

**STUDENTS' AWARENESS AND PERCEPTION OF THEIR LEARNING STYLES
(A Study at Department of English Language Education, UIN Ar-Raniry)**

THESIS

Submitted by :

SITI RECHAL

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg.No. 140203219



FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

BANDA ACEH

2019 M/ 1440 H

THESIS

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

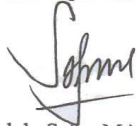
By:

SITI RECHAL

**Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 140203219**

Approved by:

Main Supervisor,



Safrul Muluk, S.Ag., MA., M.Ed., Ph.D

Co-Supervisor,



Siti Khasinah, S.Ag., M.Pd

It has been defended in Sidang Munaqasyah in front of the council of
Examiners for Working Paper and has been accepted in Partial Fulfillment
of the Requirements for Sarjana Degree S-1 on Teacher Education

On:

Tuesday, January 24th, 2019 M
18 Jumadil Awal 1440 H

Darussalam - Banda Aceh

Chairperson,

Safrul Mublik, MA., M.Ed., Ph.D

Secretary,

Chairul Iqbal Aziz, S.Pd

Member,

Siti Khasinah, S.Ag., M.Pd

Member,

Dr. T. Zulkar, M.Ed

Certified by:

The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University



Dr. Muslim Razali, S.H., M. A
NIP. 195903091989031001

DECLARATION OF ORIGINALITY

Saya yang bertanda tangan dibawah ini:

Nama : Siti Rechal
NIM : 140203219
Tempat/Tgl. Lahir : Beureunuen / 21 Mei 1996
Alamat : Jalan Taman Siswa, Lr.HM.Sufi,Merduati
Judul Skripsi : Students' Awareness and Perception of Their Learning
Styles

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 14 Januari 2018

Saya yang membuat surat pernyataan,

Siti Rechal

ABSTRACT

Learning style is one of the significant elements in learning process that helps students achieve her/his learning goals. Nevertheless, students should be aware of their own style in learning which make them maximally enhance learning. Therefore, in this research, the researcher wanted to find out students' awareness of learning styles and their perception of their learning style. A quantitative descriptive research was used in this study. Then, the data was collected through online questionnaire allocated for 100 students of fifth semester of English Language Education Department by using random sampling technique. The finding of the research showed, students have had moderate to high awareness of their learning styles. It can be range of 60% - 90% of awareness in learning style. It proved most of students' apply more than one learning style to facilitate them in learning process Moreover, based on students' perception, the learning style that they adopted helped them in achieving their learning goals supported by their learning environment.

Keyword : *Learning style, students' awareness of learning styles, perception of learning styles. .*

ACKNOWLEDGMENT



First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled “*Students Awareness and Perception of Their Learning Style (Study at English Education Language Department)*. Greeting and praying are also presented to Prophet Muhammad shallallahu ‘alaihiwasallam who has struggled whole-heartedly to delivered the truth to human being and guide his *ummah* to the right path.

My deepest gratitude is addressed to my best supervisors Mr.Safrul Muluk, S.Ag., MA.,M.Ed.,Ph.D and Mrs.Siti Khasinah,S.Ag.,M.Pd who have given a great deal of time and for having provided me valuable guidance to accomplish this research during the whole process of my work. Also, I would like to acknowledge my academic supervisor Mrs.Nidawati, S.Ag, M.Ag and all lecturers and staffs of English Education Department for every support. As well, I am grateful to all students in fifth semester who participated in this research.

Moreover, I owe my deepest thank and my sincere gratitude to my beloved father Tarmizi Umar and super mommy Rasyidah for the great kindness, endless love, and everlasting support both financial and moral. My deepest thank also to my sisters Suci Geubrina and Ghina Shahira who always made my day better even both of you enjoy bother me while I do this research, and last one to my beloved brother Muhammad Haical .

Though only my name that appears on the cover of this thesis, many great people have contributed to its production. I have been fortunate to have many friends who cherish me all the time. My special appreciation is addressed to my 24 hours supporting system, Rifqi, Nadya Balqis, and Melisa Putri who always accompany me in sadness and happiness moments and give me full attention. I would also like to present my deep thanks to all my friends in generation 2014 that I can't mention one by one. I also give great appreciation for my teams; Ten Loyal Members for your loyalty and support, Unit 7 2014 for the sweetest memories, EDSA members for many experiences that I can't get anywhere, Eggeek Members, WBA Aceh members and last but not least PT. Paragon Technology and Innovation DC Aceh who give me the opportunity to contribute and career. I proudly thank you for all the encouragements and may Allah bless you forever.

Finally, I wish this thesis can give valuable and useful information for the reader. For every critic and suggestions, I sincerely appreciate it and will accept all of it.

Banda Aceh, 14 Januari 2019

Siti Rechal

LIST OF CONTENTS

COVER	i
APPROVAL LETTER	ii
EXAMINERS SHEET	iii
DECLARATION OF ORIGINALITY	iv
ABSTRACT	v
ACKNOWLEDGMENT	vi
LIST OF FIGURES	x
LIST OF APPENDICES	xi

CHAPTER I : INTRODUCTION

A. Background of Study	1
B. Research Question	5
C. Research Aims.....	5
D. Significance of Study.....	6
E. Scope and Limitation of Study.....	6
F. Research Terminologies	6

CHAPTER II : LITERATURE REVIEW

A. Students' Awareness	9
B. Learning Styles.....	11
C. Type of Learning Style	13
a. Visual Learning Style	13
b. Auditory Learning Style.....	15
c. Reading / Writing Learning Style.....	16
d. Kinesthetic Learning Style	17
D. Learning Environment	18
E. The Importance of Awareness in Learning Style.....	19
F. Previous Studies	20

CHAPTER III : RESEARCH METHODOLOGY

A. Research Design	23
B. Research Location.....	24
C. Research Participants	24
D. Data Collection	26
E. Data Analysis.....	27

CHAPTER IV : RESEARCH FINDING AND DISCUSSION

A. Research Participants	28
B. Questionnaire Analysis	29
C. Discussions	47

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	51
B. Suggestions.....	52

REFERENCES.....	53
------------------------	-----------

LIST OF FIGURES

Figure 4.1 : Students' awareness of learning style term

Figure 4.2 : Lecturer explanation about learning style

Figure 4.3 : The awareness of term VARK learning strategies

Figure 4.4 : The awareness of VARK learning styles

Figure 4.5 : The awareness among VARK learning styles

Figure 4.6 : The awareness of students' learning styles

Figure 4.7 : Students' personality in learning

Figure 4.8 : Strength and weakness in learning

Figure 4.9 : Difficulties in different environment

Figure 4.10 : Students' participation in discussion

Figure 4.11 : Students' preferences in learning

Figure 4.12 : Students' collaboration in developing new learning styles

Figure 4.13 : Exchanging learning strategies

Figure 4.14 : The importance of learning environment

Figure 4.15 : Applying different learning styles

Figure 4.16 : Identify the combination of learning style

Figure 4.17 : Students' problem solving

Figure 4.18 :Combining new learning style

Figure 4.19 : Strategies in understanding the learning material

Figure 4.20 : The influence of learning style

LIST OF APPENDICES

- Appendice I : Appointment Letter of Supervisor
- Appendice II : Recommendation Letter of Conducting Research from Fakultas
Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
- Appendice III : Confirmation Letter of Conducted Research from English
Education Department
- Appendice IV : Research Instrument (Questionnaire)
- Appendice V : Data Respondents
- Appendice V :Autobiography

CHAPTER I INTRODUCTION

This chapter contains background of study, research questions, research aim, significance of study and research terminologies. As the first chapter, this part illustrates about the issue or topic generalization, the purpose of the writer is to write this issue and brief explanation about previous research. Besides that, this chapter also provides the case why the writer chooses this topic and also the problem that should be solved.

A. Background of Study

Learning can be defined as a process of gaining knowledge or skill by experiencing or practicing. People has capability to broaden their knowledge which learned by reading, listening, writing and also speaking. According to Yaakub & Hashim (2004), learning is a mental, physical, and also spiritual activity which changes the process of people manner and behavior. Meanwhile, learning is also defined as a process that leads someone to be better, which occurs as a result of experience and increase the potential of improved performance and future learning (Ambrose, Bridges, Pitro, Lovett, & Norman, 2010).

Generally, learning is divided into formal, non – formal, and informal learning. The formal learning takes place in classroom which follow by syllabus and engage the goals of learning by learners' activity. The learning outcomes are measure by test or another tool that guide by teacher (Linguistic Integration of Adult Migrants (LIAM), 2018). Meanwhile, non formal learning takes place

outside formal learning and it is not follow the academic syllabus. Non – formal learning typically take place such as in the organization; language club, music organization, sport club and other communities (Anonymous, Linguistic Integration of Adult Migrants (LIAM), 2018). Furthermore, informal learning defined as aspect that learn naturally and its does not need any systematic way. Informal learning brings material such as manners, ethnic, family traditions, and also justifying bad or good things in life (Vaikata, 2018). The other example of informal learning such as materials that we get naturally from our parents.

In learning process, students have their own style to receive the information about what they have learned or how to accept that part of information which called learning styles. Learning style popular as a concept in psychology and education that used to identify how people learn. Friedel and Rudd in Yusoff (2007) stated that individual may have more than one learning style or known as bimodal. Nevertheless, not all teaching styles should be turned in with students learning styles, it depends on the age of students, the level of students and also the subject that they learn (Spoon & Schell, 2001). Then, effective learning comes when instructors can work together without gap among learners to reach goals of teaching and learning.

According to Flaming (2006), there are four basic of learning styles will help students to make them know about their learning preference. After being modified, the VARK learning styles become four basic learning styles divided into visual, auditory, read/write and kinesthetic or known as *VARK learning styles*. Each of styles has its own classification which depend on learners' ability.

Visual learners tend to learn by thinking using real media such as pictures, movies, or diagrams. Auditory (Aural) learners can accept information easily by listening such as to music, discussion or lecturing. However, reading learners tend to learn by reading the subject (textbook) or making list and taking note about what they learn which help them elicit information clearly. Another thing to consider is that kinesthetic learners learn based on movement, imitation, experiment, and hands on action tool.

Nowadays, learners do not realize what exactly their focus while learning. They think that the way how they learn is going naturally. However, learners combine some of learning styles to make their performance. For example, when lecturers use speech as their strategy in learning, the students who join the class cannot get information clearly by simply listening to the lectures because their memory is unable to record all of information. Therefore, they take note to help them memorize the information, this strategy is called bimodal (Yusny, 2018).

Learners have their own perception about their learning styles because they know their potential to reach goals in learning. While senior high school students prefer to follow the systematic learning styles guided by their teacher, the college students become more critical about learning styles but they primary focus of the instructional system. For the first year until second semester students, mostly they still carry out learning system from senior high school. Based on the researcher experience, in the beginning of semester, the first year students can look for what is their learning style or how they prefer when they are learning. This is the common case in teaching and learning process. The differences of their

learning styles will affect not only the exact subject but also to the language subject as well, especially when they learn foreign language.

Sometimes, students learn without reference about what is their learning type. As we know, people cannot use only one style in learning. Consequently, people will take action to make their learning process better than before, especially when they past some difficult subjects. They prefer to integrate style in learning and it causes problem for them. For example, read – write learners and kinesthetic learners who adopt a deep approach learning strategy, they perform better academy than auditory learners and visual learners who engage superficial study strategies (Kumar, 2011).

This also happened to students' UIN Ar-Raniry Banda Aceh, especially at Department of English Language Education. Since first semester until last semester, they learn in different learning environment. Its means they have more lessons that can measure them from cognitive, affective and also physiological character which are indicator of how learners receive the information, interact with different classmates and also give respond to their learning environment. For the lecturers, knowing students' learning styles can help them to give the best learning strategies even the lecturers use their own methods in teaching process.

Even though, people have their own preference of learning style, it is useful to be aware of learning style and aspects to strengthen their weakness in learning. For example, when learners less performance in listening, they can take visual learning strategies such as taking notes while listening and it helps their learning experiences. That strategy will make teaching – learning process better

because both of lecturers and students have the chemistry to achieve the goals of learning.

This case has been conducted by Bhagat,A., Vyas,R., & Singh,T. on the title “*Students Awareness of Learning Styles and Their Perceptions to A Mixed Method Approach for Learning*”. They took focus on students learning styles in undergraduate medical department. The study aims to determine their learning styles and their perception toward learning using mixed method. However, they focus on mixed method approach for learning. In accordance of the fact above, researcher is highly motivate to find out the awareness of students and their perception of their learning style that they commonly adopt for their learning process.

B. Research Question

Based on the background of study that explained, the writer takes two of research questions as follow:

1. Are the students aware of their learning style?
2. How are their perception on their learning style?

C. Research Aims

Based on the research question above, the aims of research are as follow:

1. To find out students’ awareness about their learning style
2. To explore students’ perception about their learning style

D. Significance of Study

For lecturers, this study is expected to give insight on students' learning styles and it helps the lecturers to treat the students in using teaching method during teaching and learning process.

For students, this study can be used to make them become aware and help them in review their learning style to make their performance better in learning.

This research is also to fulfill one of the requirement of S1 in English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Ar-Raniry, Banda Aceh.

E. Scope and Limitation of Study

This study focuses on students' awareness and perception to their learning styles. In order to make study focus, students who participate in this research are students of fifth semester of English Education Department.

F. Research Terminologies

a. Students' Awareness

Awareness states of being aware to something or having knowledge of something. Students' awareness refers to the capacity of becoming the object of one's own attention especially in learning styles. Students' awareness represents a complex phenomenon that describe themselves, include attitude, responsibility, and consistence in learning. Awareness of learning styles can create a better learning environment by enabling students to use appropriate strategies (Kumar, 2014). Students' awareness also needs focus on their

behavior toward their learning; strengths and weaknesses in learning process. They also need attention and understand about what they have learnt. In this study, students' awareness is a term that intends to look at student's attention of the way they learn and receive the informations and materials. Most of students do not realize how they can receive the information while learning process.

b. Student Perception

The term of perception descended from Latin which are *perceptio*, *percipio* means receive or collecting. According to Williams (2014), perception is how we respond to the information that we get. In this case, the perception comes from the student about learning style to explore their context of the way how they learn and their personality in learning. Student's perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (Akande, 2009).

Student's perception can be defined as student context about their learning style that include their personality which are visual, auditory, kinesthetic, and reading/writing person. In this research, students' perception related with the awareness which focus on the way how they adapt themselves in their learning environment to get better performance in teaching - learning process.

c. Learning Style

The term learning styles has been used in pedagogy and psychology since 1930s. According to Drago & Wagner (2004), learning style is something that exist directly in the individuals while someone learning. Based on learning styles, someone gets achievement in educational field that depend on their ability to adapt the materials. The important thing in educational field

Brown (2000) stated that learning styles is a manner in which individual perceive and process of information while learning situation. Its mean that each of individual has his/her own learning style which characterize his/her characteristics. Each individual has his/her own personality and learning styles can reflected based on that. According to Flaming (2006), learning stylesi divided into 4 types that are visual, auditory, read or write and kinesthetic. Jester & Miller (2000) stated that using one learning style is the way they prefer to learn.

CHAPTER II

LITERATURE REVIEW

This chapter consists of two parts. The first part is theoretical explanation about learning style which covers the definition of students' awareness, definition of learning style, types of learning style, and importance of awareness in learning style. The second part provides the previous studies that determine if the research deserves to be conducted.

A. Students' Awareness

As human, we should have senses to understand and feel something that happens around us which is known as awareness. Awareness can be explained as understanding about something that happened around. Schmidt (2002) stated that awareness is something that is hardly used any longer and it is being used in increasingly contradiction ways. Meanwhile, Gafoor (2012) stated that awareness is the state or ability to perceive, to feel, or to be conscious of object or pattern. Reflecting to the statement above, awareness can be explained by something faced by people in their life such as the process of socialization, learning, and self-understanding.

Awareness can be used to know someone's perception about what they feel or understand in some aspects. For example, someone asked, "*Have you ever heard about bimodal learning style?*". From the context of the question, it indicates that the answer can be *Yes* or *No* based on people's knowledge. Furthermore, awareness in learning context can lead someone to be more intense to learn.

Generally, awareness is divided into some cases; social awareness, culture awareness, self-awareness, health awareness, leadership awareness. In this research, the researcher focuses on self-awareness which actualized into some cases; one of that is learning style awareness (Muluk, Issue of Awareness, 2018). Solso (2007) stated that self-awareness means understanding self-characteristics, personality, emotional and also advantages and deficiencies in the class. Zeman (2001) divided awareness into four categories; first is wakefulness, condition when individual doing interaction. The second category is experiment which means preparedness for something that happens around. The third category is mental condition that includes conviction, expectation and also intention. The fourth category is self-awareness that includes self-recognition, self-knowledge, feeling ownership of ideas and individual feeling itself.

In this research, self-awareness relates to students' awareness while they are in learning process in the classroom or others. Students' awareness in this research means students' consciousness about what they feel in learning and their attention about the way how they learn to understand some of subjects that given by lecturer. Students' awareness in this research also cover learning style aspect. Learning style awareness give learner's real outcome that affects their future. Students' awareness in learning style also affects their ability to reach the goal of teaching and learning process. In pedagogy aspect, learning style awareness impacts on the way thorough which the teacher choose strategies and it will help teachers understanding more of students' needs (Pritchard, 2009).

Another effect or consequence of students' awareness is to increase consistency between one's behavior and their attitude. Learning style awareness makes students and teachers become more intense during teaching and learning process. From that, students can control themselves when having problem in learning process, they know their ability and the way how to solve some of difficulties in learning. Zhenhui (2001) mentioned that an effective teaching and learning style can only be achieved when there is awareness from teacher to students' needs, capacity, potential, and also their learning style preferences. In this case, the awareness comes from teachers and students, so it will create a perfect process of learning. Lack of awareness makes students misunderstand, misinform, and miscommunicate.

B. Learning Styles

Learning styles is more than activity that students do to remember some information by seeing, listening, reading, writing, and illustrating. Yet, learning style is a combination from biological and experimental assess characteristic that contribute the concentration (Dunn & Burke, 2008). Learning style described on vary explanation. According to Brown (2002), learning style is the characteristic cognitive, affective and physiological behaviors. It provides relative indicator of how learners perceive, interact with the other and give respond to learning environment. Besides that, Sims & Sims (1990) as cited in Reid (2002) stated that learning styles are typical ways of how someone behaves, feels and processes the information that gets in learning situations.

Meanwhile, Funderstanding (2008) mentioned that learning styles are often influence by heredity, upbringing, and current environmental demand. It means that learning style shaped from learners' habit, the way how they learn and their learning environment also motivated style that apply by learners. As Gilbert (2000) stated that learning preferences facilitate the way individuals learn when the environment concerns with the various learning styles. Based on that statement, learners not only apply one learning style, they use more than one learning style based on their ability when accepting the lecture.

Jantan & Razali (2002) stated that learning style is the way the student concentrate and the method they use in processing the information, knowledge, or experience. Students will analyze what information they get from the lecturer as their material. Teachers or lecturers who deliver the material will backup and help students to build their own strategies in learning by using some learning methods. As Park (2002) stated that learning style is broadly described as cognitive, affective, and physiological traits that are relatively stable indicators of how learner perceives, interact with, and respond to the learning. According to Park (2002) it can be explained that learning will be measure with three aspects. First aspect is cognitive which is related to thinking process, brain activity and its ability to develop rational capability. It also include knowledge, comprehension, application, analysis, synthesis, and evaluation. The second aspect is affective which is related with emotion, feeling, reward, enthusiasm, and also attitude toward something. The last aspect is physiological that is dominant to action and motion. In physiological aspect, the learner is more dominant in some action such

as imitation, response, mechanism, adaptation, and also create something new in learning process.

Based on all explanation about learning styles, it can be summarized that learning styles are styles of individual's learning technique that concerns in some of aspects and it acts with its environment which takes process, interpret the information, experiences and also individual skills.

C. Type of Learning Style

Learning styles have characteristic that impact for the individual such as cognitive, affective and physiological based on the method in learning process. Different learner has different learning style and their ability in learning development. There are some types of learning style developed by Fleming which was redesigned in 2006:

a. Visual Learning Style

Visual learning as known as spatial intelligence is related to anything visual and the creation of mental images. Visual learning is a style that refers to when learners prefer using figure, maps, chart, or something that uses the mind's eye of visualizing. Visual learners will remember 75% of what they read and see rather than listen some of information even though they still have problem in remembering verbal instruction (Fleming, 2006). The students in visual learning often take note about the materials during lecturer explanation to increase their memory. Visual students are

easy to be disturbed or change in focus by movements or actions, noise, usually do not bother them (Drago & Wagner 2004).

The characteristics of visual learners are being able to interpret body language well and having a good perception of aesthetics. They also need to see the teacher's body language and facial expression to fully understand the context of a lesson. Besides, visual learners also tend to be detail oriented with strong observational skills. Another characteristic from visual learners is that they prefer written instruction than oral instruction. Visual learners have vivid imagination, for example when lecturer explains material such as narrative text in reading subject, the visual learner will listen it carefully and they transfer it into their imagination. They like to collect some colorful materials to help them in memorizing such as drawing a diagram with color pen or highlighting some important parts with eye-catching color.

There are some strategies to provide learners easy to learn, such as converting notes and translating into chart, symbols, and diagram which make them learn readily. Visual learning also has strategies to make the learner remember the course really well by highlighting or using color code for the important points in the text as key words. Those strategies will help the learner to take difficult course information.

b. Auditory Learning Style

Students in auditory learning styles prefer to listen the information directly than taking notes. According to Drago & Wagner (2004), students who adapt this style will lose information easily when they get noise because it can distract their concentration while gathering the information. According to Miller (2001), auditory students can remember the information through loud reading especially when they learn something new. They can increase their memory through listening to audio tape, lecture recording, direct explanation and also discussing with teachers.

Students with auditory learning style indicate emotion through tone, pitch, and voice volume. Auditory learners tend toward long and repetitive description. They prefer to read the dialogue and play than lengthy narrative. According to Wislock (1993), there are some characteristics of auditory learner. First, auditory learners need to hear information to retain it. Second, they prefer verbal instruction over written materials. Third, they remember information through verbal repetition. Last, they really enjoy group discussion activity.

Auditory learners are known as excellent listeners because they become more active while listening section. The advantages of being auditory learner is that they can do multitask during the lecture where they can take note easily without paying more attention to the lecturers' gesture. There are some strategies that learners can apply to upgrade their learning process. The first one is discussion in group or with partner. The second

strategy is learning by reviewing some assignments and reading texts before the class begins. The third one is learning by listening to recording regularly which has crucial information and lecturer notes inside. The last one is reading note that has been written or text material loudly to make them remember the context.

c. Reading / Writing Learning Style

Learners who adopt reading or writing style prefer printed material to discover information. Reading/writing is one learning style that prefers to traditional study method which collects every single word of explanation of learning process into notes that make them easy to remember (Anonymous, 2017). Learners who adopt reading/writing learning style prefer to keep their hands busy, such as highlighting some parts that they read, writing note for some words that are unfamiliar for them, and also taking note for something that they listen to (Sims, 1995). They prefer text based input and output especially report, essay, book, glossaries or sometimes they learn from lecturer's note taken and also from a difficult reading material (Drago&Wagner, 2004). They also like to paraphrase the materials which make them easy while reviewing the lecture (Morphe et al, 2004).

Students who prefer to write or read learning style also known as tactile learner which has the same characteristic with kinesthetic learners. They feel more comfortable to read and write to get information. They

prefer to read aloud and re-write what they have learned. The learners who prefer with this modality will be addicted with power point, list, internet source, dictionaries, magazines, and other printed materials. Individual with this preferences apply some strategies as the tool to upgrade their learning process. The strategies that they can apply are rewriting the ideas and principle into the words, and preparing the examination by practicing to answer multiple choice question. The learner also often write list by using numerical code (1,2,3...) or alphabet code (a,b,c...) when arrange word into points.

d. Kinesthetic Learning Style

Kinesthetic learning style is multimodal employing a combination of sensory functions. Kinesthetic learners learn through touching, moving, and doing. Kinesthetic learners prefer real – life example rather than imagination context. They engage a deep approach method of study and usually perform better, take a deep effort while learning especially when they learn sciences subject. Instead, kinesthetic learners have similar characteristic with reading-writing learning style. Furthermore, kinesthetic and read/write learner performs better academically than auditory and visual learner (Anonymous, 2017).

Kinesthetic students prefer tactile sense. They refer to learning through experience and more practice (Murphy et al, 2004). Drago & Wagner (2004) described that kinesthetic learners emphasize more in their

experience when learning something. Additionally, they prefer to touch movement during learning process as interaction to their learning environment especially with their lecturers. According to Armstrong (2004), students with kinesthetic types are mostly active, quick in learning physical skills and also athletic field. Furthermore, they are more likely to use movement to remember various cases and they are easy to relax.

To improve learning progress, there are some learning strategies that can be suggested for kinesthetic learner; learning by listening to the music, recording notes, making a summary of the lesson during exercise, and visiting some places that connect to course material such as visiting museum to develop more information while conducting history course. The other strategies that learner can adopt is taking frequent study break to give them chance to refresh their mind and they can understand things clearer than before.

D. Learning Environment

Learning environment is a domain where all of learning components connect each other. Learning environment should be designed to support learning process, which improve the convenience for the students when learning. Additionally, learning environment affects the process and the results of students' behavior. According to Mariyana, Nugraha, & Rachmawati (2010), learning environment is a place for learners to explore, experience, and express themselves to get the concept and new information. Learning environment has a great correlation with

the learners. An effective learning environment will give an informed motivation for learners' achievement.

Furthermore, Saroni (2006) stated that learning environment covers two important points, there are physical environment and social environment. Both components support each other which make the learners enjoy the learning process without any pressures. Learning environment surrounds the possibility for the learners to find out their problem solving and access the material to help them achieve their learning goals. Learning environment that consider students' characteristics affect the academic success (Ozerem & Akkoyunlu, 2015).

E. The Importance of Awareness in Learning Style

Each of student has its own way of thinking and learning. Having a clear understanding of thought pattern will help learners in understanding some of circumstances such as learning process in the classroom. Being aware of learning styles has some positive effect. When we have better understanding about something such as understanding ourselves, understanding of learning styles, and also some social issues, we are able to experience ourselves in social or learning circle as something that is unique.

Being aware of learning style empowered to make changes and build on the strength area, where learners would like to make improvements. Awareness of learning styles makes students easily to evaluate their ability in learning process. From their awareness will increase students' competence in all areas of life (Stark & Baumgartner, 2006). Knowing strengths, weaknesses, opportunities and limits

are the key to continue high performance especially for learners in process of learning. Students who develop active awareness have the best chance at continuously improving performance, managing learning style and some responsible in the process of teaching and learning process.

Furthermore, being aware of learning styles eases the students to handle several problems and control themselves in receiving information. It will help teachers in explaining the material, so the students do not misunderstanding and miss learn. Students who have high learning awareness able to explore and make change of their thought, so they can become more critical than others. Besides, being aware of learning style make students easy to match their learning style with appropriate strategies that teachers use while teaching, so they can achieve effective learning (Uk essay, 2013).

F. Previous Studies

The study about students' awareness about learning style have been conducted by some of former researchers. A similar research has been conducted by Bhagat et.al from India in 2010, entitled Students Awareness of Learning Styles and Their Perception to A Mixed Approach for Learning they analyzed about student's learning style in nursery class. The research was conducted to medical students which aimed to determine their learning styles and mixed method while learning. The researchers used a validated questionnaire to determine learning style preferences. After that, the researchers organized group discussion among the students for three months. In this research, the researchers took six sections for

collecting the data with duration from 45 minutes to 1 hour. The students were informed into eight groups with seven or eight members for each of group and they formed different learning styles. This ensured to make students had direct interaction with other learners, even if they have different learning styles. The students were encouraged to try mix method of learning to enhance their performance in examination. The researchers used mix method research by using questionnaire to collect the data. In addition, they also did interview to get deep understanding about students' experiences while participate in that study. The data were analyzed by using SPSS for quantitative and using grounded theory approach with constant comparative analysis for qualitative. The result showed a change in VARK scores and awareness of learning style was motivated student to adopt other learning strategies and use mixed method for learning.

Another research has been conducted by Ihdiyani Maghfiroh Agus from State Islamic University of Sultan Syarif Kasim Riau in 2010 about Male and Female Students' Learning Style at the second year of SMPN 21 Pekanbaru analyzed about the differences of sensory learning style between male and female students at the second year of SMPN 21 Pekanbaru. The researcher took qualitative descriptive research and used questionnaire to conduct the research. The result showed that male and female students were categorized into auditory learning style and there was no differences between male and female students at the second year of SMPN 21 Pekanbaru. Based on the research, it showed that male students learn better when they have more opportunities to move around. However, the

female students tend to focus on feelings (James, 2006). The majority of female students were extrovert who like work together when doing something.

Another research came from Barman,A., Abd.Aziz,R. & Yusniza in 2012 which studied about Learning Style Awareness and Academic Performance of Students. This study intended to explore research approach among nursing students at Kolej Poly-Tech MARA, Kota Bahru, Malaysia. Learning style have been shown to have an influence on students' academic achievement, how student learn, and student interaction (Garton et.al, 1999). This research focused on student's awareness in learning style and their academic performance. The aim of the study was expected to generate some ideas to help students achieve better result in their academic performance by raising their learning style awareness.

The method used in this research was pre – post intervention study conducted at KTPM Nursing campus with 301 students participated. The researchers used VARK learning style inventory to collect data about learning style preference and GPA. The respondents were students of 2sd, 3th, 4th semester. The data was presented in numerical data and processed by using SPSS and ANOVA in analyzing data to identify any significant differences between mean GPA of three semester examination result. As the result, the study group of nursing students demonstrated different learning styles and there was a significant improvement in the students' performance after intervention. Each students' learning styles was categorized to visual, auditory, read and write, and kinaesthetic.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodological procedures which include brief research design that are divided into population and samples, techniques of data collection, research procedures and technique of data analysis.

A. Research Design

This study investigated in quantitative research design. Quantitative research can be defined as the explanation of phenomena by gathering the numerical data and analyzing by using mathematical based methods in particular statistics (Muijs, 2004). The researcher used questionnaire survey to measure students' awareness and also their perception toward their learning style. The tool that utilized in this research was VARK questionnaire that created by Fleming (2006). Survey research served to descriptive study in which the researcher wants to look particular real – life contexts (Muijs, 2004). Survey research was highly flexible and it was possible to conduct study in wide range. This study was non – experimental study, so there was no hypothesis of testing. This study presented the percentage of students' awareness and students' perception by using close – ended questionnaire as the tool to collect data and chart presented as the result of the research.

B. Research Location

This research takes place at English Language Education Department, Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University. English Language Education Department is one of the most favorite department in Tarbiyah led by Dr.T.Zulfikar, S.Ag.,M.Ed. with total students about 1.230 from 2014 to 2018 specifically 48 students are off and 61 students are non-active (English Language Department Office, collected in October ,2^{sd} 2018). The reason why the writer choose that location is that most students in this program come from any background of social environment that creates diversities in their goals of learning which make them have different learning style to reach their goals. Students in university become more mature and they have faced some of teaching and learning process from senior high school to university with some of teaching methodology that teacher or lecturer used in teaching and learning process. They faced several learning process and also felt some conditions while learning, so they know how to solve some of problems in learning process to make themselves become stable in the class and get the best learning process.

C. Research Participants

a. Population

The population in this study are all fifth semester students in English Language Department. According to the data from the department, the total number of fifth semester students are 194 students that consist of 7 units. The reason why researcher choose fifth-semester students because they have

already passed four semesters which mean that they have already faced a variety of different learning environments.

The fifth-semester students have already got the result from their learning process that is connected with their learning styles and presented on their GPA. In addition, fifth-semester students are more selective for what they choose in their learning process. They know what kind of learning activities that make them understand about lesson in easy way. Besides, students in fifth-semester have taken education of psychology which gave them specific context about personality, social context deeply, so students learn based on their ability about the lecture.

b. Sample

In choosing research sample, sometimes all of population can be total sample if the population less than 100. However, when population up to 100 or more than 100 the researcher can take only 10 – 25 % from population as the sample (Arikunto, 2006). From that population, the researcher takes 100 students to be respondent by using random sampling techniques which is part of simple random sampling. The reason why researcher decide to use random sampling because everyone in population has the same chance to participate in the study and being a sample. Another reason is there is no significant classification needed to be a respondent.

D. Data Collection

In this study, the researcher decided to use questionnaires as tool in collecting data. In specifically, close – ended questionnaire technique which required the participant to choose one of several specified answer and can also take variety of forms but the alternative answer in which participant have to select such as “Yes – No” or “ True – False” answer (McKay, 2008). Close – ended questionnaire also makes participant easy to answer and it does not take much time for them to deliver the information for researcher. Additionally, closed – ended questionnaire is easy to analyze rather than open – ended questionnaire.

The researcher chose to use online questionnaire. In essence, there is similar with pencil–paper questionnaire. The reason why researcher choose online questionnaire because it can be directly stored into database, saving time and cost. It also help respondents easily fill the questionnaires. The questionnaire consist of 20 questions and statements that divided into 2 sections.

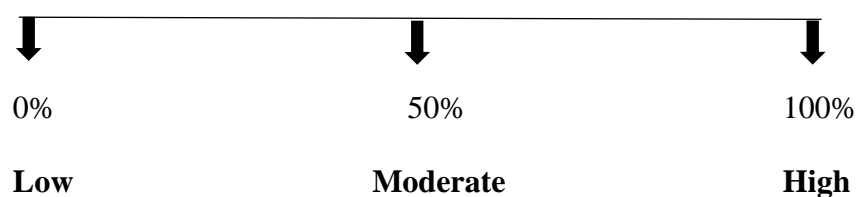
In this research, questionnaire answers are presented in alternative answer which is “yes – no” answer to answer question about awareness of VARK learning style and Likert scale is used to know students’ perception of their own learning styles. Likert Scale is one of methods that present original data which collected in scale and categories presented in quantitative. In Likert scales, the participant will answer one of the answers that provide in quantitative. Arikunto (2006) stated that Likert Scale is a declaration that followed by answer level. Based on that, Likert scale is more flexible which has no limitation of measurement and it can be used to measure perception from the participant about

a phenomenon (Sugiono, 2009). The instrument was collected from Fleming, who holds the copyright for VARK version 7.1; 2011 and adjust by researcher based on the needs of research object and research aims.

E. Data Analysis

In this study, the researcher used online questionnaire to collect the data, especially using google form application. The data were collected by google form automatically counting and providing a database for the researcher. The first thing that the researcher does is exporting data into a document and presenting in bar chart percentage to make it easy to interpret. After collecting and counting the percentage obtained from respondents' answer, the researcher concluded all the answers into a pie chart and make the description of research finding. The result presented in percentage calculation in order to make it easy to understand.

The researcher decided to use a simple scale to determine students' awareness for the purpose of the research:



Students' awareness is low when percentage of *yes* answer is below 50% and considered high when the percentage of *yes* answer approximated 100%. This scale helps the researcher in interpretation data process.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses to result finding of the research. The data which came from questionnaire were analysed to discover the finding of the research. The results of the survey were presented in pie chart and bar chart with short description.

A. Research Participants

In this research, the respondents were 100 students in fifth semester who consist of 7 units. The respondents who participated in this research were both female and male students that came from all unit without any classifications to involve. The researcher used random sampling to choose them, in this case, the researcher did lottery system via Whatsapp group. The researcher shared the information into one member of the group than it shared to a group that consists of all fifth semester students. From 194 total students of fifth semester, there were 100 students who answered the survey that is consisted into 25 male and 75 female students. They answered the questionnaire voluntary based on their knowledge and feeling about learning styles. Their answers have some variation of their perception. The researcher was facilitated the questionnaire by using google form application to save respondents' time and to get quick respond from them.

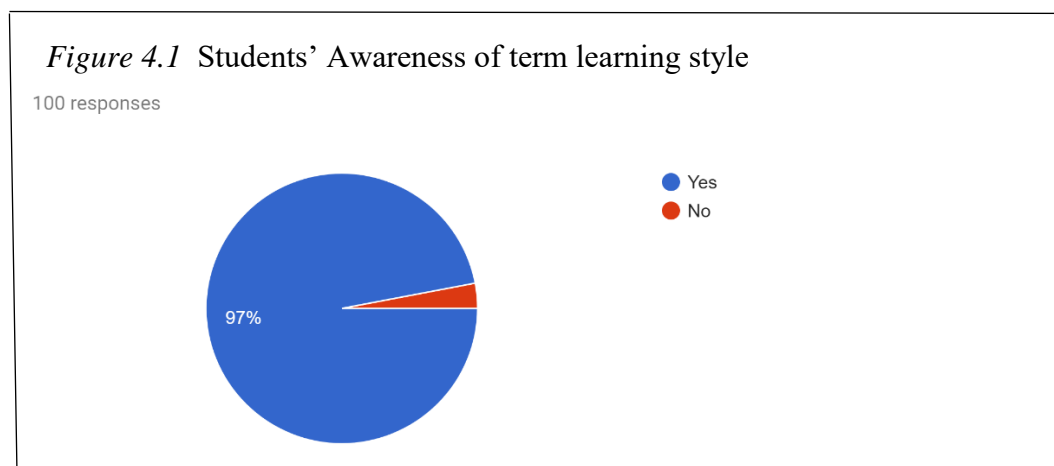
B. Questionnaire Analysis

In this section, the researcher aimed to encompass all the questionnaire responses that was conducted on 28th November until 1st Desember 2018.

The questionnaire consisted of 20 questions which are divided into 10 questions about students' awareness of learning styles and 10 questions about students' perception of their learning styles. Based on the questionnaire, the researcher decided to divide the result into three categories; student's awareness of learning style, influence of learning environment, and student's perception of their learning styles.

1. Students' Awareness of Learning Styles

This category provided bar charts that showed their knowledge about learning styles which present the answer to their answer about their awareness of learning style in general.



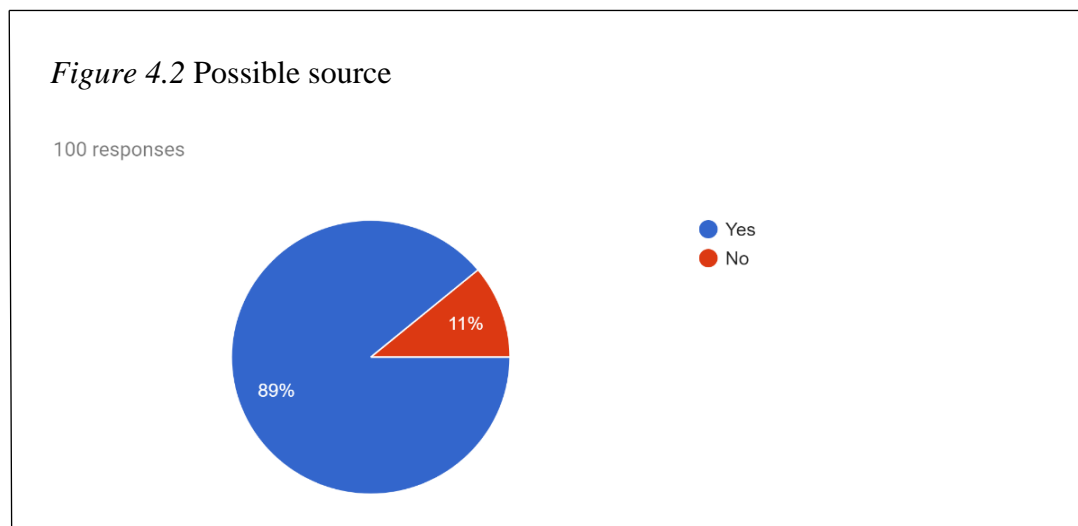
1. Have you ever heard about learning style?

In this question, the researcher wanted to know how familiar they are with learning style especially term of learning style. The chart shows that, almost all of

students (97%) have ever heard the term of learning style. The chart also shows that only few students (13%) who have never heard about learning style. From the percentage, it can be summed up that almost all students are familiar and aware of term learning style. It can be said that they are highly aware of learning style with the percentage shows approximately 100% responses for *yes* answer.

Furthermore, to support the previous question, the next figure contains possible source of where students get the information about learning style. In this case, the researcher took the possible answer from those who paid attention to lecturers' explanation about learning style from their lecturer while teaching learning process.

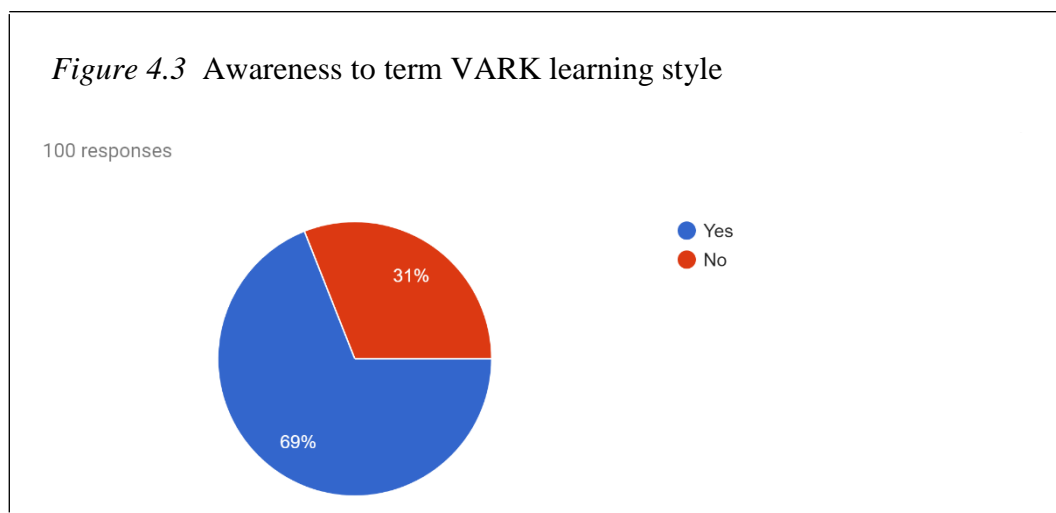
2. Have your lecturer explained or mentioned about learning styles in your classroom?



From the chart above, the highest percentage shows that most of students become familiar with term of learning style because the lecturers explained or mentioned about learning style while teaching and learning. Instead, some of students did not get the information about learning style from the lecturers.

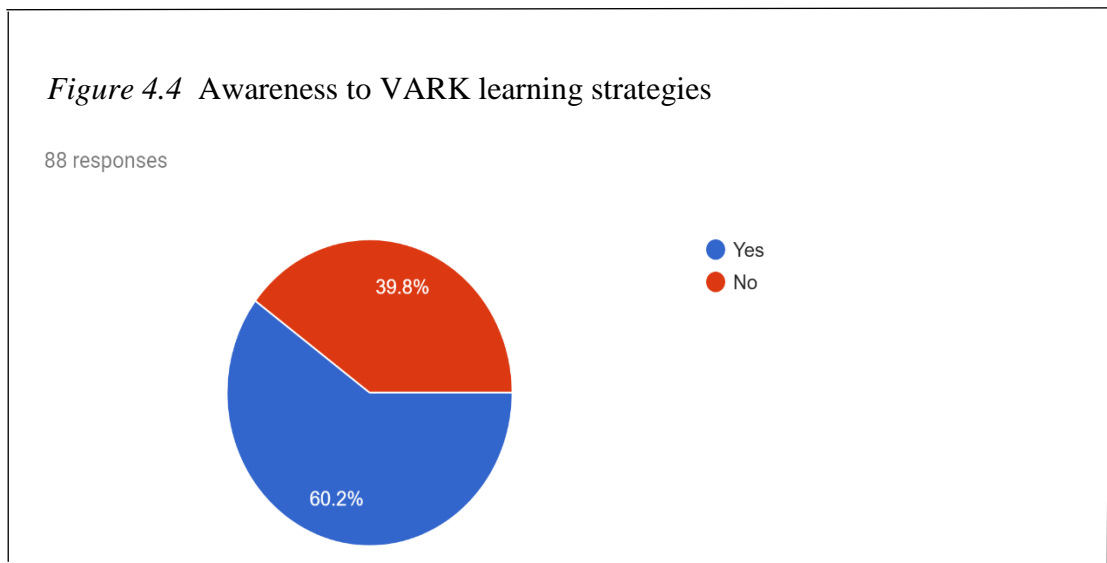
However, there are less of 15 students mentioned that the lecturers did not explain about learning style in the classroom. Thus, the researcher can sum up that students have high awareness to their lecturer explanation while teaching learning process which help themselves to broaden their knowledge.

3. Are you familiar with VARK (Visual, Auditory, Reading, Kinesthetic) learning style?



In this question, there is a requirement that who answer *no* for this question, it can continue to answer number 6, because number 4 and 5 are part question from this. The percentage shows that they are aware of VARK learning style. From 100%, it proved that 31% of them are not familiar with VARK learning, while 69% out 100% students are familiar. In fact, the researcher believes that respondents know the implementation of VARK learning but they don't know the detail. To sum up, most of the students are familiar and aware with term of learning style and also aware of VARK learning style.

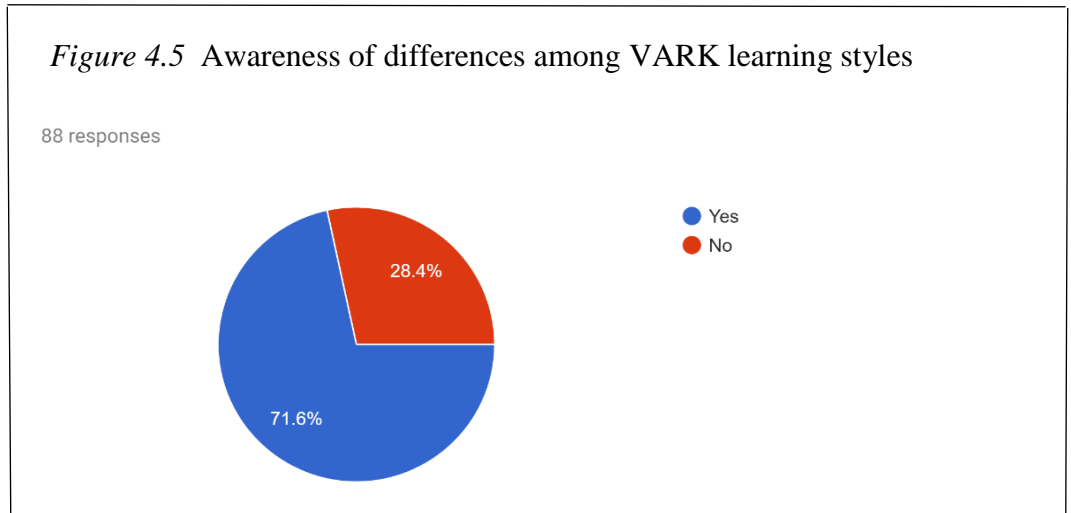
4. Are you familiar with VARK learning strategies?



For this question, not all of the respondents answered because of it was related to the previous question. Respondents can skip this question if they answer no in the previous question. From 100 respondents, the chart shows that 12 respondents skip this question. Based on the chart, there are 60.2% of respondents answer *yes* that is equal with 53 students and 39.8% respondent answer *no* which cover 35 students' answer. The frequency of response calculated by finding the result of an accumulation of relative frequency. From that chart, it can be summed up that even they are familiar with the term of learning style and they also know about VARK learning style but not all of them are familiar with the strategies of VARK learning style.

In the next figure, it points out the percentage of student's awareness of differences among visual, auditory, reading/writing and kinesthetic learning style.

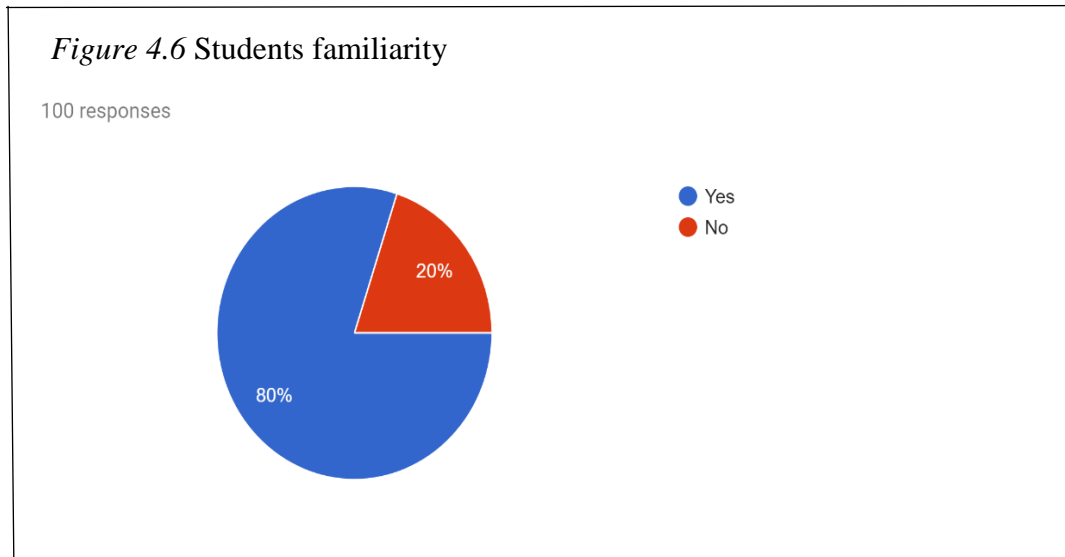
5. Do you know the differences among visual, auditory, read/write, and kinesthetic learning style ?



From the figure, it can be summed up 28.4% which equals to 25 respondents do not know the differences among visual, auditory, read/write and kinesthetic learning, even though they claimed that they were familiar with VARK learning strategies and also familiar with vark learning style. On the other hand, there are 71.6% which equals to 63 respondents know the differences among VARK learning style related to the familiarity about VARK learning style in previous question. It can be concluded that not all of students who are familiar with term of VARK learning style know the categories and part of learning style in detail. Based on the percentage, it proves that more than half students (88 respondents) are aware of learning style differences.

The next figure, the researcher wanted to know their self-awareness especially in learning process.

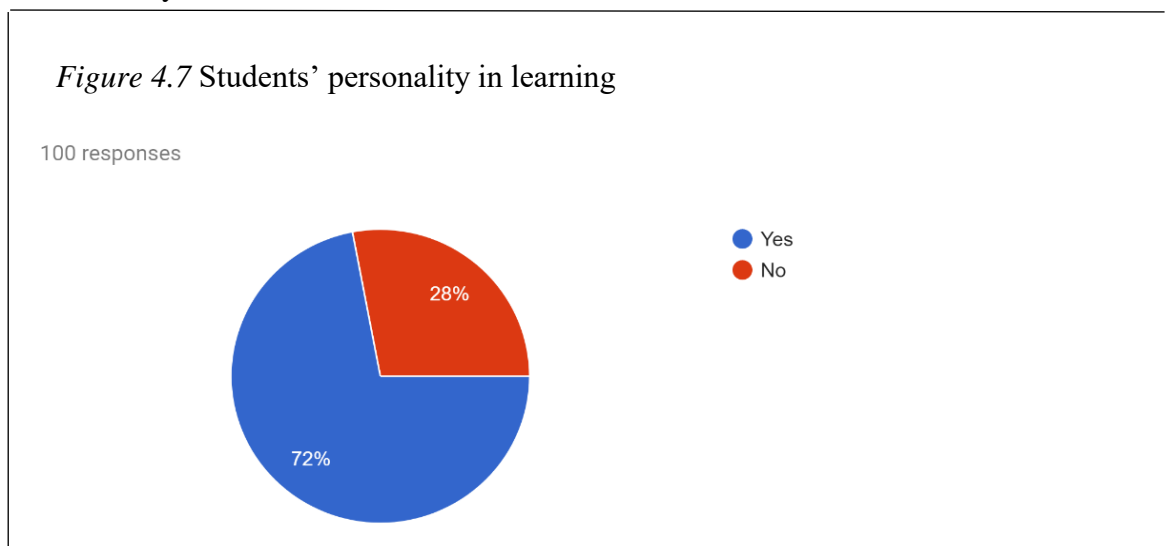
6. Are you familiar with your own learning style?



According to the figure, it shows that few students (20%) probably get some difficulties to determine their own learning style, so they do not know what specific learning style that they had adopted. Nevertheless, more than half of respondents (80%) are aware of their own learning style which helps them in the learning process. Based on the result, it can be summed up that approximately most of students have high awareness to their own learning style.

The next question is about the awareness of learners about their personality in learning. In this question, it reflects to their awareness of their learning style.

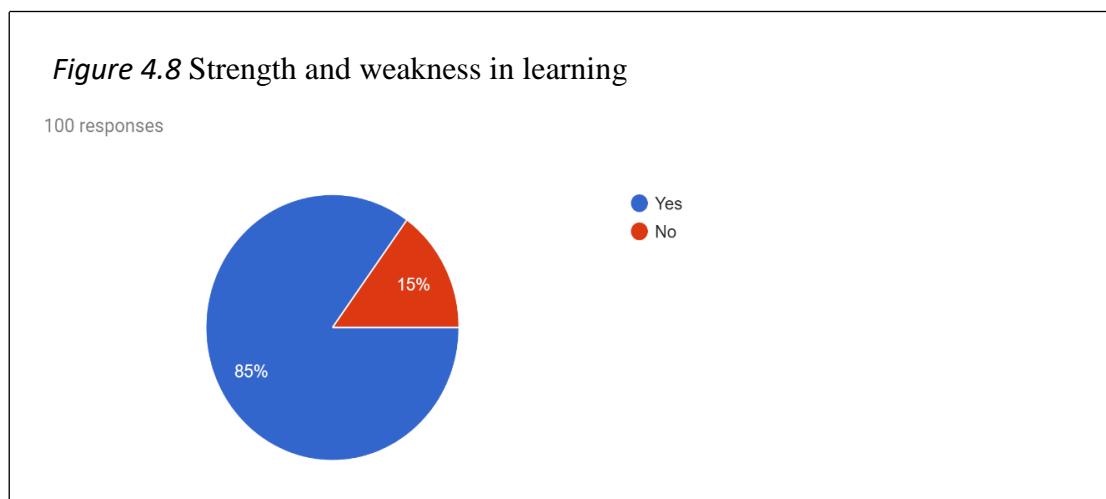
7. Are you a bimodal learner ?



From the figure above it can be concluded that majority of respondents (72%) are bimodal learner and few of them are not. From this question, it presented that students become aware of their personality in learning, even they are not familiar with term of bimodal but they still know their personality in learning. In this case, most of students become bimodal learner because it a little bit difficult to learn by adapting only one learning style for all of subjects.

The next figure display percentages of students' self-awareness; strength and weaknesses in learning process.

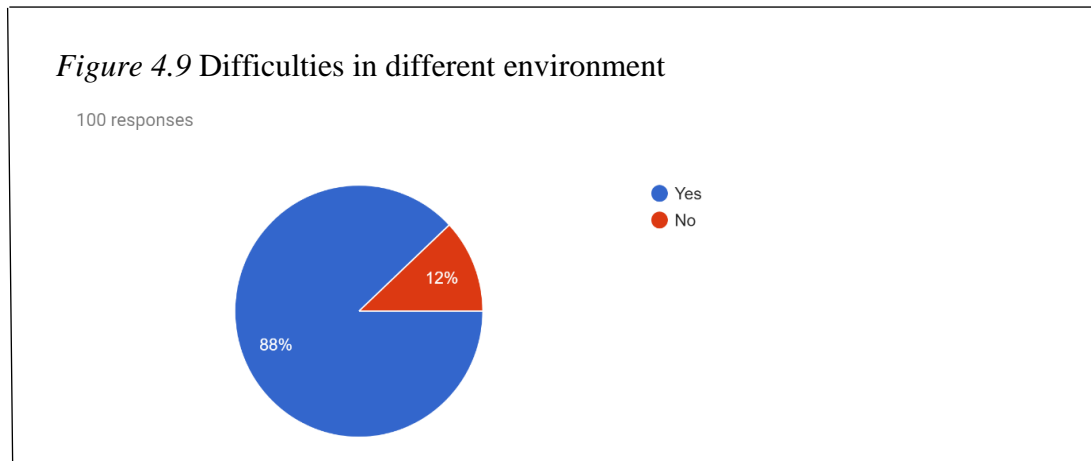
8. Do you know your strength and weaknesses in learning?



The figure shows that majority of respondents picked yes answer which can be interpreted that they have a high self-awareness in learning. In addition, there are some of students who are not aware of their strength and weakness in learning. That happened because they probably did not pay attention for their progress in learning process. Over all, it can be summed up that students have high awareness of their strength and weakness in their learning process.

Another figures shows that the problem that faced by students during learning process, one of that is difficulties to learn in difference environment.

9. Do you get some difficulties while learning in different environment?



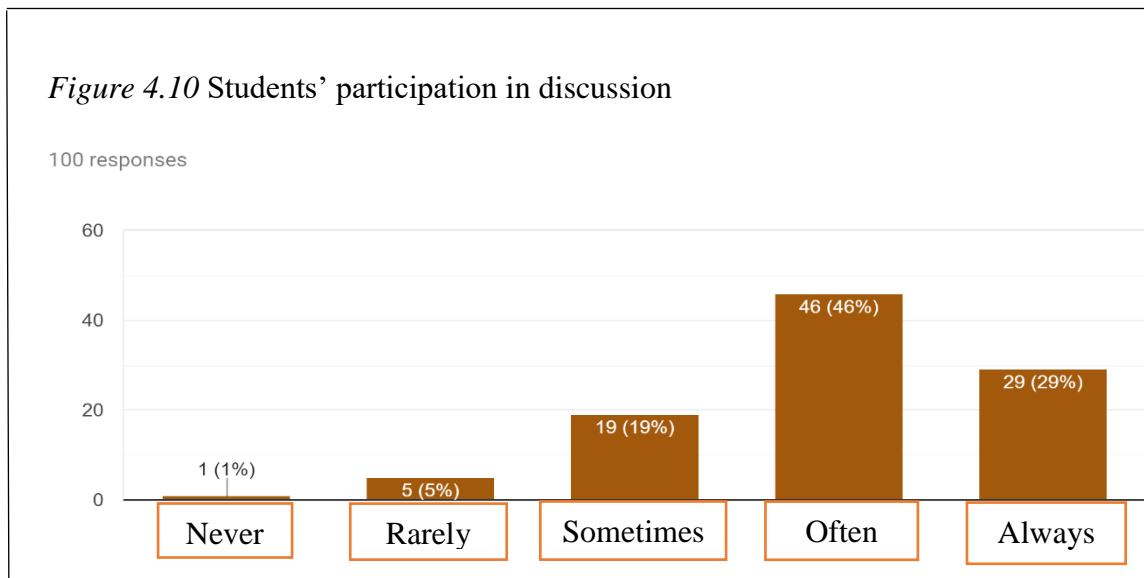
The figure shows the responses of students when being asked whether they get difficulties while learning in different environment. It is clear that almost all of students (89% out of 100 students) get difficulties while learning in different environment. However, the chart presents that a few of respondents (12%) are not getting difficult to learning in different environment. It can be conclude that many of students are difficult to adapt with their new environment especially when they interact with new friend that they have never met before. However, some of students feel comfortable in every environment that they stay for learning.

2. Students' Perception of Their Learning Style.

In this category, the researcher provides bar chart which shows students method in learning. The summary from the chart provides the answer to their perception about their learning style. In this section, the students stated the way how they accept the information and the way how they learn by answering

questionnaire which present in likert scales (always, often, sometimes, rarely and never).

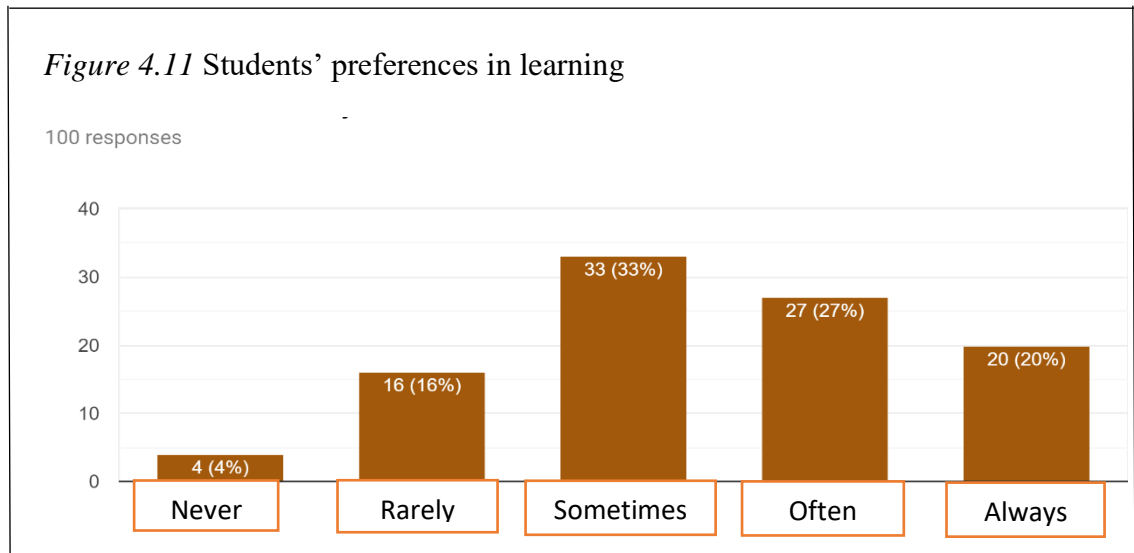
Statement 1 : Participate in discussion help me develop a sense of collaboration with the other and make me become active



The chart shows the responses of a group when asked whether their participation in discussion help them to develop their sense and make them become active or not. From their responses, the highest option that the student choosed is *often*. It means that, 46 out of 100 students feel that they become more active when joining group discussion rather than working individually. However, only a very small number, approximately 5 of 100 students rarely feel that and only one student who never feels active when participating in group discussion. It can be summed up, they believe that participating in discussion can help them to be more active than working individually.

The next chart discussed about ways of learning that students' preffered to make them easier to undestand the material that is provided by the lecturer.

Statement 2 : I prefer working individually rather than in group because makes me comfortable and easy to understand the lecturer.



The highest responses of students (33%) proved that sometimes they prefer to work individually rather than in group. Sometimes they are comfortable to work in group but sometimes not and it usually happens because all of the students have different ways to accept the information. From all of the percentages, it can be concluded that different students show different ways to receive the lecture, they have their own way to learn and adapt with their learning environment. Besides that, there are few of students (4%) who never like to work individually.

The next chart presents the percentage of students' collaboration with friends and lecturer which give feedback to help them in developing new learning style

Statement 3 : I ask my friends or lecturers to give me feedback that helped me develop new learning style.

Figure 4.12 Students' collaboration in developing new learning styles.

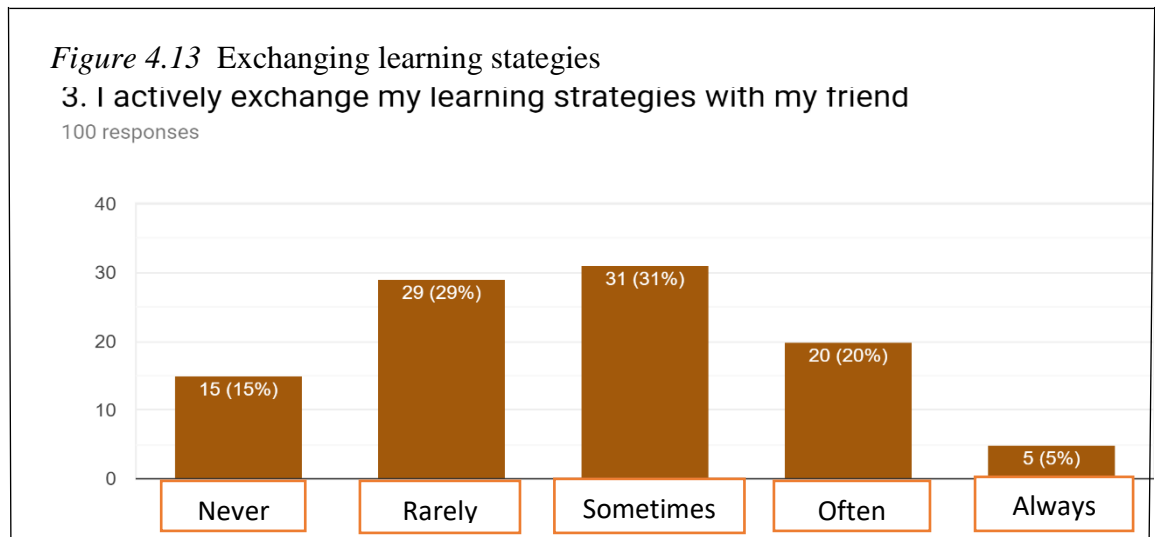


Based on the chart above, the highest percentage shows that out of 100 respondents, 33% of students opine that sometimes they introspect their process in learning which aim to develop new learning style by asking peers or lecturers. In the other hand, the lowest percent proved only 5 out of 100 students never ask feedback that can help in developing new learning style. The figure tells that, there is significant difference on the way of how the students improve their needs. Having discussed the explanation above, it can be concluded that there is a proper relationship between students and lecturer where lecturer give feedback while teaching and learning process for student to evolve themselves in learning process.

The next figure shows that the percentage of students' activity with their friends help them in learning. In this case, the researcher wanted to know wether

the students often exchange their learning strategies with their friends or not. “Exchange” in this term means sharing with their friends about their learning experience.

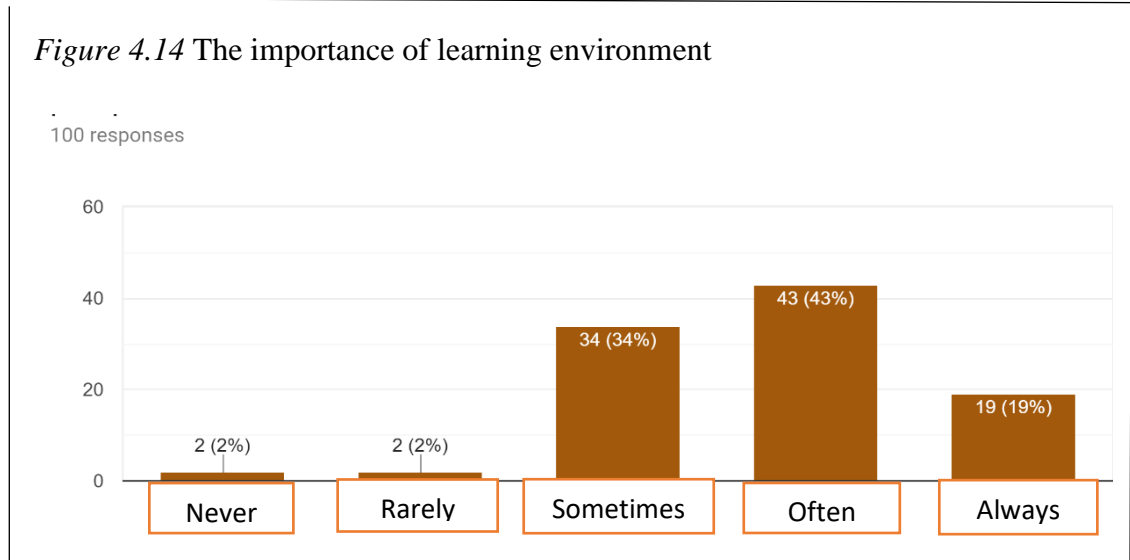
Statement 4 : I actively exchange my learning strategies with my friends.



From the figure above, the highest percentage shows that 31% out of 100 students sometimes actively exchange their learning strategies with their friend. Meanwhile, 5% out of 100 students who always actively exchange their learning strategies help their learning process. Instead, some others do not accustom themselves to share with their friends about their learning strategies. From the calculation above, it can be summed up that not all of students want to exchange their learning strategies with their friends even they can help them their learning strategies which make them perform better.

In the next chart, it presents about the importance of learning environment for the students.

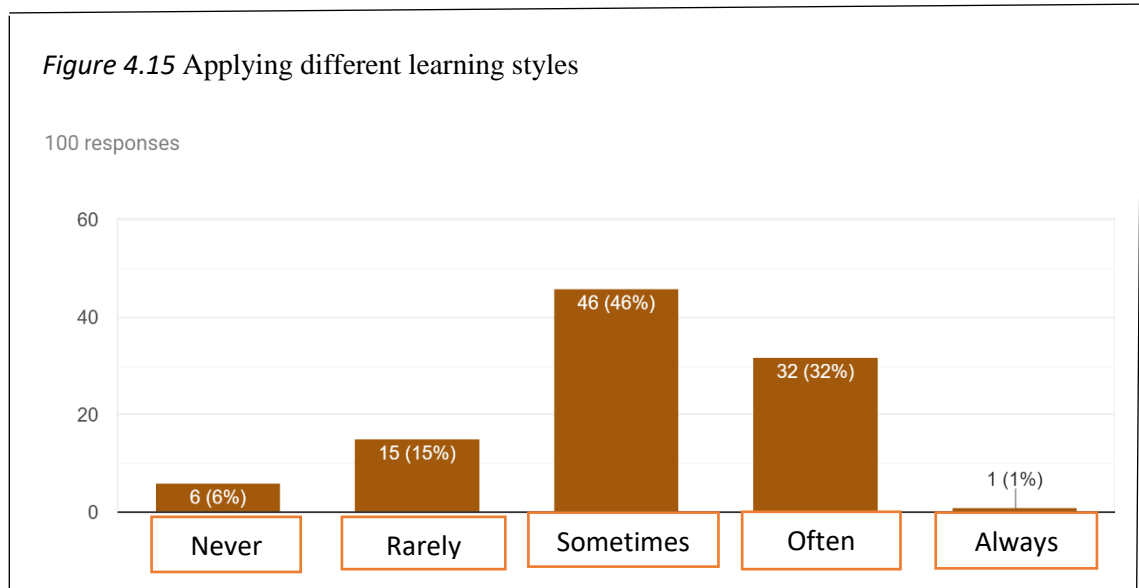
Statement 5 : Learning environment is valuable to help me appreciating different perspective .



Based on the chart above, most of students pointed out that learning environment is valuable to help them appreciating different perspectives in learning. The highest percentage presented that 43% out off 100 students claimed as learning environment often help them appreciating different perspectives in learning. Additionally, only 2% of students pick rarely and 2% of them pick never. Therefore, it can be summed up that students believe that learning environment is valuable in assisting their learning process.

The next figure tells about students' perception in the way they receive information in the subject that they learn.

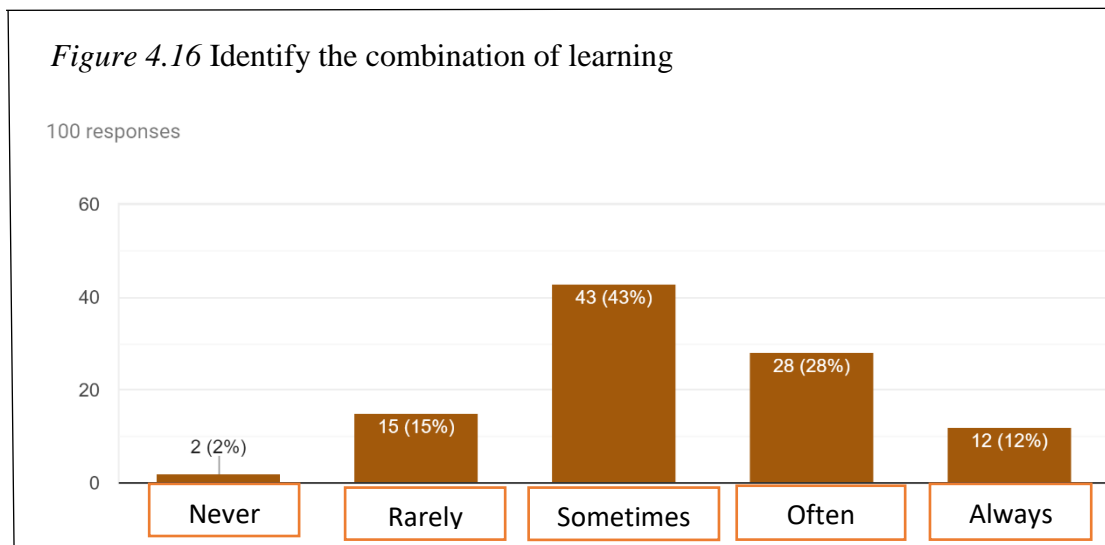
Statement 6 : I apply different learning style for different subjects.



The figure shows that there is a significant difference among the options. The highest percentage states that each student sometimes applies different styles for different subjects. Based on the chart, 32 of students often apply different styles for different subjects, in order to make it easier for them in understanding the materials. Even so, the lowest percentage shows that only one student who always changes the learning style when they learn different subjects. From the figure above, it can be summed up that different students apply different methods to help them in learning, especially when they learn some subjects with different ranges of difficulties.

The next chart provides about students' ability in identifying the exact learning style that is compatible for them.

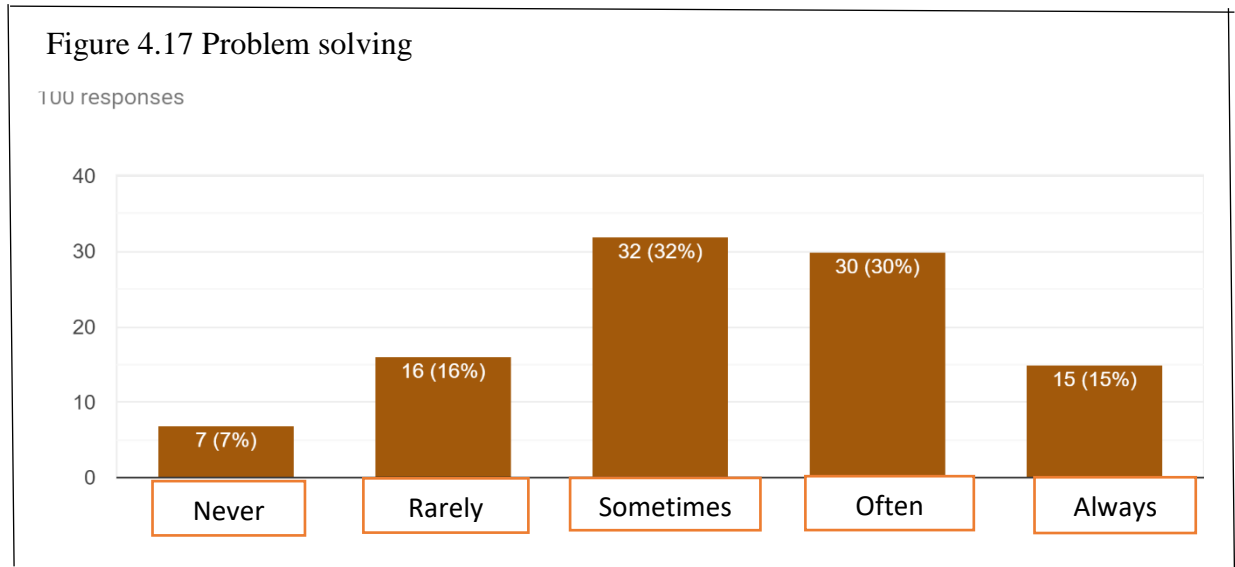
Statement 7 : I was able to identify the best combination of learning for me



This chart shows that the highest percentage proved that there are 43 responses from 100 students choose *sometimes* as their option meaning that 43 of them identified which learning style that is the best for them. In fact, most of students can identify the best combination of learning style for them but some of them rarely can do it. However, out of 100 students, only 12 students who always know the best combination of learning style that they can adapt. It can be concluded that almost all of the students can identify the best style that they should adopt in learning.

The next figure presents about the way how students solve their problem in learning

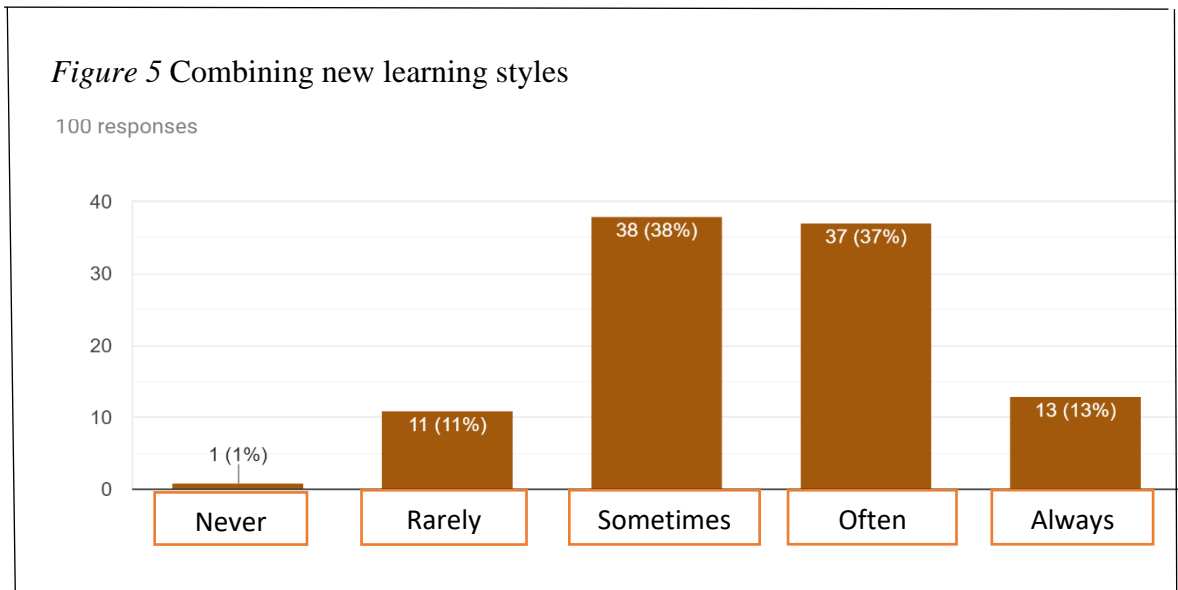
Statement 8 : I review my strategies when I failed to reach my goal in learning.



Based on the chart, it proves that almost all of respondents reviewed their strategies when they failed in their learning process, especially in achieving their goals. Only 7% from 100 students never review their strategies when they failed to achieve their learning goals. It is presented that several students (32%) sometimes reviewed their strategies when they failed to reach the goal of learning, which might help to perform better. From the figure above, it can be summed up that almost all students want to perform better in learning.

The next statement provides students' perception of students' performance by combining new learning style. New learning style in this statement means learning style that they never apply before in learning process.

Statement 9 : Combining new learning styles helped me perform better

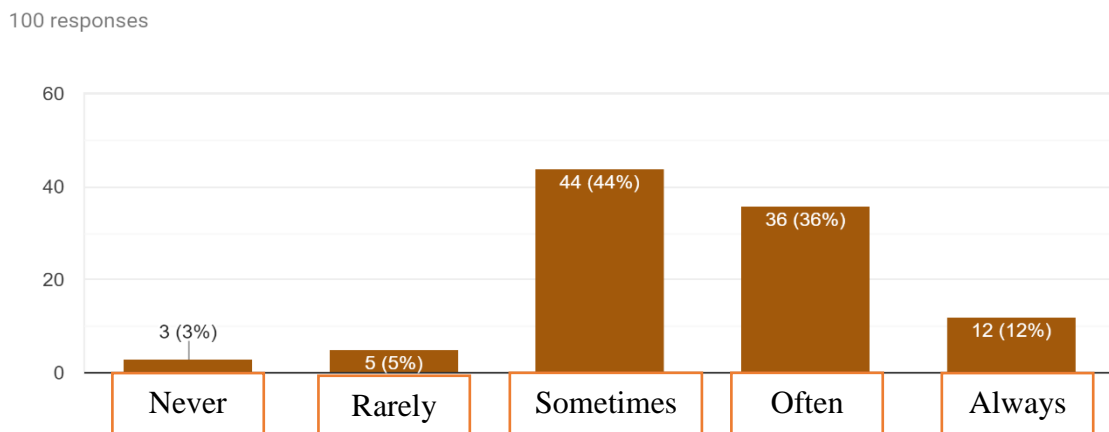


The figure presents that approximately 88% out of 100 students believe that combining new learning style will help them to perform better in learning. Students who are aware of learning style strategies and their personality in learning tried to find something new to help them solving their problem. From the figure above, it can be assumed that almost all students are trying to combine new learning style with their previous style to help them to perform better. Nevertheless, some of them (11%) rarely combine their learning style.

To make the statement more accurate, the researcher also asked about strategies of learning which ease them to get the information and understand the material. In this statement, the researcher assumed that most of learners might use more than one learning style to help them understand the lecturer.

Statement 10 : Use more than one learning style make me easy to get the information and understand lecturer explanation.

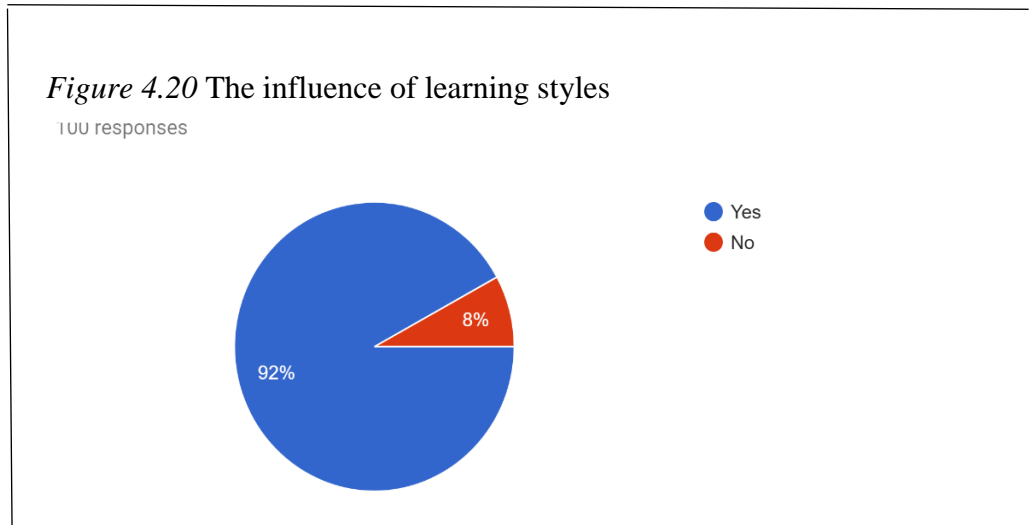
Figure 4.19 Strategies in understanding the learning material



That figure above shows that half of respondents (44%) believe that applying more than one learning style easier them to gather information and understand the lecturer explanation. Using more than one learning style helps the students to back up their weakness in some part of learning. According to the previous finding, almost all students are bimodal learne meaning that they definitely use more than one learning style. The figure also shows that, there are 3% out of 100 students who never use more than one learning style even though it is easier for them to understand the materials. Although students already know the VARK learning style, it is not claimed that knowing one's VARK preferences improves academic success.

To conclude all of respondents' perception of their learning style, the researcher need to know the effect of learning style that they already adapt.

Q.10 : Do your learning style help you to reach your goal in learning?



The figure clearly mentions that almost of respondents believe that learning style help them to reach their goals in learning. It means that learning style has major function to upgrade their learning even not all respondents aware of the differences between learning strategies and VARK learning strategies. From 100 respondents, only 8% of them picked *no* as an answer. It means that they failed to reach their goal in learning. Hence, it assumed that they indirectly believe that their learning style not help them to reach their goals in learning.

C. Discussions

In this section, it presents discussion about students' awareness and perception of their learning style and combine with related studies.

The first research question is "Are students aware of their learning styles?". From the finding above, it is presented that students have moderate to high awareness of their learning style. Based on the scale of awareness measurement, the statement is drawn from the result of students responses which fall in between

60% - 90%. In detail, the result shows that students in fifth semester at English Education Department familiar with the term of learning style. The majority students are familiar with their own learning style. Most of learners are also familiar with VARK learning style, but half of them are not familiar with VARK learning strategies. The reason why students not absolutely familiar with VARK learning strategies it considering they learn in a glance. Based on the finding, the students known the term of learning style and also VARK learning style from lecturer explanation in teaching process.

The finding also showed that more than 50% students aware of differences among VARK learning style which means that they know the categories of learning style even just a brief. Furthermore, majority of students also know their own strength and weaknesses in learning. Respondents claimed that they are bimodal learner. Even though, almost of all students still find the difficulties when learning in different environment. They were not accustomed with different environment.

The result of the first question is relevant to study Arunodaya Barman, Rosmina Abd.Aziz, and Yusniza (2012) which also investigated about learning style awareness and academic performance of students in nursing program at Kolej Poly Tech-MARA, Malaysia. The study showed that most of students are aware of learning style and there is a significant improvement in students performance after applying different learning style in learning process.

The second research question is “How are their perception on their learning styles?”. The study found that, most of students apply different learning style in

learning. Almost of students (88%) prefer to combine learning style to facilitate them in learning process. Both genders perceive that they become more active when they participate in group discussion. However, 75% of respondents mentioned that join group discussion help them to develop more in learning. Meanwhile, sometimes they prefer to work individually to ease them in understanding the lecture. The students freely exchange their learning style of learning. Around 77% out of 100% of respondents perceive that they do review to their learning style and strategies when they failed to reach the goal in learning process.

Study also found that, majority of students able to identify what is the best style for them in learning. Researcher found that, students have their own strategies in understanding the learning material. As supporting element of learning process, learning environment is one of the most influential element in teaching and learning process. Almost all of students believed that learning environment is valuable in appreciating others. Yet, there is a great collaboration among students and lecturers in giving feedback which helped the students to develop their ability in learning. In summary, students mentioned that, their learning style support them to achieve their learning goals by applying some strategies and assistance from the lecturer.

The result of this study is relevant to the finding of Anumeha Bhagat, Rashmi Vyas, and Tejinder Singh (2015) about students awareness of learning style and their perception to a mixed method approach for learning. The study showed that, a larger number of students (78%) commented that use of mixed method in

learning helped them to improve their performance in the examination, even they are unable to identify the best combination of learning style for themselves. Awareness of students' learning style and the use of an external strategy help the students to adopt the other learning styles in enhancing their learning goals.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter highlights the conclusions and suggestions based on the finding of investigation at English Education Department especially fifth semester students about their awareness of learning style.

A. Conclusions

Through this study, the researcher intend to investigate students' awareness toward their learning style, especially students in fifth semester of English Education Department, UIN Ar-Raniry. After obtaining the data from the questionnaire and interpreting the result in the previous chapter, the data shows that 60% - 90% of students are aware of their learning styles which classify to moderate up to high. It means that students acknowledge that learning style is an important factor in learning due to the activation of students' senses such as seeing (visual), hearing (auditory), reading or writing, touching and moving (kinaesthetic) which one of them is more dominant in each individual.

As explained above, learning style has a strong relation with learning environment which helps students upgrade their learning and helps them develop their learning process. Based on the result in the previous chapter, learning environment is also beneficial for students to solve their learning problem. Learning environment helps students to broaden their knowledge and encourage them to become more active in learning process. Furthermore, this research also aims at analyzing students' perception of their own learning style. Based on the

respondents' point of view, they apply more than one learning styles to make them easier in understanding the materials and actively exchange the learning style based on their needs. They often combine learning style to have a better performance. In addition, the majority of students apply different learning styles for different subjects. They often combine their learning style to cover their weakness in learning.

B. Suggestions

Having made the conclusion above, some suggestions are presented in this study. First, the students should not only know the term of learning style but also they should understand learning styles in depth, which cover their personality in learning; strengths and weaknesses. Being aware of their learning styles help them contribute well in classroom and develop the cooperation in learning environment. Second, for the lecturer, the researcher expects that the result can give the positive input which can support the students in learning. Furthermore, the researcher expects that lecturer should understand the students' potential in learning process. The positive input encourages the students become more active in learning environment, and make them more aware of what they need in learning. The last is for future researcher, it is suggested to explore further aspect in learning style field and uses more than one tools to measure respondents' opinion, in order to make study more complete. Using two or more tools with more methods in choosing respondents makes the study more complete and detailed than before.

REFERENCES

- Agus, I. M. (2010). *Male and Female Students' Learning Style at Second Year of SMPN 21Pekanbaru*. Unpublished Thesis, Sultan Syarif Kasim Islamic University, Pekanbaru, Riau.
- Armstrong, A. M. (2004). *Instructional Design In The Real World : A view from the Trenches*. United States: Information Science Publishing.
- Ambrose, S., W.Bridges, M., DiPietro, M., C.Lovett, M., & K.Norman, M. (2010). *How Learning Works : Seven Research-Based Principles for Smart Teaching*. San Fransisco: Jossye Bass.
- Arikunto, S. (2010). *Prosedure Penelitian : Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta..
- Barman, A., Abd. Aziz, R., & Yusoff, M. Y. (2014). Learning Style Awareness and Academic Performance of Students. *South East Asian Journal of Medical Education*. Vol.8(1). Malaysia: Terengganu.
- Bernard, H. (2002). *Research Methods in Anthropology : Qualitative and Quantitative Approach*. Walnut Creek: Alto Mira Press.
- Bhagat, A., Vyas, R., & Singh, T. (2015). Students' awareness of learning styles and their perceptions to a mixed method approach for learning. *Int. J App Basic Med Res* ,5: S58-65.
- Brown, H. D. (2000). *Principles of Language Teaching and Learning*. White Plains, NY: Longman.

- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*. London: Routledge.
- Creswell, J. W. (2009). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publication.
- Dunn, R., & Burke, K. (2008). *LS : Research and Implementation Manual*. Retrieved from www.learningstyle.net: www.learningstyle.net
- Essay, U. (2013, November 9). *Awareness of Learning Style is Important Education Essay*. Retrieved from www.ukessay.com : <https://www.ukessays.com/essays/education/awareness-of-their-learning-styles-is-important-education-essay.php?vref=1>
- Etikan, S. A., & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Gafoor, K. (2012). Considerations in the Measurement of Awareness. *Emerging Trends in Education Journal*. Page: 2.
- Gilbert, J. E. (2000). *Case Based Reasoning Applied to Instruction Method Selection for Intelligent Tutoring Systems*. Workshop Proceeding of ITS' 2000 : Fifth International Conference on Intelligent Tutoring System, Montreal, CA, 11 - 15.
- Jantan, R. & Razali, M. (2002). *Psikologi Pendidikan Kontemporer*. Kuala Lumpur: McGrawHill Education.
- Kumar, C. T. (2014). Using Appreciative Inquiry on Learning Styles to Facilitate Student Learning. *Med Educ Journal*, 44.

- Kumar , V. K. (2011). Association of Kinesthetic and Read - Write Learner with Deep Approach Learning and Academic Achievement. *Can Med Educ*, 2.
- Mariyana, R., Nugraha, A., & Rachmawati, Y. (2010). *Pengelolaan Lingkungan Belajar*. Jakarta: Prenada Media Grup.
- McKay, S. L. (2008). *Researching Second Language Classrooms*. London: Lawrence Erlbaum Associates.
- Michener, J. D. (2004). *Social Psychology*. Australia: Thompson Wadsworth.
- Moore, D. S., & George, P. (2006). *Introduction to the practice of statistics* (Fifth ed.). USA: Freeman.
- Muijs, D. (2004). *Doing Quantitative Research in Education*. London: Sage Publication.
- Muluk, S. (2018, October 12). Issue of Awareness. (S. Rechal, Interviewer)
- Ozerem, A., & Akkoyunlu, B. (2015). Learning Environments Designed According to Learning Style and Its effect of mathematic achievement. *Eurasian Journal of Educational Research*, 63.
- Pritchard, A. (2009). *Ways of Learning : Learning Theories and Learning Styles In the Classroom*. London: Routledge, Taylor & Francis Group.
- Solso, R. (2007). *Psikologi Kognitif*. Jakarta: Erlangga.
- Spoon, C. J., & Schell, J. W. (2001). Aligning Student Learning Styles with Instructor Teaching Styles. *Journal of Industrial Teacher Education*, 4(57), 22-27.
- Stark, S., & Baumgartner, P. (2006). *The Way, What, and How of Self - Awareness*. Performance Coaching, Inc.

- Vaikata, R. M. (2018, january 18). *What is the differences among formal, informal and non formal educating method*. Retrieved from: <http://quora.com>
- Williams, Y. (2014, october 22). *What is perception in psychology*. Retrieved from <https://study.com/academy/lesson/what-is-perception-in-psychology-definition-theory-quiz.html>.
- Yaakub, R., & Hashim, S. (2004). *Psikologi Pembelajaran dan Personaliti*. Malaysia: PTS Publications & Distributors Sdn.Bhd.
- Yusny, R. (2018, October 8). Awareness of learning style. (S. Rechal, Interviewer)
- Zeman, A. (2001). *Consciousness*. London: Yale University Press.
- Zhenhui, R. (2001, July). Matching Teaching Styles with Learning Style for ESL/EFL Instruction. *TESL Journal*, VII(7).

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8836/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-undang Nomor 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-1066/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:

1. Safrul Muluk, S.Ag., MA., M.Ed., Ph.D
 2. Siti Khasinah, M.Pd

Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Siti Rechal
 NIM : 140203219

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Students' Awareness and Perception of Their Learning Styles (A Study at Department of English Language Education, 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;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-12945/Un.08/Tu-FTK/TL.00/11/2018

23 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 : Siti Rechal
N I M : 140 203 219
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Taman Siswa Lr.HM Sufi Merduati Banda Aceh

Untuk mengumpulkan data pada:

Mahasiswa Semester 5 Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

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

Students' Awareness and Perceptions of Their Learning Styles (A Study at Department of English Language Education, 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 Farzah Ali

BAG. UMUM BAG. UMUM

Kode 6892



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fik@ar-raniry.ac.id. Website <http://ar-raniry.ac.id>

Surat Keterangan

Nomor: B-499/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-12945/Un.08/ TU. FTK/TL.00/11/2018 tanggal 23 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Siti Rechal
NIM : 140203219
Prodi : Pendidikan Bahasa Inggris

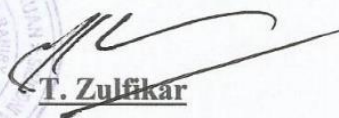
Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa Semester V Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Students' Awareness and Perceptions of Their Learning Styles (A Study at Department of English Language Education, UIN Ar-Raniry).

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 17 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,




T. Zulfikar

Appendix 2

Research survey : Students' Awareness and Perception of Their Learning Style

Hello, my name is Siti Rechal, I'm a student in ninth semester at English Language Department. In this moment, I'm doing research about "Students' Awareness and Perception of Their Learning Style" with study focus is students in fifth semester. So, in this research I want to explore your awareness about learning style generally and also your perception about your own learning style so far. To complete the data, I need your help to fill this survey by giving your answer to some questions and statements about that. This survey divided into 2 section, first section to collect data about awareness and second section to collect data about your perception of your learning style.

This survey does not affect to your academic grade.

I want to say thank you for helping me and I also appreciate you all for spend your time to fill this survey.

May Allah always ease your plan in learning and also give you ease in conducting research in the next time.

Please contact me if you need more explanation about this survey : 08116899300 via whatsapp or line.

*** Required**

Personal Information

This personal information just to fulfill the step of survey. Your personal data will not publish in my thesis. Your name will initiate with letter from your name. For example : Siti Rechal. It will initiate with Sit / Re.

1. Name *

2. Unit *

Check all that apply.

- ☐ Unit 1
- ☐ Unit 2
- ☐ Unit 3
- ☐ Unit 4
- ☐ Unit 5
- ☐ Unit 6
- ☐ Unit 7

3. Gender *

Check all that apply.

- ☐ Male
- ☐ Female

Section 1 : Awareness of learning style

Learning style is the way how you learn some subject to get the goal in learning. Every body has different learning style based on his ability in learning process. In this moment, I want to explore your awareness of that issue.

This section contain 10 short questions that provide answer in "Yes / No". So, you just click one of them based on your knowledge and your feeling about that. This survey does not affect to your academic score.

Note : Awareness of learning style = Kesadaran terhadap gaya belajar.

1. Have you ever heard about learning style? * Mark only one oval.

- ☐ Yes
☐ No

2. Have your lecturer mentioned or explained about learning style in your classroom? * Mark only one oval.

- ☐ Yes
☐ No

3. Are you familiar with VARK (Visual, Auditory, Read/Write, Kinesthetic) learning style? (If you answer "No", please continue to question no.6) * Mark only one oval.

- ☐ Yes No
☐

4. Are you familiar with VARK learning strategies? Mark only one oval.

- ☐ Yes
☐ No

5. Do you know the differences between visual, auditory, read/write, and kinesthetic learning style? Mark only one oval.

- ☐ Yes
☐ No

6. Are you familiar with your own learning style? * Mark only one oval.

- ☐ Yes
☐ No

7. Are you a bimodal learner? (Bimodal is someone who has more than one learning style in learning) * Mark only one oval.

- ☐ Yes
☐ No

8. Do you know your strength and weakness in learning? * Mark only one oval.

- ☐ Yes ☐ No

9. Do you get some difficulties while learning in different environment? * Mark only one oval.

- ☐ Yes
☐ No

10. Does your learning style help you to reach your goal in learning? * Mark only one oval.

- ☐ Yes
☐ No

Section 2 : Perception of your learning style

Perception can be defined as point of view about something that you see or feel. In this last section, I need your perception toward your own learning style by tick one of choice answer from the statement. if you feel you ever feel or do that please tick in "always/often/sometimes" but if you ever do/feel that in rarely or never feel/do that, please tick in "rarely/never".

Please give information based on your experience and your point of view. This survey does not affect to your academic score.

1. I apply different learning style for different subject * Mark only one oval.

	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. I was able to identify the best combination of learning style for me * Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. I actively exchange my learning strategies with my friend * Mark only one oval.

	2	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. I review my strategy while I failed to reach my goal in learning * *Mark only one oval.*

	3	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. Combining new learning style helped me perform better * *Mark only one oval.*

	4	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. Participate in discussion help me develop a sense of collaboration with the other and make me become active * *Mark only one oval.*

	5	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. I prefer to work individually rather than group because it make me feel comfortable and easy to understand the lecture * *Mark only one oval.*

		2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. I ask my friend or lecturer to give me feedback that helped me develop new learning style *

Mark only one oval.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. Use more than one learning style make me easy to get the information and understand lecturer explanation * *Mark only one oval.*

		2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. Learning environment valuable in helping me appreciate different perspectives * *Mark only one oval.*

Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always
-------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------

AUTOBIOGRAPHY

Personal Identity

Name : Siti Rechal
Place and Date of Birth : Beureunuen, 21st May 1996
Sex : Female
Religion : Islam
Nationality : Indonesian, Acehnese
Marital Status : Single
Occupation : Student
Address : Jl.Taman Siswa, Lr.HM.Sufi, Merduati
Email : Rechaltrd@gmail.com

Parent

Father's Name : Tarmizi Umar
Occupation : Merchant
Mother's Name : Rasyidah
Occupation : Junior High School Teacher
Address : Jl.Taman Siswa, Lr.HM.Sufi, Merduati

Educational Background

Primary School : MIN Mesjid Raya, Banda Aceh (2002 – 2009)
Junior High School : MTsN Model, Banda Aceh (2008 – 2011)
Senior High School : MAN Model, Banda Aceh (2011 – 2014)
University : UIN Ar-Raniry (2014 - 2019)

Banda Aceh, 14 Januari 2019

Siti Rechal