
PBK	15	31.78%	**35.64%**	32.57%
PTI	15	32.66%	31.74%	**35.61%**

From the Table 4.3 above, the data shows that the highest percentages response of visual learning styles was found in Math Education department (34.46%). Then followed by Physic Education department (34.19%); slightly

different from Islamic Teaching Education Department (33.95%). In contrast, the lowest percentage of visual learning styles was found in Counseling Education department (31.78%).

The highest percentage response of Auditory learning styles was found in Counseling Education department (35.64%). Then followed by Biology Education department (35.24%); slightly different from Arabic Language Education department (34.54%) and also, Islamic Education Management (34.54%). On the other hand, the lowest percentage of auditory learning styles was found in Informatics Engineering Education department (31.74%).

The highest percentage response of Kinesthetic learning styles was found in Informatics Engineering Education Department (35.61%). Then followed by Chemistry Education department (34.51%). On the other hand, the lowest percentage of kinesthetic learning styles was found in Islamic Education Management department (31.72%).

B. Discussion

After providing the analysis above, the findings will be discussed to answer research questions proposed in the first chapter. There are two research questions that guide me in doing this analysis. The first research question "how do non-English department students learn English?" to answer this research questions from Table 4.2 above, it showed that there were one hundred and eighty non-

English students who have different preferred learning styles and they also have various ways in learning English. It is indicated that, there were 59 students (32.78%) who have auditory learning style preference. Then, there were 51 students (28.33%) who have visual learning style preference. While 47 students (26.11%) who have kinesthetic learning style. In addition, there were 10 students (5.56%) who have visual/ auditory learning styles, there were 9 students (5%) who have auditory/ kinesthetic learning styles preferences, and last only 4 students (2.22%) who have visual/ kinesthetic learning styles. This data was proved based on the results of the questionnaire, it has showed that each student who have preferred this learning style, it means they have applied this style in their learning.

Students with visual learning styles tend to learn by reading the text book; reading the book with lots of picture in it; understand better if the lesson written down in white board; remember the spelling a word better if they see it written down; learning English by using the flashcards; enjoy learning through watching videos; and they also understand better if they learn through hand-out. As mentioned in chapter II, Fatt (2000, p. 35) stated that this kind of learners with visual learning preference "see the world by constructing or remembering mental images". Fatt also added that visual learners would prefer reading, observing, and displaying of data. Visual students would rather learn by watching movies, film strips, pictures, and graphs which help integrate the subject.

While students with auditory learning styles, they prefer to learn by hearing to someone' explanation; learn better when someone tells them how to do something in class; enjoy learning when they involved to the listening class; easier to remember to the things that they heard; prefer learning through lecturer's explanation; enjoy learning through listening to the English music; memorize the vocabularies by spelling it out loud to make them remember; and study for the test by having someone to ask them questions so that they can remember better. It has remarked in chapter II, Fatt (2000, p.35) stated that person with an auditory learning preference, prefer sound and make better decisions on what they have heard. He also added that "auditory learners would prefer lectures, seminars, discussions, and tapes". By letting auditory learners listen to tape recordings of material, they are more likely to ask questions about what they have learned and may not have understood.

Whereas students with kinesthetic learning styles, they prefer to learn by participating in role playing; learn more when they can make a model of something; prefer not to study at the desk; enjoy learning by doing experiments; enjoy making something for class project; enjoy learning through playing a drama; think better if they have the freedom to move around; enjoy learning through playing some games; and like to do creative things with their hands. As mentioned in chapter II, Fatt (2000, p. 36) stated that students who are considered to be kinesthetic learners prefer to learn by doing. He also added that kinesthetic learners "prefer a trial and

error method of learning". This type of learner would rather not learn by explanations, visual presentations, and discussions, in another words a kinesthetic learner would rather learn with hands-on experience which helps them create and develop what they have learned.

For the second research question, "what are non-English department students' learning styles preference in learning English?" I found that some differences of the result of respondents in non-English department students, and it proven by the data from Table 4.3 above. The data shows that every non-English department have their learning styles preference in learning English, as mentioned in previous chapter, Birenbaum (2007, as cited in Rowe 2008) stated that students' preference of learning style means students' own style in learning English. Based on the result, I found that the students from Islamic Teaching Education prefer to learn with visual learning style (33.95%); Arabic Language Education prefer to learn with Auditory learning style (34.54%); Math Education prefer to learn with visual learning style (34.46%); Physic Education prefer to learn with visual learning style (34.19%); Biology Education prefer to learn with auditory learning style (35.24%); Chemistry Education prefer to learn with kinesthetic learning style (34.51%); Islamic Management Education prefer to learn with auditory learning style (34.54%); Elementary School Education prefer to learn with auditory learning style (34.20%); Early Childhood Education prefer to learn with auditory learning style (34.05%); Electrical Engineering Education prefer to learn with auditory

learning style (33.82%); Counseling Education prefer to learn with auditory learning style (35.64%); and Informatics Engineering Education Department prefer to learn with kinesthetic learning style (35.61%).

Based on the Table 4.3 above, from twelve departments it can be conclude that, the highest percentages response of visual learning styles was found in Math Education Department (34.46%). The highest percentage response of Auditory learning styles was found in Counseling Education Department (35.64%). And the highest percentage response of Kinesthetic learning styles was found in Informatics Engineering Education Department (35.61%).

In this section, I further explained about knowing the importance of learning styles for the students and the teachers. Learning styles is importance for the students, because if they aware of their styles of learning, so they can improve their skill in learning and make them easier to understand the process of teaching and learning in the classroom. As mentioned in chapter II, Basico (2017) said that, the supporters of the learning style theory believe that, "when students know their learning style, they can enhance the effectiveness of their own learning, thus making them aware of how they learn best". By knowing the learning style and using the right strategy can make learning will be faster, more enjoyable and more effective.

Learning styles is also importance to the teacher, because by knowing many styles of students in learning so the teacher can prepare many strategies or

techniques in teaching or managing the classroom. Therefore, the teacher will get students' interest and will achieve the goal of teaching. As mentioned in chapter II, having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use" (Lohri, 2003, as cited in Benders & Ellington, 2012). It means the teacher can manage their teaching instruction more effectively in the learning process, because students have different background and preferences in the way they take in and process the information.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestions of the study. In this section, the analysis of data and the discussion of the result would be reiterated and summarized accordingly. Some suggestions are presented regarding the proposed study and recommended future works related to the study that could be conducted by other researchers.

A. Conclusion

Based on the data gathered, it can be concluded that one hundred and eighty students on non-English department of Education and Teacher Training Faculty at Ar-Raniry State Islamic University learn English in various ways based on their preferences. There are three learning styles I provided in the questionnaire, such as visual, auditory and kinesthetic, I chose this learning style because I focused on Fatt's theory and questionnaire model reproduced by O'Brien. Students who have visual learning style, they prefer to learn by reading the textbook, read the book with lots of picture in it, understand better if the lesson written down in whiteboard, remember the spelling a word better if they see it written down, learn English by using the flashcards, enjoy learning through watching videos, and they also understand better if they learn through hand-out. While the auditory learners, they prefer to learn by hearing to someone' explanation, learn better when someone tells them how to do

something in class, enjoy learning when they involved to the listening class, easier to remember to the things that they heard, prefer to learn through lecturer's explanation, enjoy in learning through listening to the English music, memorize the vocabularies by spell it out loud to make them remember, and study for the test by having someone to ask them questions so that they can remember better. Last, learners who have kinesthetic learning style, they prefer to learn by participate in role-playing, learn more when they can make a model of something, they prefer not to study at the desk, enjoy to learn by doing experiments, enjoy to make something for class project, learn through playing a drama, they can think better if they have the freedom to move around, enjoy to learn through playing some games, and they like to do creative things with their hands.

Overall, twelve of non-English language education department students of Education and Teacher Training Faculty with the highest percentage response of learning styles preference in learning English in visual learning styles were found in Math education department (34.46%), and in auditory learning styles was found in Counseling education department (35.64%), and the last, in kinesthetic learning styles was found in Informatics Engineering education department (35.61%).

B. Suggestion

Based on the conclusion above, I give some suggestions to those who interested in this research field as follow:

Firstly, for students, by knowing the learning style they can enhance the effectiveness of their own learning, thus, they will be interested in learning English. Secondly, for the teacher, by an understanding of learning styles of the students, they can provide effective learning strategies or techniques in teaching their students, thus background of students will make the teachers aware how to solve the problem of the instructional process.

In addition, I hope that the next researchers will continue this research by conducting further investigation or observation in order to get more information from students learning style preference. Moreover, in this research I only provided three learning styles to explore non-English Language Education Department students learning styles preference, I hope to the next researcher to add more than three types of learning styles.

Finally, I hope that the research not only useful for students or lecturers, but also for the management of the Faculty of Education and Teacher Training and English Language Education Department.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8839/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-596/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:
1. Dr. T. Zulfikar, M.Ed   Sebagai Pembimbing Pertama
2. Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Eka Ratna**
NIM	:	**140203198**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Exploring Students' Preference of English Learning Styles (A Survey on Non-English Language Education Department Students of FTK UIN Ar-Raniry)**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 September 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Nomor : B- 11597 /Un.08/TU-FTK/ TL.00/11/2018   05 November 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Eka Ratna
N I M	:	140 203 198
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. T. Nyak Arief, Rukoh, Kec. Syiah Kuala, Banda Aceh

Untuk mengumpulkan data pada:

Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Exploring Students' Preference of English Learning Styles (A Survey on Non-English Language Education Department Students' of FTK UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzan Ali

Kode 9323

SURAT KETERANGAN
Nomor :B-181/ Un.08/Kasub.AKA/TL.00/01/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini menerangkan bahwa:

Nama   : Eka Ratna

NIM   : 140203198

Program Studi : Pendidikan Bahasa Inggris

benar yang namanya di atas telah melakukan pengumpulan data dalam rangka menyelesaikan penelitian Skripsi dengan Judul "Exploring Students' Preference of English Learning Styles (A Survey on Non-English Language Education Department Students of FTK UIN Ar-Raniry)" pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh. Penelitian tersebut telah dilaksanakan pada tanggal 09 s.d 16 November 2018.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Banda Aceh, 04 Januari 2019
A.n Dekan
Kepala   Sub.   Bagian   Akademik,
Kemahasiswaan dan Alumni

Marzuki

Learning Style Questionnaire

Learning Channel Preference checklist questionnaire model reproduced here is by O'Brien and I modified it to meet my research need. This questionnaire contains VAK (visual, auditory, kinesthetic) Learning Styles Self-Assessment. In section one provided the questionnaire for visual style, section two for auditory style, and section three is for the kinesthetic style.

To complete this questionnaire, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to student	Sometimes applies to student	Often applies to student

SECTION ONE:

1. _____ In learning English, I understand better when I read the textbook.

2. _____ In learning English, I enjoy reading the book with lots of pictures in it.

3. _____ In learning English, I learn more by reading the textbook than by listening to the lecturer.

4. _____ In learning English, I understand better if it is written down in a whiteboard.

5. _____ In learning English, I remember the spelling of a word better if I see it is written down than if someone spells it out loud.

6. _____ In learning English, when lecturer explained a subject, I really don't understand it until I see it written down.

7. _____ In learning English, I prefer reading the subject then listening to the lecturer's explanation.

8. _____ In learning English, using flashcards it helps me to retain material for tests.

9. _____ In learning English, I enjoy learning through watching videos.

10. _____ In learning English, I understand better if I learn through hand-out than someone's explanation.

Total_____

SECTION TWO:

1. _____ In learning English, I remember better if I hear to someone explanation than I read it.

2. _____ In learning English, I learn better when someone tells me how to do something in class.

3. _____ In learning English, I enjoy learning when I involved in the listening class.

4. _____ In learning English, I understand how to do something if someone tells me, rather than having to read the same thing to myself.

5. _____ In learning English, I remember things that I hear, rather than things that I see or read.

6. _____ In learning English, I find it easier to remember what I have heard than what I have read.

7. _____ In learning English, I prefer learning through lecturer's explanation than I read a textbook.

8. _____ In learning English, I enjoy learning through listening to English music.

9. _____ In learning English, I memorize the vocabulary by spell it out loud to make me remember better.

10. _____ In learning English, I study better for the test by having my friend ask me questions so that I can remember better.

Total_____

SECTION THREE:

1. _____ In learning English, I understand things better in class when I participate in role-playing.

2. _____ In learning English, I learn more when I can make a model of something in class.

3. _____ In learning English, I prefer not to study at the desk.

4. _____ In learning English, I enjoy learning by doing experiments.

5. _____ In learning English, I enjoy making something for a class project.

6. _____ In learning English, I remember better what I have learned when I can make things for my studies.

7. _____ In learning English, I enjoy learning through playing a drama.

8. _____ In learning English, I think better when I have the freedom to move around.

9. _____ In learning English, I enjoy learning through playing some games.

10. _____ In learning English, I like to do creative things with my hands.

*Total*_____

SCORING:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is thirty and the minimum score is ten. Note the preference next to each section.

Section One score: _____(Visual)

Section Two score: _____(Auditory)

Section Three score: _____(Kinesthetic)

Preferred learning style is _____

QUESTIONNAIRE

Nama :
NIM   :
Unit   :
Jurusan:

Untuk melengkapi questionnaire dibawah ini, bacalah setiap kalimat dengan teliti dan pertimbangkan apakah pernyataan itu diterapkan oleh kamu dalam belajar bahasa Inggris. Jika SERING kamu terapkan dalam pembelajaran Bahasa Inggris isilah dengan tanda checklist (√) pada kotak sering, jika KADANG-KADANG kamu terapkan isilah dengan tanda checklist (√) pada kotak kadang-kadang, dan jika TIDAK PERNAH kamu terapkan isilah dengan tanda (√) pada kotak tidak pernah. Mohon tanggapi semua pernyataan dibawah ini untuk setiap sesi nya.

3= Sering Saya Terapkan

2= Kadang-kadang Saya Terapkan

1= Tidak pernah Saya Terapkan

BAGIAN SATU

No	Pernyataan	Sering	Kadang-kadang	Tidak Pernah
1.	Dalam belajar Bahasa Inggris, Saya lebih mengerti ketika saya membaca buku teks.			
2.	Dalam belajar Bahasa Inggris, Saya menikmati membaca buku yang banyak gambar didalamnya.			
3.	Dalam belajar Bahasa Inggris, Saya lebih tertarik belajar dengan membaca buku teks dari pada belajar dengan mendengarkan penjelasan			

	dosen.			
4.	Dalam belajar Bahasa Inggris, Saya lebih mengerti jika pelajarannya tertulis di papan tulis.			
5.	Dalam belajar Bahasa Inggris, saya akan mengingat dengan baik jika kata ejaan tersebut tertulis daripada jika seseorang mengejanya untuk saya.			
6.	Dalam belajar Bahasa Inggris, Ketika dosen menjelaskan pelajaran, saya betul-betul tidak paham sampai pembahasan tersebut di tulis di papan tulis.			
7.	Dalam belajar Bahasa Inggris, Saya lebih suka membaca pembelajaran yang tertulis daripada mendengarkan kepada penjelasan dosen.			
8.	Dalam belajar Bahasa Inggris, belajar menggunakan kartu akan membantu saya untuk mengingat materi ketika ujian nanti.			
9.	Dalam belajar Bahasa Inggris, Saya menikmati pembelajaran dengan menonton video-video Bahasa inggris.			
10.	Dalam belajar Bahasa Inggris, Saya lebih mengerti jika saya belajar dengan membaca kertas copyan daripada seseorang menjelaskannya.			

*Total*_____

BAGIAN DUA

No	Pernyataan	Sering	Kadang-kadang	Tidak Pernah
1.	Dalam belajar Bahasa Inggris, Saya akan mengingat dengan baik jika saya mendengarkan penjelasan seseorang daripada saya membacanya sendiri.			
2.	Dalam belajar Bahasa Inggris, saya lebih suka belajar ketika seseorang mengarahkan saya untuk melakukan sesuatu di kelas.			
3.	Dalam belajar Bahasa Inggris, Saya menikmati belajar ketika saya terlibat di dalam kelas Listening.			
4.	Dalam belajar Bahasa Inggris, Saya mengerti bagaimana melakukan sesuatu jika seseorang memberitahu saya, daripada harus membacanya sendiri.			
5.	Dalam belajar Bahasa Inggris, saya mengerti sesuatu yang saya dengar, daripada sesuatu yang saya lihat atau baca.			
6.	Dalam belajar Bahasa Inggris, Saya merasa lebih mudah mengingat yang telah saya dengar daripada mengingat apa yang telah saya baca.			
7.	Dalam belajar Bahasa Inggris, saya lebih suka belajar dengan mendengarkan penjelasan dosen daripada membaca di buku teks.			
8.	Dalam belajar Bahasa Inggris, saya menikmati belajar melalui lagu-lagu Bahasa Inggris yang saya dengarkan.			

No	Pernyataan		
9.	Dalam belajar Bahasa Inggris, saya menghafal vocab dengan cara mengejanya dengan keras untuk membuat saya cepat menghafalnya.			
10.	Dalam belajar Bahasa Inggris, ketika ujian saya lebih senang belajar dengan cara bertanya jawab bersama teman saya, dan itu akan membuat saya cepat mengingatnya.			

*Total*_____

BAGIAN TIGA

No	Pernyataan	Sering	Kadang-kadang	Tidak Pernah
1.	Dalam belajar Bahasa Inggris, saya lebih paham pembelajaran tersebut ketika saya bisa berpartisipasi dalam bermain peran.			
2.	Dalam belajar Bahasa Inggris, saya lebih suka belajar ketika saya bisa membuat sesuatu hal dalam pembelajaran.			
3.	Dalam belajar Bahasa Inggris, saya tidak suka belajar dan menulis diatas meja.			
4.	Dalam belajar Bahasa Inggris, saya lebih menikmati belajar dengan melakukan eksperimen.			
5.	Dalam belajar Bahasa Inggris, saya lebih menikmati membuat sesuatu untuk kelas project saya.			
6.	Dalam belajar Bahasa Inggris, saya lebih suka mengingat apa yang telah saya pelajari ketika saya bisa menghasilkan sesuatu untuk pembelajaran saya.			
7.	Dalam belajar Bahasa Inggris, saya lebih tertarik ketika belajar melalui bermain sebuah drama.			
8.	Dalam belajar Bahasa Inggris, saya lebih mudah			

	berfikir jika saya memiliki kebebasan untuk bergerak.			
9.	Dalam belajar Bahasa Inggris, saya lebih tertarik belajar dengan bermain games.			
10.	Dalam belajar Bahasa Inggris, saya lebih suka mengerjakan sesuatu yang kreatif dengan menggunakan tangan saya.			

*Total*_____

SCORING:

1. Nilai untuk bagian pertama: _____(Visual)

2. Nilai untuk bagian kedua: _____(Auditory)

3. Nilai untuk bagian ketiga: _____(Kinesthetic)

Gaya belajar yang kamu miliki adalah _____

Note:

Learning Channel Preference checklist questionnaire model reproduced by O'Brien and I modified it to meet my research need. This questionnaire contains VAK (visual, auditory and kinesthetic) Learning Styles Self-Assessment. In this questionnaire provided three sections, each section has different types of learning styles. For section one, the statement about visual learning style, Section two the statement about auditory learning style, and section three was about kinesthetic learning style. The maximum score in any section was thirty and the minimum score was ten.

Learning Styles Questionnaire

Untuk melengkapi questionnaire dibawah ini, bacalah setiap kalimat dengan teliti dan pertimbangkan apakah pernyataan itu diterapkan oleh kamu dalam belajar bahasa Inggris atau tidak. Jika SERING kamu terapkan dalam pembelajaran Bahasa Inggris maka klik lah pada kata SERING, jika KADANG-KADANG kamu terapkan maka klik lah pada kata KADANG-KADANG, dan jika TIDAK PERNAH kamu terapkan maka klik lah pada kata tidak pernah. Mohon tanggapi semua pernyataan dibawah ini untuk setiap sesi nya.

Nama *

NIM *

Teks jawaban singkat

Jurusan *

- [ ] PAI
- [ ] PBA
- [ ] PMA
- [ ] PFS
- [ ] PBL
- [ ] PKM
- [ ] MPI

- [ ] PGMI

- [ ] PGRA

- [ ] PTE

- [ ] Bimbingan Konseling

- [ ] PTI

Unit *

Teks jawaban singkat
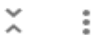
BAGIAN SATU

Pada bagian ini pernyataan dibawah mengenai visual learning style. Visual learning style (atau dikenal dengan gaya belajar visual) dimana gaya belajar visual diterapkan oleh siswa yang lebih cenderung belajar dengan cara membaca atau melihat objek nyata.

1. Dalam belajar Bahasa Inggris, Saya lebih mengerti ketika saya membaca buku teks. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

2. Dalam belajar Bahasa Inggris, Saya menikmati membaca buku yang banyak gambar didalamnya. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

3. Dalam belajar Bahasa Inggris, Saya lebih tertarik belajar dengan membaca buku teks dari pada belajar dengan mendengarkan penjelasan dosen. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

4. Dalam belajar Bahasa Inggris, Saya lebih mengerti jika pelajarannya tertulis di papan tulis. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

5. Dalam belajar Bahasa Inggris, saya akan mengingat dengan baik jika kata ejaan tersebut tertulis daripada jika seseorang mengejanya untuk saya. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

6. Dalam belajar Bahasa Inggris, Ketika dosen menjelaskan pelajaran, saya betul-betul tidak paham sampai pembahasan tersebut di tulis di papan tulis. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

7. Dalam belajar Bahasa Inggris, Saya lebih suka membaca pembelajaran yang tertulis daripada mendengarkan kepada penjelasan dosen. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

8. Dalam belajar Bahasa Inggris, belajar menggunakan kartu akan membantu * saya untuk mengingat materi ketika ujian nanti.

	1	2	3	
Tidak Pernah	○	○	○	Sering

9. Dalam belajar Bahasa Inggris, Saya menikmati pembelajaran dengan menonton video-video Bahasa inggris. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

10. Dalam belajar Bahasa Inggris, Saya lebih mengerti jika saya belajar dengan membaca kertas copyan daripada seseorang menjelaskannya *

	1	2	3

Bagian Dua

Pada bagian ini pernyataan dibawah mengenai auditory learning style. Auditory learning style (atau dikenal dengan gaya belajar auditory) dimana gaya belajar auditory diterapkan oleh siswa yang lebih cenderung belajar melalui mendengar.

1. Dalam belajar Bahasa Inggris, Saya akan mengingat dengan baik jika saya *
mendengarkan penjelasan seseorang daripada saya membacanya sendiri.

	1	2	3	
Tidak Pernah	○	○	○	Sering

2. Dalam belajar Bahasa Inggris, saya lebih suka belajar ketika seseorang *
mengarahkan saya untuk melakukan sesuatu di kelas.

	1	2	3	
Tidak Pernah	○	○	○	Sering

3. Dalam belajar Bahasa Inggris, Saya menikmati belajar ketika saya terlibat *
di dalam kelas Listening.

	1	2	3	
Tidak Pernah	○	○	○	Sering

4. Dalam belajar Bahasa Inggris, Saya mengerti bagaimana melakukan sesuatu jika seseorang memberitahu saya, daripada harus membacanya sendiri. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

5. Dalam belajar Bahasa Inggris, saya mengerti sesuatu yang saya dengar, daripada sesuatu yang saya lihat atau baca. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

6. Dalam belajar Bahasa Inggris, Saya merasa lebih mudah mengingat yang telah saya dengar daripada mengingat apa yang telah saya baca. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

7. Dalam belajar Bahasa Inggris, saya lebih suka belajar dengan mendengarkan penjelasan dosen daripada membaca di buku teks. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

8. Dalam belajar Bahasa Inggris, saya menikmati belajar melalui lagu-lagu Bahasa Inggris yang saya dengarkan. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

9. Dalam belajar Bahasa Inggris, saya menghafal vocab dengan cara mengejanya dengan keras untuk membuat saya cepat menghafalnya. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

10. Dalam belajar Bahasa Inggris, ketika ujian saya lebih senang belajar dengan cara bertanya jawab bersama teman saya, dan itu akan membuat saya cepat mengingatnya. *

Bagian Tiga

Pada bagian ini pernyataan dibawah mengenai kinesthetic learning style. Kinesthetic learning style (atau dikenal dengan gaya belajar kinesthetic) dimana gaya belajar kinesthetic diterapkan oleh siswa yang lebih cenderung belajar melalui bergerak.

1. Dalam belajar Bahasa Inggris, saya lebih paham pembelajaran tersebut ketika saya bisa berpartisipasi dalam bermain peran *

	1	2	3	
Tidak Pernah	○	○	○	Sering

2. Dalam belajar Bahasa Inggris, saya lebih suka belajar ketika saya bisa membuat sesuatu hal dalam pembelajaran *

	1	2	3

3. Dalam belajar Bahasa Inggris, saya tidak suka belajar dan menulis diatas meja *

	1	2	3	
Tidak Pernah	○	○	○	Sering

4. Dalam belajar Bahasa Inggris, saya lebih menikmati belajar dengan melakukan eksperimen *

	1	2	3	
Tidak Pernah	○	○	○	Sering

5. Dalam belajar Bahasa Inggris, saya lebih menikmati membuat sesuatu untuk kelas project saya *

1 2 3

6. Dalam belajar Bahasa Inggris, saya lebih suka mengingat apa yang telah saya pelajari ketika saya bisa menghasilkan sesuatu untuk pembelajaran saya. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

7. Dalam belajar Bahasa Inggris, saya lebih tertarik ketika belajar melalui bermain sebuah drama. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

8. Dalam belajar Bahasa Inggris, saya lebih mudah berfikir jika saya memiliki kebebasan untuk bergerak *

9. Dalam belajar Bahasa Inggris, saya lebih tertarik belajar dengan bermain games. *

	1	2	3	
Tidak Pernah	○	○	○	Sering

10. Dalam belajar Bahasa Inggris, saya lebih suka mengerjakan sesuatu yang kreatif dengan menggunakan tangan saya *

	1	2	3	
Tidak Pernah	○	○	○	Sering

Table 4.1 Total Sample from Respondents of non-English Students at Education and Teacher Training Faculty

NO	Students' Initial	Department	Gender	LS		
				V	A	K
1	AML	PAI	Male	**25**	22	20
2	CMJ	PAI	Female	**21**	**21**	18
3	LAG	PAI	Female	19	19	**23**
4	MIZ	PAI	Male	21	**28**	21
5	RM	PAI	Female	**23**	21	22
6	RN	PAI	Female	**21**	19	16
7	GR	PAI	Female	**22**	**22**	20
8	SF	PAI	Female	**26**	24	22
9	RV	PAI	Male	19	21	**22**
10	TS	PAI	Male	**21**	20	20
11	AT	PAI	Male	22	24	**26**
12	SDA	PAI	Female	20	**22**	20
13	FM	PAI	male	**19**	17	18
14	FR	PAI	male	**28**	22	21
15	AM.RM	PAI	Female	25	27	**28**
16	ED	PBA	Female	19	**25**	19
17	MRM	PBA	Male	19	**24**	18
18	MS	PBA	Female	23	**27**	21
19	RM	PBA	Female	19	**24**	18
20	SM	PBA	Male	**22**	**22**	15
21	ZV	PBA	Female	22	20	**27**
22	CFU	PBA	Female	19	**20**	19
23	MI	PBA	Male	20	**24**	20
24	FTS	PBA	Female	**24**	12	17
25	AH	PBA	Male	**26**	21	20
26	FA	PBA	Female	**20**	19	18
27	MA	PBA	Male	**24**	**24**	23
28	NN	PBA	Female	20	**23**	20
29	NWK	PBA	Female	17	20	**27**
30	RA	PBA	Male	**22**	20	18
31	AAH	PMA	Female	**24**	22	21

32	AH	PMA	Female	24	**26**	24
33	HM	PMA	Male	**27**	23	26
34	MA	PMA	Female	**24**	23	22
35	WA	PMA	Male	22	23	**24**
36	SSK	PMA	Female	**25**	24	22
37	MHS	PMA	Male	**25**	**25**	24
38	AR	PMA	Male	17	**23**	17
39	TSS	PMA	Male	**22**	20	20
40	TF	PMA	Male	**26**	21	20
41	RR	PMA	Male	**22**	20	19
42	RZR	PMA	Male	**28**	21	24
43	MA	PMA	Male	**23**	20	20
44	CA	PMA	Female	18	**25**	16
45	AD	PMA	Male	21	22	**25**
46	CRJ	PFS	Female	23	**25**	16
47	RF	PFS	Male	24	**27**	20
48	RKH	PFS	Female	**20**	19	12
49	SA	PFS	Female	**22**	19	16
50	YM	PFS	Female	23	**25**	16
51	RN	PFS	Female	**30**	29	28
52	NAA	PFS	Female	23	25	**26**
53	NH	PFS	Female	**22**	13	20
54	HR	PFS	Male	**21**	20	20
55	MN	PFS	Female	**24**	22	**24**
56	MF	PFS	Male	24	25	**26**
57	SN	PFS	Female	20	**30**	26
58	NR	PFS	Female	25	24	**27**
59	MA	PFS	Male	21	20	**24**
60	RS	PFS	Female	**23**	20	20
61	BN	PBL	Female	21	**23**	18
62	DRN	PBL	Female	**22**	21	21
63	KK	PBL	Male	26	27	**28**
64	MR	PBL	Female	22	**24**	19
65	SA	PBL	Female	22	**29**	28
66	IM	PBL	Male	**23**	20	20
67	AN	PBL	Female	21	27	**29**

68	RM	PBL	Male	**20**	**20**	19
69	MR	PBL	Female	**24**	22	19
70	SA	PBL	Female	**21**	**21**	18
71	TMS	PBL	Female	26	**27**	23
72	YM	PBL	Male	21	**30**	22
73	SRS	PBL	Female	21	**26**	19
74	KA	PBL	Male	25	**26**	24
75	AL	PBL	Female	**23**	20	22
76	BA	PKM	Male	21	20	**27**
77	CFKS	PKM	Female	22	24	**26**
78	NC	PKM	Male	19	20	**24**
79	NFM	PKM	Female	20	22	**23**
80	VZ	PKM	Female	19	**24**	14
81	FR	PKM	Male	21	**22**	20
82	LF	PKM	Female	**26**	19	19
83	VS	PKM	Female	20	22	**27**
84	AS	PKM	Female	18	**25**	24
85	MR	PKM	Female	23	**24**	20
86	HM	PKM	Female	**24**	22	21
87	CZV	PKM	Female	23	24	**25**
88	IPP	PKM	Female	24	13	**25**
89	IA	PKM	Female	**23**	19	**23**
90	NM	PKM	Female	22	**24**	**24**
91	CJ	MPI	Female	**18**	**18**	15
92	FM	MPI	Male	22	23	**24**
93	IA	MPI	Female	**20**	16	17
94	MHR	MPI	Male	21	**24**	**24**
95	NR	MPI	Female	20	**21**	17
96	JL	MPI	Female	**30**	**30**	27
97	RB	MPI	Female	22	**24**	18
98	RA	MPI	Male	**22**	20	18
99	ANF	MPI	Female	**21**	19	11
100	RA	MPI	Female	22	**28**	25
101	ZK	MPI	Male	22	**29**	26
102	MAF	MPI	Male	24	**26**	17
103	MJ	MPI	Male	26	23	**28**

104	SM	MPI	Male	**23**	22	**23**
105	EWAR	MPI	Male	22	20	**25**
106	IF	PGMI	Female	**24**	20	19
107	KA	PGMI	Male	17	19	**25**
108	SA	PGMI	Female	**22**	21	19
109	WV	PGMI	Female	20	**21**	17
110	YRN	PGMI	Female	**21**	20	17
111	CKIP	PGMI	Female	**19**	17	12
112	MA	PGMI	Female	25	20	**26**
113	RS	PGMI	Female	25	22	**26**
114	RN	PGMI	Female	21	**22**	16
115	EM	PGMI	Female	**21**	20	20
116	WV	PGMI	Female	19	**22**	18
117	FN	PGMI	Female	23	**25**	22
118	IS	PGMI	Female	26	**27**	**27**
119	SF	PGMI	Female	21	**23**	20
120	MR	PGMI	Female	19	**29**	24
121	MR	PGRA	Female	19	**22**	18
122	RSL	PGRA	Female	23	**25**	24
123	RRM	PGRA	Female	19	19	**21**
124	TP	PGRA	Female	**24**	**24**	20
125	ZJ	PGRA	Female	**25**	23	20
126	ABB	PGRA	Female	**24**	16	19
127	UM	PGRA	Female	19	**20**	**20**
128	HN	PGRA	Female	19	**22**	20
129	FA	PGRA	Female	22	**25**	22
130	CAC	PGRA	Female	24	22	**25**
131	AH	PGRA	Female	20	**21**	20
132	SM	PGRA	Female	21	**26**	**26**
133	WS	PGRA	Female	20	22	**23**
134	WSA	PGRA	Female	18	**20**	**20**
135	LKW	PGRA	Male	**25**	**25**	23
136	DM	PTE	Male	24	**26**	19
137	MW	PTE	Female	20	**26**	22
138	RM	PTE	Male	**21**	20	20
139	RS	PTE	Male	19	**25**	22

140	ZKW	PTE	Male	**21**	11	20
141	ARG	PTE	Male	25	24	**28**
142	TRZ	PTE	Male	19	17	**21**
143	MSF	PTE	Male	20	**22**	20
144	PS	PTE	Female	19	21	**28**
145	MS	PTE	Male	**20**	19	15
146	FF	PTE	Female	24	**26**	26
147	RMH	PTE	Male	20	20	**23**
148	RMF	PTE	Male	17	**21**	20
149	JM	PTE	Female	22	**27**	16
150	RSP	PTE	Male	**25**	21	22
151	MA	PBK	Female	21	**26**	26
152	NI	PBK	Female	21	**26**	20
153	NPL	PBK	Female	24	**28**	26
154	RA	PBK	Female	21	**28**	23
155	SS	PBK	Female	20	24	**26**
156	SLH	PBK	Female	16	18	**21**
157	USD	PBK	Female	19	17	**22**
158	RAY	PBK	Female	**22**	20	21
159	GR	PBK	Female	16	**23**	23
160	PA	PBK	Female	27	**28**	15
161	FN	PBK	Female	22	**25**	21
162	PAL	PBK	Female	25	26	**27**
163	MMU	PBK	Female	**24**	22	17
164	TA	PBK	Male	23	**24**	18
165	YM	PBK	Female	20	**25**	23
166	MA	PTI	Male	17	17	**22**
167	MAM	PTI	Male	20	**24**	21
168	MFA	PTI	Male	**30**	22	25
169	RAS	PTI	Male	22	19	**24**
170	YS	PTI	Male	20	21	**24**
171	RB	PTI	Female	22	23	**25**
172	MR	PTI	Female	22	25	**26**
173	NC	PTI	Female	20	**21**	19
174	SM	PTI	Male	20	20	**23**
175	CA	PTI	Female	**23**	18	**23**

176	HA	PTI	Female	17	16	**24**
177	MAN	PTI	Male	23	20	**24**
178	IM	PTI	Female	23	**30**	27
179	MR	PTI	Female	**20**	14	18
180	RF	PTI	Male	22	22	**25**

Note:

Islamic Teaching Education *(PAI)*, Arabic Language Education *(PBA)*, Mathematics Education *(PMA)*, Physics Education *(PFS)*, Biology Education *(PBL)*, Chemistry Education *(PKM)*, Islamic Education Management *(MPI)*, Elementary School Education *(PGMI)*, Early Childhood Education *(PGRA)*, Electrical Engineering Education *(PTE)*, Counseling Education *(PBK)*, and Informatics Engineering Education Department *(PTI)*.

The Analysis of questionnaire

<u>**Section one**</u> **(for students who applied visual learning styles in learning English)**

1. *Dalam belajar Bahasa Inggris, Saya lebih mengerti ketika saya membaca buku teks.*

Gradiation Score	Frequency	Percentage
Often	65	36.11%
Sometimes	106	58.89%
Never	9	5.00%
Total	180	100.00%

2. *Dalam belajar Bahasa Inggris, Saya menikmati membaca buku yang banyak gambar didalamnya.*

Gradiation Score	Frequency	Percentage
Often	92	51.11%
Sometimes	74	41.11%
Never	14	7.78%
Total	180	100.00%

3. *Dalam belajar Bahasa Inggris, Saya lebih tertarik belajar dengan membaca buku teks dari pada belajar dengan mendengarkan penjelasan dosen.*

Gradiation Score	Frequency	Percentage
Often	44	24.44%
Sometimes	96	53.33%

Never	40	22.22%
Total	180	100.00%

4. *Dalam belajar Bahasa Inggris, Saya lebih mengerti jika pelajarannya tertulis di papan tulis.*

Gradiation Score	Frequency	Percentage
Often	96	53.33%
Sometimes	72	40.00%
Never	12	6.67%
Total	180	100.00%

5. *Dalam belajar Bahasa Inggris, saya akan mengingat dengan baik jika kata ejaan tersebut tertulis daripada jika seseorang mengejanya untuk saya.*

Gradiation Score	Frequency	Percentage
Often	106	58.89%
Sometimes	58	32.22%
Never	16	8.89%
Total	180	100.00%

6. *Dalam belajar Bahasa Inggris, Ketika dosen menjelaskan pelajaran, saya betul-betul tidak paham sampai pembahasan tersebut di tulis di papan tulis.*

Gradiation Score	Frequency	Percentage
Often	52	28.89%
Sometimes	88	48.89%
Never	40	22.22%
Total	180	100.00%

7. *Dalam belajar Bahasa Inggris, Saya lebih suka membaca pembelajaran yang tertulis daripada mendengarkan kepada penjelasan dosen.*

Gradiation Score	Frequency	Percentage
Often	40	22.22%
Sometimes	108	60.00%
Never	32	17.78%
Total	180	100.00%

8. *Dalam belajar Bahasa Inggris, belajar menggunakan kartu akan membantu saya untuk mengingat materi ketika ujian nanti.*

Gradiation Score	Frequency	Percentage
Often	49	27.22%
Sometimes	88	48.89%
Never	43	23.89%
Total	180	100.00%

9. *Dalam belajar Bahasa Inggris, Saya menikmati pembelajaran dengan menonton video-video Bahasa inggris.*

Gradiation Score	Frequency	Percentage
Often	78	43.33%
Sometimes	64	35.56%
Never	38	21.11%
Total	180	100.00%

10. *Dalam belajar Bahasa Inggris, Saya lebih mengerti jika saya belajar dengan membaca kertas copyan daripada seseorang menjelaskannya*

Gradiation Score	Frequency	Percentage
Often	40	22.22%
Sometimes	101	66.67%
Never	39	16.67%
Total	180	100.00%

Section two (for students who applied auditory learning styles in learning English)

1. *Dalam belajar Bahasa Inggris, Saya akan mengingat dengan baik jika saya mendengarkan penjelasan seseorang daripada saya membacanya sendiri.*

Gradiation Score	Frequency	Percentage
Often	73	40.56%
Sometimes	94	52.22%
Never	13	7.22%
Total	180	100.00%

2. *Dalam belajar Bahasa Inggris, saya lebih suka belajar ketika seseorang mengarahkan saya untuk melakukan sesuatu di kelas.*

Gradiation Score	Frequency	Percentage
Often	56	31.11%
Sometimes	95	52.78%
Never	29	16.11%
Total	180	100.00%

3. *Dalam belajar Bahasa Inggris, Saya menikmati belajar ketika saya terlibat di dalam kelas Listening.*

Gradiation Score	Frequency	Percentage
Often	68	37.78%
Sometimes	87	48.33%
Never	25	13.89%
Total	180	100.00%

4. *Dalam belajar Bahasa Inggris, Saya mengerti bagaimana melakukan sesuatu jika seseorang memberitahu saya, daripada harus membacanya sendiri.*

Gradiation Score	Frequency	Percentage
Often	62	34.44%
Sometimes	99	55.00%
Never	19	10.56%
Total	180	100.00%

5. *Dalam belajar Bahasa Inggris, saya mengerti sesuatu yang saya dengar, daripada sesuatu yang saya lihat atau baca.*

Gradiation Score	Frequency	Percentage
Often	49	27.22%
Sometimes	110	61.11%
Never	21	11.67%
Total	180	100.00%

6. *Dalam belajar Bahasa Inggris, Saya merasa lebih mudah mengingat yang telah saya dengar daripada mengingat apa yang telah saya baca.*

Gradiation Score	Frequency	Percentage
Often	60	33.33%
Sometimes	104	57.78%
Never	16	8.89%
Total	180	100.00%

7. *Dalam belajar Bahasa Inggris, saya lebih suka belajar dengan mendengarkan penjelasan dosen daripada membaca di buku teks.*

Gradiation Score	Frequency	Percentage
Often	75	41.67%
Sometimes	92	51.11%
Never	13	7.22%
Total	180	100.00%

8. *Dalam belajar Bahasa Inggris, saya menikmati belajar melalui lagu-lagu Bahasa Inggris yang saya dengarkan.*

Gradiation Score	Frequency	Percentage
Often	85	47.22%
Sometimes	61	33.89%
Never	34	18.89%
Total	180	100.00%

9. *Dalam belajar Bahasa Inggris, saya menghafal vocab dengan cara mengejanya dengan keras untuk membuat saya cepat menghafalnya.*

Gradiation Score	Frequency	Percentage
Often	66	36.67%
Sometimes	72	40.00%
Never	42	23.33%
Total	180	100.00%

10. *Dalam belajar Bahasa Inggris, ketika ujian saya lebih senang belajar dengan cara bertanya jawab bersama teman saya, dan itu akan membuat saya cepat mengingatnya.*

Gradiation Score	Frequency	Percentage
Often	60	33.33%
Sometimes	97	53.89%
Never	23	12.78%
Total	180	100.00%

Section three (for students who applied kinesthetic learning styles in learning English)

1. *Dalam belajar Bahasa Inggris, saya lebih paham pembelajaran tersebut ketika saya bisa berpartisipasi dalam bermain peran.*

Gradiation Score	Frequency	Percentage
Often	68	37.78%
Sometimes	86	47.78%
Never	26	14.44%
Total	180	100.00%

2. *Dalam belajar Bahasa Inggris, saya lebih suka belajar ketika saya bisa membuat sesuatu hal dalam pembelajaran.*

Gradiation Score	Frequency	Percentage
Often	79	43.89%
Sometimes	78	43.33%
Never	23	12.78%
Total	180	100.00%

3. *Dalam belajar Bahasa Inggris, saya tidak suka belajar dan menulis diatas meja.*

Gradiation Score	Frequency	Percentage
Often	23	12.78%
Sometimes	77	42.78%
Never	80	44.44%
Total	180	100.00%

4. *Dalam belajar Bahasa Inggris, saya lebih menikmati belajar dengan melakukan eksperimen*

Gradiation Score	Frequency	Percentage
Often	56	31.11%
Sometimes	95	52.78%
Never	29	16.11%
Total	180	100.00%

5. *Dalam belajar Bahasa Inggris, saya lebih menikmati membuat sesuatu untuk kelas project saya*

Gradiation Score	Frequency	Percentage
Often	45	25.00%
Sometimes	92	51.11%
Never	43	23.89%
Total	180	100.00%

6. *Dalam belajar Bahasa Inggris, saya lebih suka mengingat apa yang telah saya pelajari ketika saya bisa menghasilkan sesuatu untuk pembelajaran saya.*

Gradiation Score	Frequency	Percentage
Often	64	35.56%
Sometimes	105	58.33%
Never	11	6.11%
Total	180	100.00%

7. *Dalam belajar Bahasa Inggris, saya lebih tertarik ketika belajar melalui bermain sebuah drama.*

Gradiation Score	Frequency	Percentage
Often	61	33.89%
Sometimes	87	48.33%
Never	32	17.78%
Total	180	100.00%

8. *Dalam belajar Bahasa Inggris, saya lebih mudah berfikir jika saya memiliki kebebasan untuk bergerak.*

Gradiation Score	Frequency	Percentage
Often	63	35.00%
Sometimes	96	53.33%
Never	21	11.67%
Total	180	100.00%

9. *Dalam belajar Bahasa Inggris, saya lebih tertarik belajar dengan bermain games.*

Gradiation Score	Frequency	Percentage
Often	74	41.11%
Sometimes	80	44.44%
Never	26	14.44%
Total	180	100.00%

10. *Dalam belajar Bahasa Inggris, saya lebih suka mengerjakan sesuatu yang kreatif dengan menggunakan tangan saya*

Gradiation Score	Frequency	Percentage
Often	60	33.33%
Sometimes	92	51.11%
Never	28	15.56%
Total	180	100.00%

AUTOBIOGRAPHY

1. Name   : Eka Ratna
2. Place/ Date of birth   : Cot Bada Barat, 09 Maret 1996
3. Religion   : Islam
4. Sex   : Female
5. Nationality/ Ethnics   : Acehnesse
6. Marital Status   : Single
7. Occupation   : Student
8. Address   : Jl. T. Nyak Arief, Desa Rukoh, Kec. Syiah Kuala, Kota Banda Aceh
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    a. Father   : H. Abdullah Hanafiah
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    a. Elementary School   : SDN 16 Banda Aceh, graduated year: 2008
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    d. University   : UIN Ar-Raniry 2014-2019

Banda Aceh, 02nd January 2019

Eka Ratna
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