

**STUDENTS' LEARNING STYLES IN LEARNING ENGLISH
AT SMPN 6 BANDA ACEH**

Thesis

Submitted by :

ARIEF AL AUVAR
Student Reg. No. 1905180024



**STUDY PROGRAM OF ENGLISH EDUCATION
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THESIS APPROVAL

Title : STUDENTS' LEARNING STYLES IN LEARNING
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Name : ARIEF AL AUVAR

Student Reg. No. : 1905180024

Study Program : ENGLISH EDUCATION

Banda Aceh, February 7, 2024

Approved by:

Supervisors

Main Supervisor,



Rahmatun Nisa, S.Pd.I., M.Pd.
NIDN. 113108601

Co-Supervisor,



Lina Farsia, S.Pd.I., MA., M.Ed., M.TESOL
NIDN. 1312098501

THE APPROVAL OF THE THESIS EXAMINERS

Thesis Title:

STUDENTS' LEARNING STYLES IN LEARNING
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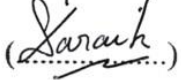
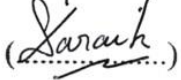
Name : ARIEF AL AUVAR
Student Reg. No : 1905180024
Study Program : ENGLISH EDUCATION

It Has Been Defended in front of the *Munaqasyah* Thesis Examiners
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Rajab 26, 1445 H

in
Banda Aceh

The Council of Examiners,

- | | | |
|---|-------------|---|
| 1. <u>Rahmatun Nisa, S.Pd.I., M.Pd</u>
NIDN. 113108601 | Chairperson | () |
| 2. <u>Anzarina Anwar, S.Pd.I.</u>
- | Secretary | () |
| 3. <u>Lina Farsia, S.Pd.I., MA., M.Ed., M.TESOL</u>
NIDN. 1312098501 | Examiner I | () |
| 4. <u>Sarair, S.Pd., M.TESOL</u>
NIDN. 1319098001 | Examiner II | () |

Certified by,
The Dean of Faculty of Islamic Studies
University of Muhammadiyah Aceh

Dr. Rosmidarwati, S.Ag., M.A
NIDN. 1314077801

DECLARATION

I declare that the thesis entitled "*Students' Learning Styles in Learning English at SMPN 6 Banda Aceh*" is entirely my own work. There is no part in it that contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risk/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

Banda Aceh, February 7, 2024
Declared by,



ARIEF AL AUVAR
Std. Reg. No. 1905180024

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Alhamdulillah, Praise the presence of Allah SWT who has bestowed His mercy, grace, bounty, and guidance on all mankind in general. And then, shalawat accompanied by greetings to the Prophet Muhammad SAW, for his family and friends. Which we all know, that it is thanks to his efforts and hard work that we can feel the pleasure of studying at this time.

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Finally, the author hoped that this thesis can provide benefits for author and readers. In deeply, he also hoped that this study would give a wide perspective to increase our live language, especially in English.

Banda Aceh, February 7, 2024

Arief Al Auvar

ABSTRACT

Arief Al Auvar (2024). Students' Learning Styles in Learning English at SMPN 6 Banda Aceh.

This thesis studied about students' learning styles in learning English at SMPN 6 Banda Aceh. The problem statements are: 1) What are the students' learning styles in learning English at SMPN 6 Banda Aceh? and 2) What are the students' strategies to match with their learning style in learning English at SMPN 6 Banda Aceh?. The Population of the research is the students' at SMPN 6 Banda Aceh on class VII which consist of 174 students, but the researcher took class VII-7 of 24 students. The total number of the samples are 24 students. The researcher using purposive sampling. To collect data, the researcher used some techniques such as questionnaire and observation. Then, all the data are analyzed by using descriptive quantitative approach. The result showed that the type visual learners are 12 students (50%), auditory learners are 5 students (21%) and kinesthetic learners are 7 students (29%). As a result, the visual learner are dominant than kinesthetic and auditory learner in SMPN 6 Banda Aceh. Meanwhile, students strategies to match with their learning style were visual learner often do not remember information given orally without being able to see it. They memorize using visual clues. Visual learners remember something better if they wrote down and visualize picture, word or number in their head. Visual learners use color coding to help them learning something. Auditory learners need to remember most easily if saying something repeatedly. Auditory learners were able to saying something without pay close attention to the person said to them. Kinesthetic learners learn best by moving their bodies, activating their large or small muscles as they learn.

Keywords: Learning Style, Learning English, Strategies

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CHAPTER I

INTRODUCTION

A. Research Background

Language plays important role in human life. Every human in the world needs and language is very usefull for human life. A language is needed in order to make understanding when communicating to each other. In this globalization era, languages socially influence people life, including English language. English is one of international language which are used by people in the world in many areas; moreover speaking English is the easiest way to communicate with people from other countries.

English has a very essential position in communication among people. The use of English is widely considered as an urgent need. English is used as an international language. English has the largest number of users over the world. In recent years, English not only used for communication but also to develop sciences, art, technology and culture (Holmes, 2008, p.80).

English Education is an important aspect that needs to be taught to students at school. English is always there at every level of education, from elementary to tertiary level. English has four skills which should be developed by English of foreign language learner, such as listening, speaking, reading and writing (Adnan, 2012). English subjects in general so far still have a low evaluation score, overall the students answer the questions correctly are still below 60 Percent (Ministry of Education and Culture, 2022).

The success of teaching-learning process is not only determined by how the teachers teach but also more importantly and principally is determined by

how the students learn. Language learning styles is one of the main factors that help determine how the students learn a second or foreign language. Learning style is the way of the students learners. It is combination of absorb, organize and process the information. There are three types of learning style, namely visual, auditory, and kinesthetic learning style (Purnamawati & Setiono, 2014). The Visual learning is learners who learn by sight, the auditory learning are learners who listen and learn, and the kinesthetic learning is learners who learn when their body is active.

Every human has learning style each other and enhanced by experience of their life. Definitely, all of the human learning by some sense, such as vision, hearing and touch. These three things are key to every science. In learning, someone has tendency to have one favour style, it calls learning style (DePorter&Henarcki, 1992). Fleming (2001) mentioned that, “learning style as an individual’s characteristics and preferred ways of gathering, organizing, and thinking about information”.

According DePorter and Hernacki (2014), a combination of learning styles absorb, organize, and process information. They have five senses, only three of the five are used for the study, which is seeing (visual), listening (auditory), and touch (kinesthetic). If the media children learn best by hearing, they are called “auditory learning”. If most excellent learning media posted under read and see the pictures, they are called “visual learning style”, whereas if the media is a learning exercise to get the best results, they are called “kinesthetic learning styles”.

However, the students have different personalities so they learn in many ways or styles. Moreover, the match between the students' learning styles and the teachers teaching styles can enhance an effective teaching learning process. Thus, it is important for teachers to be aware of their students' learning styles. It is clear then that one factor which can lead to the success of a language teaching-learning process is the match between students' learning styles and the teaching methods used by the teachers.

The characteristics of learning style differs between one learner from another, such as visual, auditory, and kinesthetic. It would help learner to determine their strategies in learn certain subject. Strategies are general characteristic that differentiate one individual from another (Brown, 2000, p.122). It help learner to solve their problem in certain learning. Both learning style and strategies have strong influence in learning (Oxford, 2012, p.3). Based on the explanation above, learning style and strategies have correlation and influence by each other. Students, who understand their learning style, would find certain strategies in learning certain subject and use it in effective way. It help them to improve their achivement.

In this study, the researcher conducted this research at SMPN 6 Banda Aceh. It is known that the students at this school are students who are slightly fluent in english. One of the goals at this school is to prepare students to be able to develop themselves in the line with the development of science, technology and art which are teachable taught of islam.

SMPN 6 Banda Aceh is the school which has become devoloped and up to date in terms of technology. This school has facilities and infrastructure facilities

are complete enough to be enjoyed by students who go to school here. SMPN 6 located on Jalan Teungku Lam Oe, Lampineung, Kota baru, Kuta Alam, Banda Aceh, Aceh.

This school has accreditation by the National Accreditation Board (NAB) with (A) accreditation, teachers and the facilities here also must has good quality for students. Has (A) accreditation does not guarantee that the school there did not has difficulties in teaching learning process. Students has many way to improve their ability in learning, especially in learning English. Many of teachers understand about that. However, that the school have obstacle about learning English. In the learning English the teachers using traditional teaching methods that simply teach by communicative and one way that teachers talk while students just listen. Therefore, the students confused to understand a material about English and make the students bored in process learning English. In addition, the teachers must to understand the students' learning styles and use some learning strategies that suit their learning styles.

In the teaching and learning process, teachers get difficulty to identify students' learning styles, because of all students are not able to show and improving their learning style in learning process. Since learning styles have important roles in learning process, then would help teachers to be aware the variation kind of learning styles because the information about variation of students learning style can help the teachers become aware to students differences brought to the classroom. It is important for teachers to accomodate students' learning style. Thus, all students are able to success in their learning process by their own learning styles.

Based on the pre observation the researcher interest in doing the research at SMPN 6 Banda Aceh. The researcher found that SMPN 6 Banda Aceh is one of the favorite schools in Banda Aceh for their students could speak English well. The researcher is interest in knowing what is the students' learning styles and the researcher want to explore that learning styles by conduct a research entitled "STUDENTS' LEARNING STYLES IN LEARNING ENGLISH AT SMPN 6 BANDA ACEH".

This research is focused to find out students' learning styles in learning English, especially which related to visual, auditory, and kinesthetic. And the students' strategies to match with their learning styles in learning English.

B. Research Questions

Based on the background above, the problems which are in the research will formulate, such as:

1. What are the students' learning styles in learning English at SMPN 6 Banda Aceh?
2. What are the students' strategies to match with their learning styles in learning English at SMPN 6 Banda Aceh?

C. The Aims of Research

Based on the statement of problem, the objective of this research is to describe:

1. To find out the students' learning styles in learning English at SMPN 6 Banda

Aceh.

2. To find out the students' strategies to match with their learning styles in learning English at SMPN 6 Banda Aceh.

D. Significances of Research

The results of this study are expected to provide benefits, among others:

1. Theoretical

This study is expected to make a significant contribution to Indonesian education, especially for teachers and students who teach and learn English to achieve the goals of learning English as a foreign language, and is expected to enrich the wealth of educational literature, especially regarding students' learning styles in learning English.

2. Practical

The results of this study are expected to sharing the field research experience to the next researcher especially to whom wants to continue and develop the similar research. For students, the benefits of this research are expected to be able to provide a positive attitude and outlook on English, because English is so important in future life in today's increasingly developing digital era.

E. Terminology

There are some terms including in this research and to avoid misinterpretation of the title above the researcher needs to explain them as follows:

1. Students' learning styles

Students' learning styles are preferred ways of learning, approaches that work best for students. Learning reflect students' preferred manner of acquiring, using and thinking about knowledge (Feldman, 2005, p.57). The learning styles which the researcher means in this research are visual learner, auditory learner and kinesthetic learner in the learning English at SMPN 6 Banda Aceh.

2. English's learning

Hutchinson and Waters (1994) argue that English learning is an approach to learning English where the things taught and the teaching methods are based on the reasons why the learner wants to learn English. It can be concluded that, English learning for special purposes is an approach to teaching and using English for special fields and studies that is in accordance with the needs of the field of science and profession of the English language user. The English learning which the researcher means in this research is a language that is hardly used as a means of communication at SMPN 6 Banda Aceh, where the language is taught.

CHAPTER II

LITERATURE REVIEW

A. The Nature of Learning

1. Definition of learning

According to De Porter & Hernacki (2011:5), learning is a flowing, dynamic, and full of risk. Another definition of learning by Slameto (2011: 5) is a process of one's efforts to obtain a change in the new behaviour overall, as a result of his own experiences in interaction with the environment. The changes that occur in a person include a lot of things like characteristic and etc. Therefore, not all the changes in a person is the result of the learning process.

Hintzman in his book *The Psychology of Learning and Memory* argues that: "learning is a change in an organism as a result of experience which can affect the organism's behavior". Therefore, in Hintzman's view, a change brought about by an experience can be said to be learning if it affects a student.

According to Sukadi (1983: 18), the aim of learning is to bring about changes in behavior and actions. This change can be expressed as a skill, habit, attitude, understanding, as knowledge or acceptance and appreciation. Meanwhile, Surakhmat (1986) said that the purpose of learning is to gather knowledge, instill concepts and knowledge, and form attitudes and actions.

From the descriptions above, it can be concluded that learning is a process of changing behavior as a result of individual interaction with the environment in meeting their life needs, or a process of gaining knowledge and experience in the form of changes in behavior in the ability to react which is

relatively permanent or persistent due to individual interaction and the environment.

2. Learning Process and Phases in The Learning Process

Process comes from the Latin processus which means moving forward. Reber (2012) said that in learning psychology, process means specific methods or steps by which certain changes are brought about until certain results are achieved. So, the learning process can be interpreted as a stage in the process of changing cognitive, effective and psychomotor behavior that occurs within students.

According to Arno F. Wittig (1981) in his book Psychology of Learning, every learning process always takes place in three stages, namely:

- a) Information reception stage.
- b) Information storage stage.
- c) Information retrieval stage.



At the first level, a student begins to receive information as a stimulus and responds to it, giving rise to new understanding and behavior. At this stage there is also assimilation between understanding and new behavior in the overall behavior. Failure in this stage will result in failure in subsequent stages.

At the storage level, a student will automatically experience the process of storing new understanding and behavior that they acquire when in the stage of receiving information. This event certainly involves the functions of short

term and long term memory.

At the final level, students will reactivate the functions of their memory system, such as when answering questions or solving problems. This stage is basically an effort or mental event in expressing and reproducing information stored in memory as a response to being faced.

B. Students Excel in Academics

From a pedagogical perspective, students are defined as a kind of "homo education" creature, a creature who demands education. In this sense, students are seen as human beings who have latent potential, so they need guidance and guidance to actualize it so they can become useful moral human beings.

Meanwhile, outstanding students are students who have achievements in something. The results obtained from learning activities at school are cognitive in nature and are usually determined through measurement and assessment. To find out how much change has occurred in students, it is necessary to have an assessment or what is usually called academic achievement. Academic achievement is often also called learning achievement. Learning achievement is often used as a measure to find out what students have achieved after carrying out learning activities (M. Ngalim Purwanto, 1996).

According to Nana Sujana, learning achievement is the abilities that students have after receiving their learning experience. In the national education system, the formulation of educational goals, both curricular goals and instructional goals, uses Benjamin Bloom's clarification of student learning

achievement, which broadly divides it into three domains, namely the cognitive domain, the affective domain and the psychomotor domain.

The cognitive domain concerns intellectual learning achievement which consists of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis and evaluation.

The affective domain concerns attitudes and values. The affective type of learning achievement appears in students in various behaviors, such as attention to lessons, discipline, learning motivation, and study habits.

The psychomotor domain concerns the learning outcomes of skills and the ability to act. There are six aspects of the psychomotor domain, namely: reflex movements, basic movement skills, perceptual abilities, skill movements, and interpretative movements.

Learning achievement is the result obtained by students after carrying out their learning activities which are expressed in the form of numerical or letter grades. To find out the extent of academic achievement, it is necessary to measure and assess learning outcomes.

Based on the definition above, it can be concluded that outstanding students are students who have achievements in a subject, which are obtained from learning activities at school and are determined through measuring and assessing student learning outcomes.

Therefore, the academic achievement students referred to in this research is the level of success achieved in learning by several students at SMPN 6 Banda Aceh based on the results of the average scores from assignments, daily tests, odd semester midterms, and odd semester final exam for the 2023/2024 academic

year.

C. The Concept of Learning Style

1. Definition of Learning Style

According to Pashler and Hainey (2015:4) learning style was "the concept that individuals differ in regard to what mode of instruction or study is most effective for them". Rayner and Riding (1998,) define learning styles as "individual sets of differences that include not only a stated personal preference for instruction or an association with a particular form of learning activity but also individual differences found in intellectual or personal psychology. Another definition of learning style by Kocinski in Soflano and Hainey (2015: 4) is the strategy preferred by a learner to perceive, interact and respond to the learning environment. Learning style is described as individualistic differences in approach within the process of information receiving and processing Kolb in Cabi and Serpil (2012:4460). In more general terms, it can be defined as the preferences of individuals in the methods of information gathering, organization, thinking and interpreting (Davis in Okur & Bahar, 2010: 3632).

In summary, learning styles are a consistent way that doing by the students in capturing stimuli or information, how to remember, think, and solve the problems. Everyone do not have the same style. Each shows a difference but the researchers can categorize it. This learning style is closely

related to a personality, which is influenced by Student' education and history of development.

2. Types of Learning Style

There were many researcher classify learning styles into several types, but the most commonly used are classification referred to in De Porter & Hernacki in Nihayah (2011:8) which divides or classify a student's learning style in absorbing and processing information into 3 types, namely visual learning style, auditory, kinesthetic (V-A-K).

a) Visual Learning Style

According to Indonesian Dictionary visual is visible to the eye. It means that the visual learning style was the style of learning by looking. The characteristics of this visual learning style relate to visibility. Visual learning style emphasizes the visual acuity. That was, concrete evidence must be shown first so that students understand. The characteristics of students who have a visual learning style was a high need to see and capture the information before understanding it. Students who have a visual learning style capture lessons through pictorial materials, have a strong sense of color, and have sufficient understanding of artistic problems. But it have the constraint to dialogue directly because it was too reactive to the sound so that difficult to follow the advice orally and often misinterpret words or speech. In addition, people who love the visual learning style love to make excellent and neat notes.

According to De Porter & Hernacki in Nihayah (2011:8), the characteristics of students with visual learning styles are:

- 1) Neat and orderly.
- 2) Talking quickly.
- 3) Priority in dress and presentation.
- 4) Usually not disturbed by the commotion.
- 5) Preferring to read rather than read out.
- 6) Preferring a demonstration rather than a speech.
- 7) Frequently answer questions with short answers (yes or no).
- 8) Having problems remembering verbal instructions unless written and often asking people for help to repeat it.
- 9) Remembering what is seen rather than what is heard.

b) Auditory Learning Style

Auditory comes from the word audio which means something related to listening. Auditorial learning style is a learning style by listening. Characteristics of learning style focus on listening as the primary tool of absorbing information or knowledge. That is, must listen, then can remember and understand certain information. There are several approaches that can be done to learn. That is, must listen, then can remember and understand certain information. The second approach is using tape recorder as a tool. This tool is used to record readings or notes read or lecture lecturers in front of the class to be heard again. Third is by interviewing or engaging in discussion groups. And one more approach is try to read the information, then summarized in oral and recorded form and

then listen and understood. The last step is to do a verbal review with friends or lecturers.

According to De Porter & Hernacki in Nihayah (2011: 8), the characteristics of students with auditory learning styles are as follows:

- 1) Talking to self while working
- 2) Easily disturbed by the commotion
- 3) Moving lips and say the words in the book while reading
- 4) Feeling difficult to write but clever in telling stories
- 5) Learning by listening and remembering what is being discussed rather

than being seen

- 6) Nice to talk, discuss and explain things at length.

c) Kinesthetic Learning Style

This learning style requires individuals to touch something that provides certain information in order to remember it. There are several characteristics of this learning model that not everyone can do. The first character is focus to the hand as the primary receiving device in order to keep it in mind. Just by holding it, someone who have this learning style can absorb information without having to read the explanation. The next character is exemplified as a person who can not stand sitting for long listening to the lesson. The individuals who have this learning style feel they can learn better if the process is accompanied by physical activity. The advantage is they have the ability to coordinate a team and the ability to

control gestures. People who tend to have this character more easily absorb and understand information by looking at pictures or words and then learn to speak or understand the facts. To apply it in learning, the students who have the characteristics can be done by using various models, such as working in the laboratory or learning that allowed him to play.

According to De Porter & Hernacki in Nihayah (2011:10), the characteristics of students with kinesthetic learning styles are as follows:

- 1) Responding to physical attention
- 2) Touching people to get their attention
- 3) Standing close when talking to people
- 4) Always physically oriented and moving a lot
- 5) Memorizing by walking and seeing
- 6) Using finger as a instruction when reading
- 7) Many use body language
- 8) Hard to remember a map unless he is ever been in that place
- 9) Can not sit still for long.

3. Factors That Influence Learning Style

A pioneer in the field of learning styles, Rita Dunn has discovered that many variables influence student learning styles, including physical, emotional, sociological and environmental factors.

a) Physical Factors

The condition of students' special organs, such as the level of health of their sense of hearing and sense of sight, greatly influences students' ability to

absorb information and knowledge, especially that which is presented in class. Muhibbin Syah (1999:132) states that, "to be able to study well students must have a healthy body. Without a healthy body, the mind will not be able to work well." No matter how intelligent and diligent a student is, if they are often sick it will be very difficult to make progress in their studies (The Liang gie, 1985:37).

b) Emotional Factors

Broadly speaking, human emotions are divided into two parts, namely pleasant emotions or positive emotions and unpleasant emotions or negative emotions. Emotions have a big influence on the quality and quantity of learning. Positive emotions can speed up the learning process and achieve better learning results, whereas negative emotions can slow down learning and even stop it altogether. Therefore, successful learning must start by creating positive emotions in students. To create emotions in students, it must be done in various ways, including creating a pleasant learning environment for students (Nyanyu Khodijah, 2014:143).

c) Sociological Factors

Social influence in learning is basically an atmosphere in learning to understand problems and techniques for solving these problems. The goal is to master understanding and skills in solving social problems. Such as family problems, friendship problems, group problems and so on. Muhibin Syah (1999:117) states that, "For example, there are students who feel that studying is best in groups, while others feel that studying alone is most effective for them."

d) Enviromental Factors

Environmental factors include the school building and its location, the house where the student's family lives and its location, learning tools, and weather conditions. Muhibbin Syah (1999:139) states that, "For example, there are students who need an orderly and neat learning environment, but there are other students who prefer to spread things out so that everything can be seen."

4. The Benefits of Understanding Learning Style

Understanding learning styles is the best way to maximize learning in the classroom. After found a learning style and knowing the best method to help yourself in learning through that style, then someone can develop and perform well in the classroom even in the subjects that is considered difficult.

Students learning styles can not be changed, but after students understand the learning style the teacher expected to the students can maximize their own learning style that corresponding with each learning style. Some of these benefits by Anonymous in Nihayah (2011: 11) include:

a) Academic Benefits

- 1) Maximize learning potential
- 2) Understand how to learn best and get better grades on
- 3) Overcome the limitations of learning in the classroom
- 4) Reduce students' frustration and stress levels
- 5) Develop an efficient and effective learning strategy
- 6) Manage the team in a more effective way

b) Personal Benefits

- 1) Learn how to best use the superiority of the brain

- 2) Gain insight into your strengths and weaknesses
- 3) Learn how to enjoy learning more deeply
- 4) Learn how to maximize your skills and skills natural
- 5) Increase productivity.

Keep in mind that there is no right or wrong way to learn. Everyone is unique and every learning style offers advantages as well lack of each. Understanding our learning style can help to learn and work more efficiently.

5. The Advantages of Learning Styles

There are several ways a teacher can use to help students maximize their learning styles. First, explain to them (students) that people learn in different ways and all ways are just as good. Each way has its own power. Furthermore, it helps students to realize their own learning styles. Once students know their learning styles then provide tips as according to De Porter & Hernacki in Nihayah (2011: 11) below:

a) Visual Learner

Encourage visual learners to create many symbols and images in their notes. In mathematics and natural science, tables and graphs will deepen their understanding. Mind maps can be a great tool for visual learners in any subject because visual learners learn best when they start with "the whole picture", do a general overview of the subject matter. Reading material at a glance, for example gives a general idea about reading material before going into details.

b) Auditory Learner

Listening to lectures, examples, and stories and repeating information are the main ways of learning. If teachers see them difficulty in understanding a concept, then help them by inviting them to speak with themselves to understand it or turn the long fact into a song that is easy for students to remember.

c) Kinesthetic Learner

These students interest to applied projects. Short and funny plays proved to help them. Kinesthetic learners interest to learn through movement and best memorize information by associating movements with each fact.

D. Learning Style in Learning English (Language)

English is international languages used to communicate between nations. therefore, English is considered important in the absorption and development of science and technology and cultural arts between nations. So English is a need for learners to be able to communicate in different situations in English.

In learning language, especially English, students often experience difficulties.,ifficulties experienced by learners in learning a foreign language, especially English is very diverse. The difference in students' language mastery can be influenced by the different learning styles of students. According to Keefe in Astuti (2017:337) defines learning styles as a composite of characteristics of several cognitive, effective and psychological factors that become indicators of how a person makes perceptions and interacts and responds to the natural surroundings.

Teachers as instructors and educators need to know their students very well. Each teacher can not equate the same treatment to each learner, given the different learning styles of learners. Teachers must be able to understand the learning style of each student, so that the subject matter can also reach students with different characteristics and learning styles so that the teaching and learning process is effective. Learning style is the tendency of a person to use a certain way of learning so that it can learn well. According Chatib in Astuti (2017:340) Learning style of children like the opening door. Every item of information that enters through the door is wide open, making it easier for children to understand the information.

In English lessons at school, the basics of mastering the four skills (reading, listening, speaking, and writing) will be taught in an integrated manner by the teacher and will be accepted by each student through each student's learning style. Students with basic English skills also need to understand the appropriate style to use when learning English. To be able to speak a foreign language well, a person must have reading, listening, speaking and writing skills along with vocabulary and grammar skills.

The importance of student's learning style observed in the English learning process is that if the teaching style of teacher matches the student's learning style, the result of their learning will be better (Banner and Rainer 2018:28). With the same tone, Oxford in Arsyad (2018: 28) adds that if the learning style and the learning strategy of students go well with the teaching method and the learning materials used by the teacher the students will be very possible to succeed, have a better self-confidence, and a low anxiety; and on the

other hand, if there is unsuitability between the learning style and the learning strategy of students with the teaching method and the teaching materials of teacher, the students' learning result will be poor and they will not have self confidence and will experience significant anxiety.

E. Previous Research Finding

In previous related research findings, the researcher found some previous studies from the other research that related with the present research as comparison as follows:

1. Hidayana (2009) entitled "*Pengaruh Gaya Belajar terhadap Prestasi Belajar Siswa Kelas X SMK Negeri 2 Balikpapan*". Obtained the conclusion that students should be able to recognize their learning style by recognizing self concept related to learning difficulties experienced because by recognizing their own learning style, students were able to determine how or what how to learn optimally for themselves, and teachers should pay attention to different learning styles of students during the learning process. Because it can help and facilitate teachers in determining the appropriate teaching methods and delivery of materials that can be accepted by students. Therefore, that students with different learning styles can also easily accept and understand the subject matter presented by the teacher.
2. Noneng Siti Rosidah (UIN Sunan Kalijaga: 2014), "*Analisis Gaya Belajar Siswa Berprestasi (Studi Siswa Berprestasi Pada SMA N 1 dan MAN 1 Yogyakarta Kelas XI)*". The results of this research show that student

achievement in class XI MIPA subjects at SMA N 1 and MAN 1 Yogyakarta varied. The result showed that the auditory learner more dominant than visual and kinesthetic learner, where 40 percent are auditory learners, 35 percent visual learners, and 25 percent kinesthetic learners from all research samples. This is proven by the results of the data obtained showing that students' learning styles are each unique and tend to lead to individual personalities.

3. Yuliyani (2012) who conducted researcher entitled “An analysis of students’ VAK (Visual, Auditory, and Kinesthetic) learning style and strategies in English speaking of second grade at SMA Unggala Sidoarjo”. The result showed that the visual learner more dominant than kinesthetic and auditory learner in second grade. Meanwhile, students strategies based on their learning style were visual learner often do not remember information given orally without being able to see it.

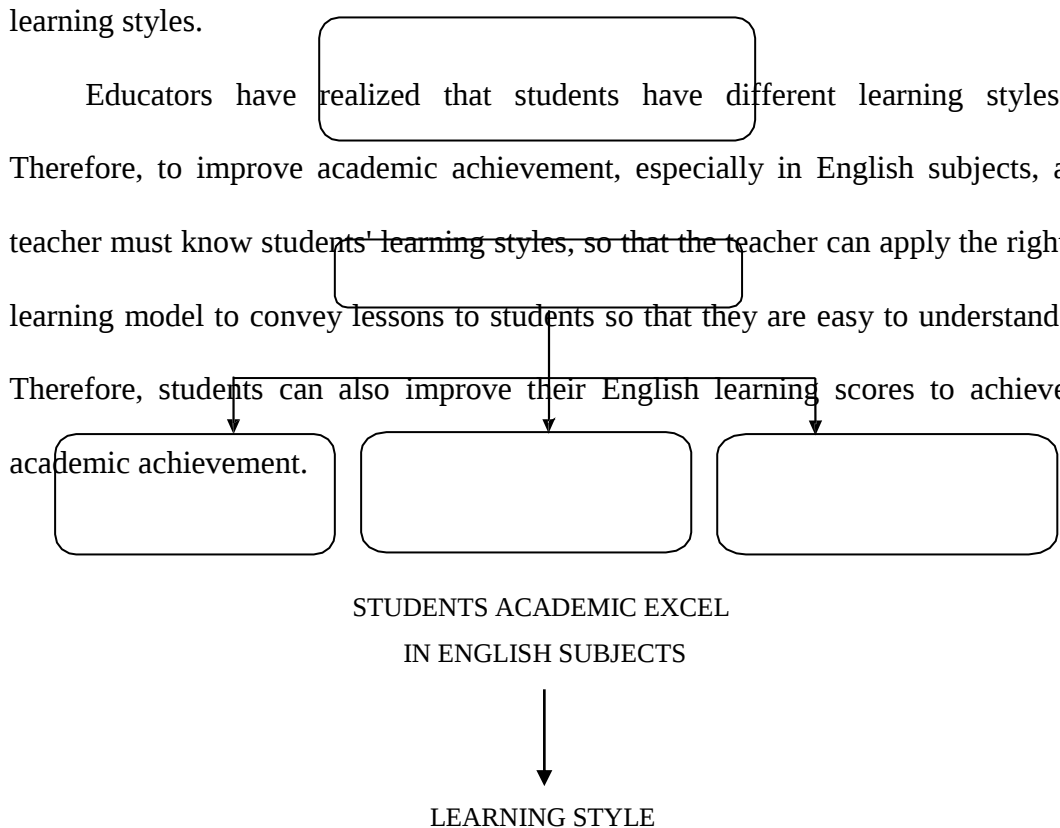
The three studies conducted above are quite different, starting from the place where each research was conducted, the methodology in collecting data, and the results obtained after conducting research by each previous researcher. However, there is still continuity or similarities with the research that researchers will carry out, where the focus of the research is Student Learning Styles. The first research discusses the Study of the Influence of Learning Styles on the Learning Achievement of Class X Students at SMK Negeri 2 Balikpapan. Then, in the second research, discussing the Analysis of Learning Styles of Achieving Students at SMA N 1 and MAN 1 Yogyakarta Class XI. And the third research discusses the analysis of students' VAK (Visual, Auditory, and Kinesthetic)

learning style and strategies in English speaking of second grade at SMA Unggala Sidoarjo. So, these three studies have similarities with the research that researchers will carry out, namely the focus of the research, namely Student Learning Styles.

F. Framework of Thinking

Based on the concepts that have been described, it is necessary to formulate basic assumptions that the author will use in the research. There are many types of learning styles, but researchers focus on the Bobbi DePorter and Mike Hernacki learning style model which has classified a person's learning style in absorbing information into three types, namely visual, auditory, kinesthetic (V-A-K) learning styles.

Educators have realized that students have different learning styles. Therefore, to improve academic achievement, especially in English subjects, a teacher must know students' learning styles, so that the teacher can apply the right learning model to convey lessons to students so that they are easy to understand. Therefore, students can also improve their English learning scores to achieve academic achievement.



VISUAL LEARNING
STYLE

AUDITORY LEARNING
STYLE

KINESTHETIC LEARNING
STYLE

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of research is a descriptive quantitative research and qualitative research. It means that a research conducted by researcher to know the most common use learning styles used by the students in learning English at SMPN 6 Banda Aceh.

Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2014:32). Meanwhile, according to V.Wiratna Sujarweni (2014:39) quantitative research is a type of research that produces discoveries that can be obtained using statistical procedures or other methods of quantification (measurement).

Quantitative research is a type of research carried out by collecting data in numerical form. In quantitative research, there is also a type of descriptive research which prioritizes in-depth analysis of the data and facts found. This type of research is intended to highlight facts, circumstances, variables and phenomena that are occurring now and present them as they are (Sinambela, 2021).

According to Creswell & Creswell (2018), qualitative research takes a naturalistic interpretive perspective on the world. As a result, qualitative researchers focus on studying phenomena in their natural environments while attempting to understand or interpret them in terms of the meanings that individuals assign to them.

In this research, the researcher using descriptive quantitative. This research aimed to describe the learning styles of students in learning English by one of classes of students SMPN 6 Banda Aceh. The result of the research is used for a teacher to know the students' learning styles in improving learning English quality.

B. Place and Time of Research

The researcher took place at SMPN 6 Banda Aceh which is located on Jalan Teungku Lam Oe, Lampineung, Kota baru, Kuta Alam, Banda Aceh, Aceh. The researcher interested in conducting this researcher at SMPN 6 Banda Aceh to know of students' learning styles in learning English at VII-7 class. This research will be conducted from Oktober 2023 to Desember 2023. It took two month since the reseacher has to collect all detailed information including distributing questionnaire, and collecting all supporting data to complete this research.

C. Population and Sample

The population is the overall possible value. The sample is part of a population that is considered to be representative of that population. The population of this research was all class VII students of SMP N 6 Banda Aceh consist for 8 class. The average number of students in each class is 26 students. In this research, the researcher took a sample, namely one favorite class from the existing class population. The sample of this research was class VII-7 which contained 24 students. The writer used purposive sampling because the writer considers class VII-7 to have high external validity to represent the characteristics of a larger population.

The researcher chose excellent class such as VII-7 as the sample. The researcher took only one class, where the class is the favorite class from the population. As a result, the samples of this study were 24 students in the class. The researcher wanted to examine the excellent class, because the excellent class is a class that is designed for a number of students who have the ability, talent, creativity, and outstanding achievement.

D. Research Instrument

The techniques data collection will be used in this study are questionnaire, and observation.

1. Questionnaire

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

The researcher uses question sheet and the instrument.

The procedure of gathering data from questionnaire are as follow;

- a. The questionnaire was given to respondents fill the questionnaire at once.
- b. Respondents fill the questionnaire with a mark (✓) in the available space.
- c. The reseracher would give 20 minutes to respondents to fill the questionnaire completely.
- d. Then the respondents submit the questionnaire as well as they finished filling.

The questionnaires consist of some questions related to students' learning styles in learning English. There are 22 questions, questions 1-15 are close question, which are questions A (1-5) for visual, questions B (6-10) for auditory, questions C (11-15) for kinesthetic, and questions number 16-22 are open question for visual, auditory, kinesthetic. The answers of the questions (1-15) are always, often, rarely, and never.

2. Observation

The researcher uses observation sheet as the instrument to find answers about students' strategies to match with their learning styles in learning English. And the researcher directly comes to observe the teaching and learning activity of the students and the teacher at SMPN 6 Banda Aceh.

E. Data Collecting Procedure

1. Editing

This technique was used to the examine all of the collected data to make sure that they are already complete or not. The researcher arranged all of data systematically by following correct role in writing of research.

2. Scoring

The researcher counted the scores for the students' based on the answer their in questionnaire . The students' scores are arranged on the table based on name of students and are completed with using category of score.

3. Tabulation

Tabulation is to create tables that contain data that has been scoring in accordance with the analysis required. Result data on the table to be easy in interpretation data in this research.

4. Data interpretation

Data that has been edited and scored will be interpreted by the researcher. Data of result test is interpreted by using category of score. The interpretation of the researcher does not change the authenticity of data that is gotten in field.

F. Data Analysis Technique

After collecting all of the data, the researcher analyzes the data. The steps are below :

1. The researcher used likert scaling for questionnaire, is scale use for measure attitude, perception, or opinion both personally or group in social phenomenon. Students choose an answer with a mark (✓) the options that they prefer. One question only has one answer. The rating item as follow :

Always	= 4
Often	= 3
Rarely	= 2
Never	= 1
2. The researcher analyzes the data about learning style first, then he classify the data into three mainly categorize of learning style. They are visual, auditory, and kinesthetic. Visual learning style report sheets (questions 1, 2, 3, 4, and 5), while students with an auditory style (questions 6, 7, 8, 9, and

10), and students with a kinesthetic style (questions 11, 12, 13, 14, and 15). Then, question scores were classified into positive (range 15-20) and negative (range 0-14) for each learning style preference. Data collected from the questionnaire will be calculated into percentages using the following formula:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency

N = Respondents

3. Observation is used to recognize how the condition of class, how the effect of these learning styles to students' strategies in learning English. The researcher describes the situation of teaching and learning process the students in the classroom.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter explain the findings based on questionnaire and observation. The researcher presents the result of data analysis which based on the problem statements. Those are the students' learning styles in learning English at SMPN 6 Banda Aceh, and the students' strategies to match with their learning styles in learning English at SMPN 6 Banda Aceh. The description was follow :

The first, research in this study the researcher was given students' learning style questionnaire. It was done on November 28, 2023. In this section, the researcher gave learning style questionnaire to the 24 students from class VII-7 who become the participants. The questionnaire consisted 22 questions about visual, auditory, and kinesthetic (see appendix 1). Students choose an answer by a marking (✓) in the provided space. One question only has one answer. The format of answer as follow :

Always = 4

Often = 3

Rarely = 2

Never = 1

To know about the students' learning styles in learning English as at SMPN 6 Banda Aceh. For more data detail information (see appendix 2). The researcher categorized students learning style based on their scores from each question. Visual learners got highest score in question visual, auditory learners got highest score in question auditory, and kinesthetic learners got highest score in question

kinesthetic. In the table above, the researcher categorize the type of learner and make the percentages.

Tables 4.5 Visual Learners

No	Students
1	X2
2	X3
3	X4
4	X7
5	X9
6	X10
7	X13
8	X14
9	X17
10	X18
11	X20
12	X23

$$P = \frac{12}{24} \times 100\%$$

$$= \frac{12}{24} \times 100\%$$

$$= 0,50 \times 100\%$$

$$= 50\%$$

Based on the result of questionnaire, about 50% of the 12 students more easily understand English lessons using media such as images, diagrams, videos, etc. And the students easy to remember when they see the teacher is speaking English. The students also receives when a command or instruction from their English teacher, they are trouble remembering when administered in oral form,

and they often ask their teacher to repeat the words. Therefore, the students more easily understand English lesson from teacher explanation rather than read the book with themselves.

Tables 4.6 Auditory Learners

No	Students
1	X1
2	X8
3	X11
4	X16
5	X21

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{5}{24} \times 100\% \\
 &= 0,21 \times 100\% \\
 &= 21\%
 \end{aligned}$$

Based on the result of questionnaire auditory learners, about 21% of the 5 students remember what they hear than what they see in learning English. And the students easily distracted by the commotion when learning English in the classroom. When the students read their lips move. And also the students prefer to read English books themselves rather than read by someone else.

Tables 4.7 Kinesthetic Learners

No	Students
1	X5
2	X6
3	X12
4	X15
5	X19
6	X22
7	X24

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{7}{24} \times 100\% \\
 &= 0,29 \times 100\% \\
 &= 29\%
 \end{aligned}$$

Based on the result of questionnaire kinesthetic learners, about 29% of the 7 students in learning English would prefer activities that many motions. Therefore, the students more easily understand the English lessons with direct practice than listening explanation of the teacher and reading with themselves. The students not able to sit still for a long time while following the English lesson. And also the students when English teacher is talking or explaining, their hands twitching or can not keep quiet.

In the Second meeting, the researcher was done on December 5, 2023. The researcher observed characteristic of learning style. To know about students'

learning styles in learning English. For more data detail information (see appendix 4).

The researcher found some students prefer to talk actively in the learning process. And when the teacher gave some questions always short answer for each questions. Then, the teacher asks students to read a sentence, many students good in spelling. Besides, the students learn vocabulary about ownership, with the theme of family. For example, my father, your mother, his sister, etc. In this learning process, the teacher tells the words of ownership, and asks the students to repeat it. After the teacher did it time after time, the students are asked to remember the words. And then the teacher ask the students to write the words that the teacher has told, such as; my father and his brother, your sister and my cousin, her mother and her aunt, etcetera. The students are asked to write the sentences and the translations.

In the third meeting, the researcher was done on December 12, 2023. In this research, the researcher found that many students who often see media such as picture. And during the learning process of students easy to remember word when guessing the picture. Then, there are also students speak loudly which makes some students easily lose their concentration when it want to get focus in learning English. Besides, the English teacher teaches vocabulary. The teacher asked the students to guess and describe what the picture that the teacher displays in front of the class. And after that, the teacher asks the students to write vocabulary don't to know from displays the picture.

The researcher founded that some students often asked repeatedly to the teacher. And also there is an active student when the teacher explained the front

of the class. However, it was affect the other students and easy to lost their concentration when they want to get focus. Besides, the teacher asked the students to read materials that have been described are contained in the book, there are some students use their fingers to the points when reading and also a student is ready for reading aloud and listening. Then the teacher asks the students to follow a few words is difficult, and there is a good in spelling.

There are students of visual learning styles, auditory learning styles, and kinesthetic learning styles. Such as, there are students who like many studies using picture in learning English. There are students can immediately understand explanations of the teacher and otherwise. There are students like practices in learning English. There are also students who are silent or less active. There are students who cannot study with a noise. Because intelligence is relative, but in this school, the students many like the learning English used picture or easy to remember the word when guessing picture that related with vocabulary memorizing is more dominating or it is called Visual learning styles. Because the students want to know new vocabulary.

In the first meeting, The researcher observed strategies used by visual, auditory and kinesthetic learner. The researcher found that visual learners need to make some notes what their friends said to them and try to look for the meaning in dictionary by themselves than ask their friend to give the meaning orally . Besides, other visual learners need to write and ask his friends again about the story and what his friends said to him. Visual learners need to prepare how they remember their friends' story. The researcher found that visual learners need to write in their book and read it, and then they close their book when they want

to remember it. They also need some color pen to make easy and as a sign the important point in the story, such as the name of place and thing.

The next were auditory learner strategies. First, the researcher found that an auditory learner need to write new vocabularies in her book, besides she needs to repeat the words what her friends said to her, such as her friends said to her” it was crowded there” and repeat it “crowded....hmm”. Then the researcher found that other an auditory learners interested what his friend said to him. He also ask some questions to his friends about their friends feeling and opinion about the place. The researcher found that how auditory learners remember their friends’ story. They rechecked by asking some questions and try to repeat the story by them selves.

The last was kinesthetic learner strategies. The researcher found that students touched something around them as a sign that story was interested and they give excess response. Besides, they sometimes touch a book and play it while they listening their friends’ story. The researcher also found how kinesthetic learners prepare retelling story in front of class. Kinesthetic learners need to read their note and remember it by knocking her or his finger in desk.

In the second meeting, In this study the researcher found that a visual learner looks at the picture while they give opinion. Moreover, visual learner looks at the picture first and gives their opinion. In the other hand, visual learners need to illustrate something, so they can deliver their opinion.

The next were auditory learners. In this activity the researcher found that auditory learner needs to hear what their friend ask to them by looking at the

picture for a moment. They are able to give opinion for a while by hearing their friend for asking opinion.

The last was kinesthetic learner. In this activity the researcher found that they are able to give their opinion while touching something. They also speak by moving their hand. Second, a kinesthetic learner also points the picture by his fingers to make a sign which picture that he gives opinion.

In the third meeting, The researcher found that visual learner looks at the picture while he gives opinion. Second, visual learner looks at the picture first and gives their opinion by looking at his friend non verbal response. It means how her or his friend gives response on their opinion. Third, visual learner need to illustrate something by moving his hand to show what their mind while giving opinion.

The next were auditory learner. In this activity the researcher found that auditory learners need to hear what their friend ask to them by looking at the picture for a moment. They are able to give opinion for a while after their friend asked them.

The last was kinesthetic learners. In this activity the researcher found that they can give their opinion while touching something. They also speak by moving their hand. Second, kinesthetic learners also point the picture by their finger to make a sign which picture that they give opinion.

a. Visual Learners

When they talk to someone they usually illustrate something with his finger, such as the name of place or things. And he remember most easily when they write the information in their book. Besides, they used code color to

help him remember the important point of information. Therefore, if they forget it they can see it in book. And then situation that distracted them when they listen someone talking explanation too much and too long. It makes them bored. As a result, they find it difficult to understand and remember information. When they talk about recall memory. They will keep talking by looking at the object, such as picture and notes. After that, they organize project to do next. They usually make a list and use color code in order to know what they will do next.

They usually visualize something first in mind then talk it to someone. They remember information or ideas most easily, when they pay attention to their friends' nonverbal communication, such as their expression about something and eye movement. And when situation that distracted them when they listen someone talking spontaneously, they mean the situation like this will happen in debate activity. The remember of group must think quickly, although in this activity they need to make a list first and talk ideas while see list in their note. Then When they talk about recall memory. They will keep talking and seeing surrounding by moving their eyes to recall memory. And when they organize project to do next. They usually write it and also make a list to help him what he will do next.

Based on the observation the researcher analyze that visual learners talk their ideas or information to someone that they need to illustrate something by moving their hand to illustrate something. They have easy way remembering information or ideas when they read it, write it, and make a point or list. Furthermore they use color code to help them learn something. They also pay close attention to her or his friends' nonverbal communication. They

distracted something when they listen to someone who talks many words and explanations. They will keep talking by looking at surrounding or object when they talk. They usually make some lists in order to help them what they do next.

b. Auditory Learners

When they talk ideas or information to someone, they usually talk by intonating in order to know what will they talk to someone and understand. And they remember information or ideas most easily, they usually mimicking the word with his lips repeatedly. Then, when situation that distracted, they see to many pictures or thing in certain learning. And to struggle and recall memory, they will stop seeing someone who listen to their and continue it by talking repeatedly. After that they usually make a list and try discuss with their partner, so they can decide what they will do next.

And also when they talk to someone they usually talk by intonation too, sometimes repeat the word by their self to someone. Because they want to make it clear to someone who talk with their. Then when remember information or ideas easily, they usually say words repeatedly and loud. And situation that distracted their when they see too many pictures too and activities that need physical movement. After that, to struggle and recall memory. They will move their lips repeatedly and try to remember how to say something. When they organize project to do next. They usually talk it with their partner and ask their opinion or advice what they will do next.

Auditory learners usually talk to someone by intonating without hesitation and sometime repeat the word by themselves. They do that because they think

someone who talk to them will understand what they say. They are best at remember something when they mimicking word repeatedly and say in a loud voice. They distracted when they see too many pictures and activities that need physical movement. They will stop seeing on the surrounding, but continue it by talking and mimicking words repeatedly when they recall memory. They usually talk with someone and discuss it what they do next.

c. Kinesthetic Learners

When they talk ideas or information to someone, they usually move their hand as their style or hand motion and give excess movement to show that this is important information. And they usually remember information or ideas most easily. they do an activity repeatedly. Then the situation that distracted their when they see too many picture or thing in certain learning. When they way to struggle and recall memory, they will stop seeing someone who listen to her and continue it by moving their lips and body. After that, they usually the organize project to do next. they discuss it and try to face anything although they don't know what happen next.

When they talk ideas or information to someone. They usually play thing that they touch, such as pen. Then when they remember information or ideas most easily, they involved in certain experienced. And the situation that distracted when they see too many pictures too and listen too many explanations. When they way to struggle and recall memory, they will stop seeing someone who listen to their and continue it by moving his lips and body. Then the organize project to do next. They usually prepare it by make some notes and try to face it as possible they can.

Kinesthetic learners make hand motions while speaking. Besides, they usually play thing what they touch. They easy remember something when they do the activity repeatedly or they involved in certain experienced and they were there. They distracted when they listen someone talk too many words and explanations and see too many pictures. They usually stop seeing someone who listen to them and continue it by moving their lips and their body to recall memory. They usually discuss the project, make a list and face it although they do not know what happen next.

B. Discussions

After the researcher finding the data, the researcher analyzes all the obtained data to give some considerations on the research. For further description, the description can be seen from analysis below:

1. The students' learning styles in learning English at SMPN 6 Banda Aceh

From the questionnaire, the researcher can conclude that the students' learning styles are various. There are three learning styles of students; they are visual leaning style, auditory learning style, and kinesthetic learning style.

According to Reid (1998, p.162) says that there are three learning styles. Students learn in many different ways, visual, auditory, kinesthetic learning style (VAK). Some students learn primarily with their eyes as visual learners or with their ears as auditory learners and some students prefer to learn by experience and practice as kinesthetic learners.

The researcher makes the percentage from 22 items that consist of 5 questions for visual learners categorize, 5 questions for auditory learners

categorize, and 5 questions for kinesthetic learners categorize and 7 Open questions for visual, auditory, kinesthetic. Then, the researcher to collect the data from questionnaire (see appendix 1). Based result finding research indicates that the visual learner more dominant than kinesthetic learner and auditory learner. The result as below:

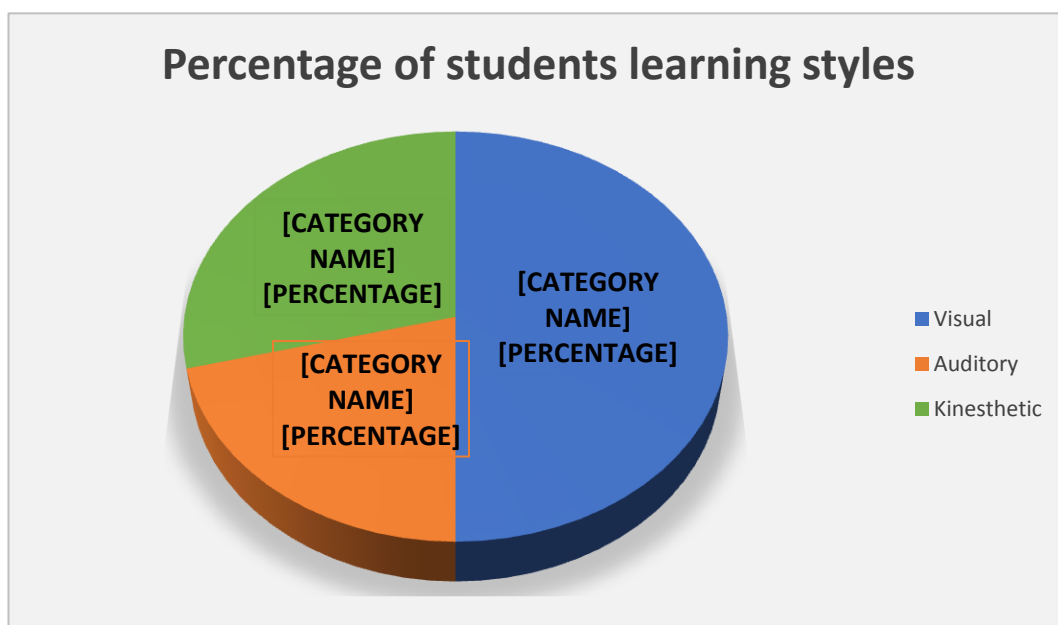


Figure 4.1 The graph of students' learning styles in learning English at SMPN 6 Banda Aceh

a. Visual Learning Styles

In visual learners, the students more easily understand English lessons using media such as images, diagrams, videos, word cards, poster, etc. The students are easy to remember when they see the teacher being speaking English. They get trouble remembering when administered in oral form, and they often ask their teacher to repeat teacher's words.

In observation, the researcher sees that visual learner when they learning English, especially vocabulary. There are students can guess the picture quickly. The students rather slow to answer the vocabulary, but actually, he or

she knows about the picture. There are students can answer the word loudly, but actually, the answer is wrong. There is a student who wants to answer the word, but he or she can not spell the word. And also the students know what they want to answer, but they sometimes feel afraid with their answer.

According to DePorter & Hernarcki (2015 p. 116) says that visual learners are tidy and order, talk active, good planner and manager, detail, and attentive, good performing in appearance and presentation, good speller, good in remembering what they see, good in memorizing using visual association, not easy to be disturbed by noisy, bad in memorizing verbal instructions, good in reading speed and diligent, good in learning by reading than listening to someone, need whole vision and objective, good in taking notes during in phone call, easy to forget sending a verbal message to others, always give short answer for each question, prefer doing demonstration to speech, prefer art than music, good in knowing what need to be said but difficult to choose the diction, and easy to lost their concentration when they want to get focus.

b. Auditory Learning Styles

In auditory learners, the students remember what they hear than what they see in learning English. They easily distracted by the commotion when learning English. They like to read aloud. The students move their lips when reading.

In observation, the researcher can get some informations, such as; the auditory learners often ask repeatin from the teacher. They mention the vocabulary fluently and speak loudly. There are students who less of concentration in learning because of noisy of another class.

According to DePorter & Hernacki (2005, p.118) says that the auditory learners talking to own self when working, getting easy to be disturbed by noise, making lips move when they are reading a book, prefer reading loud and listen, feeling difficult to write, but great in telling story, speaking in the good rhythm, used to be a fluent speaker, listening by listening and remembering what they discussed rather than seeing, speaking, discuss and telling story completely, having a job problem which commit to visualization, spelling loudly rather than to write, making a joke than to read comic.

c. Kinesthetic Learning Styles

In kinesthetic learners, the students prefer activities that many motions in learning English. They more easily understand the English lessons with direct practice than listening explanation of the teacher and reading with themselves. The students are not able to sit still for a long time while following the English lesson. They join hands twitching or can not sit still when English teacher is talking or explaining. The students like tapping a pen, finger, or foot while listening to the teacher explains the English lesson.

In observation, the researcher sees the kinesthetic learners very like activity that related to physic and action. And when the teacher wanted to learn vocabulary with a game, the student very enthusiastic. When they are remembering the vocabulary, they walk and often touch object around them.

According to DePorter & Hernacki (2005, p.120) says that the kinesthetic learners are speaking slowly, responding to physical gesture, touching people for getting their attention, standing closer when talking with someone else. Orienting to physics and much made moving, learning through manipulation and practice,

memorizing by walking while seeing, using fingers to point when reading, using body language intensively, and never staying quietly for long time.

2. The students' learning styles to strategies in learning English at SMPN 6

Banda Aceh

a. Visual Learners

Based on the observation, the researcher found strategies used by visual learners they need to illustrate thing, so they can understand what their friends mean. Besides, they need some visual clues and color code to make them easy to learn something. They need some lists or make some points, so to they can to remember and make them easy what they do next. The explanation above in a line with Patricia Vakos's statement in *Contrasting Style*, that visual learners often do not remember information given orally without being able to see it or make note. Next, they need to pay close attention on their friends' non verbal communication. It is in a line with Clinton Elizabeth in *Use Learning Styles to Enhance You're Teaching* , that visual learner often paid close attention to the body language others (facial expressions, eyes, stance, etc.).

The researcher analyzed that visual learners talk their ideas or information to someone that they need to illustrate something by moving their hand to illustrate something. They have easy way remembering information or ideas when they read it, write it, and make a point or list. Furthermore they use color code to help them learn something. They also pay close attention to her or his friends' non verbal communication. They distracted something when they

listen to someone who talks many words and explanations. They will keep talking by looking at surrounding or object when they talk. They usually make some lists in order to help them what they do next.

b. Auditory Learners

Based on the observation, the researcher found strategies used by auditory learners are: First, the researcher found that they enjoyed listening her or his friends' explanation. Sometimes they smile and nod their head, as sign that they enjoy and understand the story. Second, they need to write new vocabularies and ask their friend about the meaning and repeats those words. Third, they need to repeat what their friend said in order to they easy remember words. In the other hand, they need to hear attentively, say something repeatedly and aloud, so they can remember and understand information easily.

The researcher found that auditory learners usually talk to someone by intonating without hesitation and sometime repeat the word by them selves. They do that because they think someone who talk to them will understand what they say. They are best at remember something when they mimicking word repeatedly and say in a loud voice. They distracted when they see too many pictures and activities that need physical movement. They will stop seeing on the surrounding, but continue it by talking and mimicking words repeatedly when they recall memory. They usually talk with someone and discuss it what they do next.

c. Kinesthetic Learners

Based on the observation, the researcher found strategies used by kinesthetic learners are: First, the researcher found that they need body movement although they need to write something in his book. Second, kinesthetic learners need to touch, hold or play thing around them. They feel distracted if there are too many pictures and explanations, so usually they need space to do something. Based on the explanation above, it is in a line with Elizabeth Clintons' statement in *Use Learning Style to Enhance you're Teachings* that kinesthetic learners often wiggle, tap their feet or move their legs when they sit. They learn best by moving their bodies, activating their large or small muscles as they learn. They are "hands-on learners" or "doers" who actually concentrate better and learn more easily when movement is involved.

The researcher found that kinesthetic learners make hand motions while speaking. Besides, they usually play thing what they touch. They easy remember something when they do the activity repeatedly or they involved in certain experienced and they were there. They distracted when they listen some one talk too many words and explanations and see too many pictures. They usually stop seeing someone who listen to them and continue it by moving their lips and their body to recall memory. They usually discuss the project, make a list and face it although they do not know what happen next.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the previous chapters, in this chapter the researcher provided some conclusions. It also provides the suggestions for both teachers and students involved in the teaching and learning process.

A. Conclusions

After conducting the research and analyzing all the data about the students' learning styles, it can be concluded that:

1. The learning styles of students in SMPN 6 Banda Aceh very diverse. There are learning styles of visual, auditory, and kinesthetic. The students follow the learning process with pleasure. More of the students seem active and creative. Based on the result of questionnaire, the most dominant students choose Visual Learning Style as their learning style. So it could be provided by the most students learning style at SMPN 6 Banda Aceh was Visual Learning Style.
2. Visual learners need to illustrate and visualize thing or place. Besides, they also use color coding to help them learn something and make them easy to remember something. As a result, they need some lists or make some important points about what they do next. Meanwhile, auditory learners need to hear attentively, say something repeatedly and aloud, so they can remember and understand information. They feel distracted if they see too many pictures and activities that need physical movement, so usually they need to discuss first or ask their friends about activity. The last were kinesthetic learners. They need to move their body, to make them easy and

understand what their friend asked to them. They feel distracted if they see too many pictures and listen too many explanations, so usually they need space to do something, such as doodle in their note, although without any meaning, in order to they easy to understand by picture or explanation.

B. Suggestions

There are several sugestttions that the researcher wanted to give based on his research, such as:

1. To the teacher:

- a. The teacher must make an approach to the students, so that he or she know what are the students learning styles. By knowing the students' learning styles, it will be easier learning process.
- b. The guidance from the teacher to the students is needed to help them recognition and develop their learning style. Besides, the teacher can applied various activities in learning English to students can explore their strategies.

2. To the students:

- a. The researcher suggest to students when learning are on going, show student's ability to adapt to the learning process with learning style that student's think are very suitable, so the results can be what student's expect.
- b. The students have to know about their learning style, because learning style can influence the ability of the students in learning English. And the students are hoped always learn English can explore their strategies based on their learning styles.

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Appendix 1: Description about questionnaire guideline

Pada bagian ini terdapat beberapa pertanyaan/ Pernyataan mengenai gaya belajar siswa di SMPN 6 Banda Aceh untuk melengkapi data penelitian ini. Mohon diisi dengan sejujurnya yang paling sesuai dengan diri Anda, dan diberi tanda (✓) sesuai dengan jawaban anda. Ada 4 pilihan alternatif jawaban untuk menjawab pernyataan (1-15), yaitu:

Selalu	Sering	Jarang	Tidak Pernah
4	3	2	1

No	Pernyataan	Alternatif Jawaban			
		Selalu	Sering	Jarang	Tidak Pernah
A	Visual				
1	Saya membuat banyak catatan ketika belajar				
2	Saya lebih memerlukan petunjuk tertulis untuk membuat tugas/PR dibandingkan hanya dengan petunjuk verbal saja.				
3	Saya lebih suka membaca buku sendiri daripada dibacakan oleh orang lain untuk saya				
4	Saya lebih suka menggambar seni daripada mendengar musik				
5	Saya suka belajar dengan video youtube, gambar gambar menarik, atau TV				
B	Auditori				
6	Saya lebih suka bercerita/berdiskusi daripada menulis/membaca				
7	Saya dapat mengidentifikasi orang dari suaranya tanpa perlu melihatnya				
8	Saya menggerakkan bibir atau berbicara sendiri ketika membaca.				
9	Saya lebih suka jika guru memberikan tes lisan dibandingkan tes tertulis				
10	Saya mudah terganggu oleh keributan sekitar ketika belajar				
C	Kinestetik				
11	Saya melambatkan tangan ketika menyatakan 'tidak', dan menganggukkan kepala ketika menyatakan 'iya'				
12	Saya menggunakan jari untuk menunjuk kalimat apa yang dibaca ketika membaca buku				
13	Saya lebih suka belajar dengan banyak bergerak/aktivitas fisik dibandingkan hanya mendengarkan penjelasan saja				
14	Berdiri dekat ketika sedang berbicara dengan orang lain				
15	Saya merasa gelisah ketika terlalu lama duduk				

16. Saat guru menjelaskan, apakah sering mendengarkan atau memperhatikan apa yang guru sampaikan di kelas?

17. Apakah Anda lebih mudah memahami pelajaran dengan membaca buku sendiri dari pada mendengarkan penjelasan guru?

18. Apakah Anda lebih suka belajar bahasa Inggris dengan menggunakan benda-benda di sekitar Anda?

19. Mana yang lebih suka, belajar menggunakan benda sekitar atau menggunakan gambar-gambar dari buku?

20. Bagaimana cara Anda mengingat kembali pelajaran yang sudah dipelajari agar tidak lupa?

21. Situasi apa yang membuat konsentrasi Anda berkurang saat belajar?

22. Bagaimana cara Anda paling mudah mengingat pelajaran pada saat ulangan/ujian?

Appendix 2: The students' score of questionnaire in learning styles

Tables 4.1 The students' score of questionnaire in visual learners

No	Students	1	2	3	4	5
1	X1	4	3	4	1	1
2	X2	4	3	4	2	2
3	X3	3	4	4	2	4
4	X4	3	4	3	3	4
5	X5	3	4	2	4	2
6	X6	3	3	3	4	2
7	X7	4	4	2	4	2
8	X8	3	4	2	4	1
9	X9	3	4	2	3	3
10	X10	4	4	2	4	3
11	X11	3	4	3	2	3
12	X12	3	3	2	3	3
13	X13	3	3	3	4	2
14	X14	2	3	3	4	3
15	X15	3	3	2	4	4
16	X16	3	4	3	4	1
17	X17	3	3	2	4	3
18	X18	4	2	2	4	4
19	X19	2	3	1	4	3
20	X20	3	4	2	4	4
21	X21	3	2	2	3	1
22	X22	2	4	1	4	2
23	X23	3	3	3	4	3
24	X24	3	3	2	3	3

Tables 4.2 The students' score of questionnaire in auditory learners

No	Students	1	2	3	4	5
1	X1	4	2	3	2	4
2	X2	1	1	1	2	4
3	X3	4	1	2	1	4
4	X4	3	4	3	1	1
5	X5	4	4	3	1	2
6	X6	3	2	2	2	3
7	X7	3	3	2	2	3
8	X8	3	3	3	2	4
9	X9	3	3	3	2	2
10	X10	4	2	4	2	2
11	X11	3	3	4	3	4
12	X12	3	3	3	2	2
13	X13	2	1	2	1	2
14	X14	2	4	2	2	3
15	X15	2	4	3	2	3
16	X16	4	4	3	3	4
17	X17	2	3	2	2	2
18	X18	2	3	2	2	4
19	X19	2	2	2	4	2
20	X20	4	3	3	3	2
21	X21	3	4	4	2	3
22	X22	3	3	3	1	2
23	X23	2	3	3	2	2
24	X24	3	2	3	2	3

Tables 4.3 The students score of questionnaire in kinesthetic learners

No	Students	1	2	3	4	5
1	X1	2	2	4	2	2
2	X2	1	2	4	2	2
3	X3	2	2	4	3	3
4	X4	2	2	1	1	3
5	X5	4	3	3	3	3
6	X6	4	4	2	2	4
7	X7	2	2	2	2	2
8	X8	2	2	2	2	1
9	X9	3	2	2	2	2
10	X10	4	4	1	2	3
11	X11	2	3	1	2	3
12	X12	4	4	3	3	3
13	X13	2	4	1	1	1
14	X14	2	1	3	3	3
15	X15	4	3	4	4	3
16	X16	4	4	1	2	2
17	X17	4	2	2	2	2
18	X18	4	3	1	3	3
19	X19	3	3	4	3	3
20	X20	3	4	2	1	4
21	X21	3	2	3	2	2
22	X22	3	4	4	3	3
23	X23	3	3	2	2	3
24	X24	4	3	3	4	3

Appendix 3: The result of students' total score from questionnaire

Tables 4.4 The result of students' total score from questionnaire

No	Students	Total Score		
		Visual	Auditory	Kinesthetic
1	X1	13	15	12
2	X2	15	9	11
3	X3	17	12	14
4	X4	17	12	9
5	X5	15	14	16
6	X6	15	12	16
7	X7	16	13	10
8	X8	14	15	9
9	X9	15	13	11
10	X10	17	14	14
11	X11	15	17	11
12	X12	14	13	17
13	X13	15	8	9
14	X14	15	13	12
15	X15	16	14	18
16	X16	15	18	13
17	X17	15	11	12
18	X18	16	13	14
19	X19	13	12	16
20	X20	17	15	14
21	X21	11	16	12
22	X22	13	12	17
23	X23	16	12	13
24	X24	14	13	17

Appendix 4: The result of students' learning style from observation

Date : November 2023

Theme : My Family

Class : VII-7

Tables 4.8 The observation

No	Student	Characteristic of Style		
		Visual	Auditory	Kinesthetic
1.	X1	☐	☐ Talkative	☐
2.	X2	☐ Often see images around	☐	☐
3.	X3	☐ And easy to remember the word when guessing the picture	☐	☐
4.	X4	☐ Not much to say or speak shortly	☐	☐
5.	X5	☐	☐	☐ Always move
6.	X6	☐	☐	☐ Using fingers to point when reading
7.	X7	☐ Talk quickly	☐	☐
8.	X8	☐	☐ Speak loudly	☐
9.	X9	☐ Eyes looking at the pictures on the wall, like a poster when memorizing vocabulary.	☐	☐
10.	X10	☐ Always give short answer for each questions	☐	☐
11.	X11	☐	☐ Often ask repeating from the teacher	☐
12.	X12	☐	☐	☐ Never staying quietly for long time
13.	X13	☐ Good in reading speed and diligent	☐	☐
14.	X14	☐ Need whole vision and objective	☐	☐

15.	X15	☐	☐	☐ Always move
16.	X16	☐	☐ Move the lips when memorizing the vocabulary	☐
17.	X17	☐ And easy to remember the word when guessing the picture	☐	☐
18.	X18	☐ Not much to say or speak shortly	☐	☐
19.	X19	☐	☐	☐ Always move
20.	X20	☐ Eyes looking at the pictures on the wall, like a poster when memorizing vocabulary	☐	☐
21.	X21	☐	☐ Speak loudly	☐
22.	X22	☐	☐	☐ Using fingers to point when reading
23.	X23	☐ Always give short answer for each questions	☐	☐
24.	X24	☐	☐	☐ Never staying quietly for long time

Appendix 5: Picture about SMPN 6 Banda Aceh



AUTOBIOGRAPHY

Name : Arief Al Auvar
Place/Date of Birth : Banda Aceh/25 August 2001
Gender : Male
Religion : Islam
Nationality/Ethnicity : Indonesia/Aceh
E-mail : ariefalauvar@gmail.com
Vocation/Reg. No. Std : English Education/1905180024
Address : JL.T.Samidan, Lamglumpang, Ulee kareng,
Banda Aceh
Motto : Being grateful starts from the small things,
because many small/trivial things that have a
big influence

Name of Parents

- a. Farther's Name : Amrillah Ghazali
Occupation : Enterpriser
- b. Mother's Name : Fitriani
Occupation : Housewife

The Author's Education Background:

- a. SDN 56 Banda Aceh, graduated in 2013
- b. SMPN 6 Banda Aceh, graduated in 2016
- c. SMAN 4 Banda Aceh, graduated in 2019
- d. Study Program English Education, Faculty of Islamic Religion, University of Muhammadiyah Aceh, since 2019

Banda Aceh, February 7, 2024
The author,

Arief Al Auvar