

**A DESCRIPTIVE STUDY OF STUDENTS' ENGLISH
LEARNING STYLE IN THE TENTH GRADE BINA INSAN
CENDIKIA (BIC) CLASS OF MAN 1 JEMBER**

THESIS

This thesis has been examined and approved in Partial Fullfilment of the
requirement of the degree of Sarjana Pendidikan (S.Pd)
Tarbiyah and Teacher Training Faculty
Islamic Studies and Language Education Department
English Education Program



By :
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NIM: 204101060014

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBİYAH AND TEACHER TRAINING
DECEMBER 2024**

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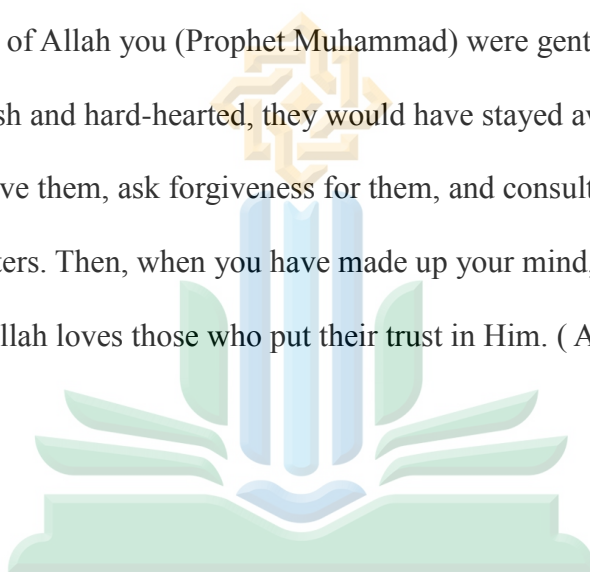



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MOTTO

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ فَاعْفُ
عَنَّهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ
الْمُتَوَكِّلِينَ

"So, by the grace of Allah you (Prophet Muhammad) were gentle with them. Had you been harsh and hard-hearted, they would have stayed away from you. Therefore, forgive them, ask forgiveness for them, and consult with them in all (important) matters. Then, when you have made up your mind, put your trust in Allah. Verily, Allah loves those who put their trust in Him. (Ali Imran : 159)¹



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¹ "The Noble Quran." <https://thenoblequran.com/ali-imran/159>.

DEDICATION

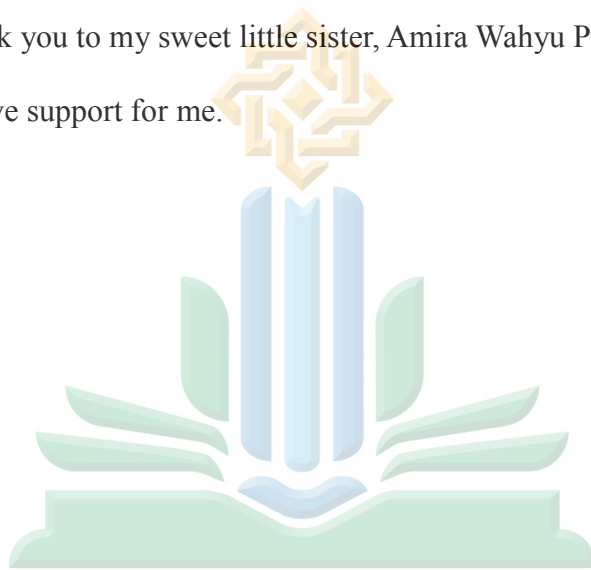
I dedicate this thesis to:

1. My beloved family, my parents.

I want to say thank you to my parents, Mr. Hermawan and Mrs. Lidya

Yustika for their support, and always prayer for me to my dream.

2. I feel thank you to my sweet little sister, Amira Wahyu Putri Wardan, who always give support for me.



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ACKNOWLEDGMENT

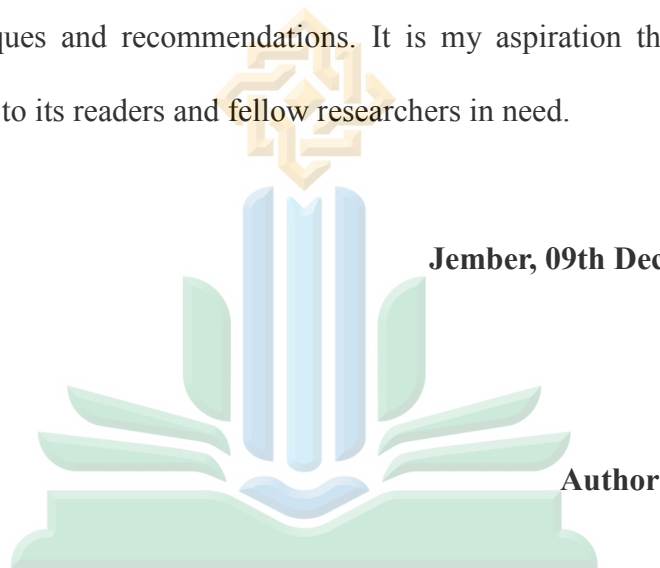
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

1. First and foremost, I extend my gratitude and offer all praises to Allah SWT for bestowing upon me blessings, mercy, good health, opportunities, and inspiration to complete my thesis. Secondly, I send my prayers and blessings upon our Prophet Muhammad SAW, who has led us from ignorance to enlightenment, guiding us through the ages.
2. The researcher acknowledges that completing this thesis would not have been possible without the assistance and guidance of others. Therefore, I extend my utmost gratitude to the following people:
 1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as the Rector of Kiai Haji Achmad Siddiq Jember State Islamic University who has accepted me as a student of UIN Kiai Haji Achmad Siddiq Jember.
 2. Dr. H. Abd. Mu'is S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teaching Sciences of Kiai Haji Achmad Siddiq Jember State Islamic University who has given me permission to conduct research
 3. Dr. Nuruddin, M.Pd.I, as the Head of the Education and Language department who has helped fulfill the administrative requirements for the implementation of the thesis trial.
 4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Study Program.

5. Dr. Suparwoto Sapto Wahono, M.Pd., as my thesis advisor, who has provided guidance, advice, and patience.
6. All lecturers in the English Education Study Program who have provided valuable knowledge and experience during the study period.

I am fully aware that this thesis falls short of perfection. As such, I am open to all critiques and recommendations. It is my aspiration that this thesis proves beneficial to its readers and fellow researchers in need.

Jember, 09th December 2024



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ABSTRACT

Wanda Septiana Pratiwi, 2024 : A DESCRIPTIVE STUDY OF STUDENTS' ENGLISH LEARNING STYLE IN THE TENTH BINA INSAN CENDIKIA (BIC) CLASS OF MAN 1 JEMBER

Keywords : Auditory Learning Style, Visual Learning Style, Kinesthetic Learning Style, learning Media, and Learning Strategy.

English learning is crucial as it often presents challenges due to its diverse skill requirements, and recognizing students' learning preferences helps educators develop effective strategies. The study focuses on three main types of learning styles: auditory, visual, and kinesthetic, which are often overlooked in conventional classroom settings. These variations in learning preferences necessitate teachers to adapt their methods to ensure an inclusive learning environment.

Based on the the study addresses the following research questions: (1) What are the auditory learning styles among students in Class ten Bina Insan Cendikia (BIC) of MAN 1 Jember? (2) What are the visual learning styles among students in Class ten Bina Insan Cendikia (BIC) of MAN 1 Jember? (3) What are the kinesthetic learning styles among students in Class ten Bina Insan Cendikia (BIC) of MAN 1 Jember? Additionally, this research aims to describe the influence of each learning style on students' English learning processes and to provide insights that help educators develop more effective teaching strategies tailored to these styles.

This research employed a mixed-methods approach, combining qualitative and quantitative methods to provide a comprehensive understanding of students' learning styles and preferences. Data collection techniques included questionnaires distributed to students, semi-structured interviews conducted with their English teacher, and detailed classroom observations. This methodological triangulation was adopted to ensure the validity and reliability of the findings, as well as to capture a nuanced perspective of the learning dynamics within the class.

The findings revealed that auditory learning styles were the most dominant among students, Auditory with 41,54% of the total responses. Visual learning styles followed closely at 33,85%, while kinesthetic learning styles were observed in 31,45% of the students. These findings highlight the importance of adopting multimodal teaching strategies that incorporate auditory, visual, and kinesthetic elements to accommodate diverse learning preferences effectively. Such strategies not only enhance students' understanding and engagement in learning English but also foster a more inclusive and supportive educational environment tailored to their individual needs.

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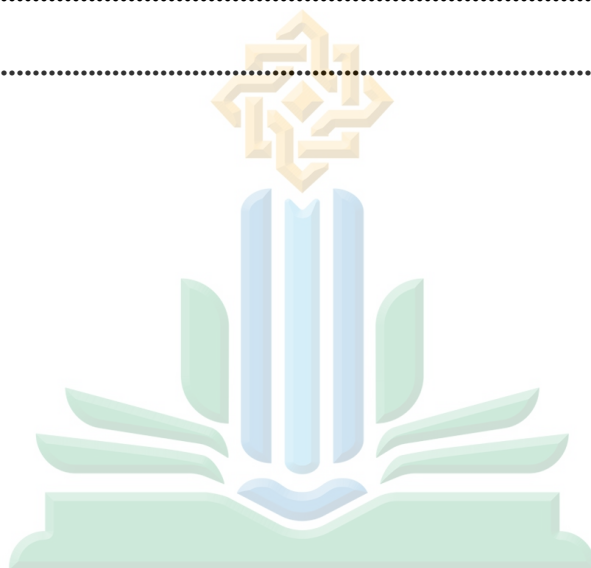
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CHAPTER I

INTRODUCTION

This chapter presents preliminary research and discusses several things, such as: research background containing preliminary research, research questions, research objectives, research significance and definitions of key terms. All the points mentioned are discussed further in the following sections.

A. Research Context

Learning activities are a process of change of individual. By learning each individual will obtain information that will make that individual develop. Learning can be interpreted as a process that shows positive changes so that In the end, each individual will gain new skills, abilities and knowledge obtained from accumulated experience and learning. This definition confirms that Learning is an activity that occurs in every human being from birth. In learning activity, every student will definitely experience difficulties in learning, not all students can understand all the learning material, especially in learning English.²

English learning at school is greatly influenced by the learning style in the classroom. Learning style has been considered one of the most important factors to control the way students learn. Learning styles also influence the way students engage in learning activities, and there is also a tendency to match.

² Augusta K, et al., “*Analisis Gaya Belajar Siswa*,” 87-103.

student learning styles with the teacher's teaching style in presenting material to the student's learning style. A learning style is a collection of traits, mindsets, and actions that characterize how our minds analyze and absorb information. The teacher can recognize a student's learning style by observing his or her behavior. Learning will occur only when one observes relatively stable changes in learner behavior resulting from what has been experienced.³ Learning style is a method that makes it easier for students to receive information and then organize and manage the information received. Each class may have students who exhibit different learning styles, which are influenced by collective behavior and attitudes when learning.⁴ The learning process can be meaningful if it comes from one's own desires, not because of coercion. Because this will make students experience a lack of interest in learning, especially English.

Therefore, the teacher's role is very important in guiding students in understanding open material, especially English. Because effectiveness in teaching activities will make it easier for students to understand what they are learning. According to Chapter 1, General Provisions, Article 1, Paragraph 1 of educational law No. 20 of 2003, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious Spiritual strength, self-control, personality, intelligence, noble morals, as well as Skills needed by themselves,

³ Sajna J, et al., *Learning Style Theories*.

⁴ Rahmaati¹ and Gumiandari². *Identification Of Learning Style*, 54-61.

society, nation, and state.⁵ To increase students' interest in learning English, teachers must be able to match strategies or learning methods that suit the three learning styles. Learning styles themselves are divided into 3, (audiotorial, visual and kinesthetic). Auditory learning style is close process of receiving information related to the sense of hearing, students who have this learning style It will be easy to transmit information if they does listen to the information.

Besides that also people who have learning styles auditory will tend to be a person who is more interested in the conversation. One of them can be in the form of a discussion with other people. Learning alternatives used for the auditory learning style include (1) Inviting students to participate in every discussion that is conducted verbally. (2) Encourage students to read lesson material aloud. (3) Using music as a background for asking students . Visual learning style is a process of receiving information related to the sense of sight (eyes). Because for someone who has a visual learning style, they will understand better when studying they can see it directly, or will remember the lesson better if they see interesting pictures, or with different colors .

The visual learning style includes learning using sight on an object, as well as presenting and illustrating. Visual learning has unlimited benefits for students. Video representation stimulates students' minds to work faster. Then students can also respond more quickly to visual information compared to text material. The kinesthetic learning style is a a close process for receiving

⁵ Sekretariat Negara Republik Indonesia. *Undang Undang Pendidikan Nomor 20 tahun 2003, Pasal 1 ayat (1)*.

information in relation to body organs, for example hands and feet, this learning style will be more in the process of receiving information through movement, touch and action. Kinesthetic learning is a learning style applies to a student who utilizes his physical body as an optimal learning tool.

A person with a kinesthetic learning style finds it easier to grasp lessons when moving, touching, or taking action, so that you can understand subtle meanings if his sense of taste has felt a smooth object. Students who have a kinesthetic learning style easily grasp lessons when moving, touching, or taking action so that practice or learning experiences can be found directly .

. In this study, there are 3 issues identified by the researchers, including: First, Difficulty in Understanding the Material. Each student has different preferences or learning styles. This can make it difficult for students to understand English learning. Although students have given very serious attention to what the teacher teaches. If the teaching method does not match the students' learning style, it will be difficult for students to understand what the teacher teaches. Second, the lack of student engagement can be seen whether the students are active or not during classroom learning. Factors that influence students' learning engagement can be seen from their behavior, such as frequently asking questions, willingly completing assignments, daring to step forward without being asked, seeking their own ways to understand the material, trying things on their own, and communicating their thoughts. Students' learning activities can also be influenced by the teaching methods designed by the teacher. Students who do not feel comfortable with the

teaching methods used in class may lose interest and motivation in learning. This can lead to a lack of student engagement in the learning process. Therefore, learning activities need to be designed in such a way that they can stimulate student engagement. And third, Different Levels of Understanding: Students have varying levels of understanding of the subject matter. Some students may require additional explanations or different approaches to understand the concepts being taught.

Therefore, This research aims to identify learning styles in X BIC 2 Class. And analyzing learning style impact on the English language learning process. Thus, it is hoped that this research can provide valuable insights in the development of more inclusive and effective English language teaching methods. Thus, and help teachers develop more effective learning strategies that suit students' learning styles.

B. Research Question

1. What are the auditory learning style in Tenth Bina insan Cendikia class of Man 1 Jember?
2. What are the Visual learning style in Tenth Bina insan Cendikia class of Man 1 Jember?
3. What are the kinesthetic learning style in Tenth Bina insan Cendikia class of Man 1 Jember?

C. Reseach Focus

1. To describe the auditory learning style in Tenth Bina insan Cendikia class of Man 1 Jember.

2. To describe the Visual learning style in Tenth Bina insan Cendikia class of Man 1 Jember.

3. To describe the kinesthetic learning style in Tenth Bina insan Cendikia class of Man 1 Jember.

D. Research Significance

The expected of benefits from research Exploring the extent to which the English Learning Style Study influences learning activities in class Tenth Bina insan Cendikia class of Man 1 Jember.

1. Theoritically

This research focuses on describing the differences in learning styles among students in a group to improve their understanding of English language materials. By understanding these differences, the research provides insights into how each student's learning style varies. This contributes to a strong theoretical foundation for designing more inclusive and effective teaching strategies that accommodate the diverse learning styles of students in a superior class.

2. Practically

The practical benefits of this research are as follows:

1) For Researchers :

This research will help researchers gain a better understanding of the differences in English learning styles in tenth Bina Insan Cedikia class providing deeper insight into student preferences and needs. This can also

be the basis for further research regarding English learning styles in other secondary schools or in different educational contexts.

2) For Reader :

This research will help readers. Readers can gain insights into effective teaching strategies that cater to different learning styles. And this can be the basis for further research to understand more deeply the factors that influence English language learning in similar educational environments.

E. Definitions Of Key Term

1. Definition Of Learning Style

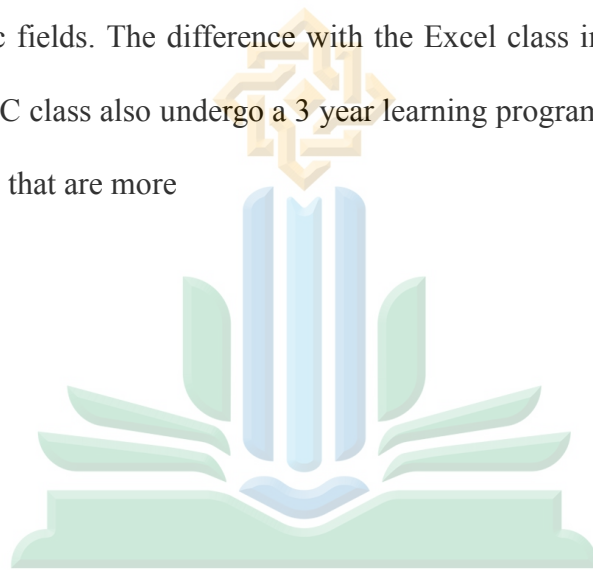
Learning style is a method that makes it easier for students to receive information and then organize and manage the information received. Each class may have students who exhibit different learning styles, which are influenced by collective behavior and attitudes when learning. Learning styles themselves are divided into 3, (audiotorial, visual and kinesthetic).

- 1) Auditory learning style is close process of receiving information related to the sense of hearing, students who have this learning style It will be easy to transmit information if he does listen to the information.
- 2) Visual learning style is a process of receiving information related to the sense of sight (eyes).
- 3) The kinesthetic learning style is a a close process for receiving information in relation to body organs, for example hands and feet, this

learning style will be more in the process of receiving information through movement, touch and action.

2. BIC Class

In MAN 1 Jember high school, there are two different types of advanced classes. PK and BIC. BIC is an abbreviation of (Bina Insan Cendikia) BIC class is a class where students superior and have an interest in academic fields. The difference with the Excel class in general, students from the BIC class also undergo a 3 year learning program. It's just that they get subjects that are more



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CHAPTER II

LITERATURE REVIEW

This chapter aimed to explain and elaborate on the theoretical framework that underpinned the research. Consequently, it supported the arguments, hypotheses, and data analysis that were conducted

A. Previous Studies

The researcher reviews previous studies related to the upcoming research to identify existing research topics, findings, and unexplored areas. These previous studies serve as valuable references for the original research. In this case, it is hoped that later with this previous research it can become the Original research reference. Below are the previous studies identified by the researcher:

1. The Journal by Deisye Supit , Melianti , Elizabeth Meiske Maythy Lasut , Noldin Jerry Tumbel. Entitled “ Gaya Belajar Visual, Auditori, Kinestetik terhadap Hasil Belajar Siswa.” This research aims to determine whether there is a significant relationship between learning styles and student academic achievement at SMP X Airmadidi. The results of this study reveal that there is no significant relationship between learning styles (visual, auditory and kinesthetic) and student academic achievement. Thus, the conclusion is that students’ academic achievement is not influenced by the

2. particular learning style they have, but may be influenced by other factors such as motivation, learning environment, or the teaching methods used.⁶
3. The Journal by Adelia Salsabila , Christian Wiradendi Wolor , Marsofiyati The title are “ Pengaruh Gaya Belajar Dan Cara Mengajar Terhadap hasil Belajar Siswa” This research aims to analyze the influence of learning styles and teaching methods on results student learning. The results of this research state that student learning styles and teachers’ teaching methods have a positive influence on student learning outcomes. Which means, if students have a learning style that matches the teacher’s way of teaching, then student learning outcomes will be better.⁷
4. The Journal Of Achmad Yudi Wahyudin, Asti Wahyuni. Entitled “ Exploring Students’ Learning Style and Proficiency at a University in Indonesia: A Quantitative Classroom Research.” The aim of this research is to determine the extent of the relationship between students’ learning styles and their English Language Proficiency at one of the private universities in Indonesia. The results is there have an important relationship between students’ auditory, visual and kinesthetic learning styles and their ability in English.⁸
5. The Journal of Melani Dwi Ariastuti, Achmad Yudi Wahyudin. Entitled “ Exploring Academic Performance And Learning Style Of Undergraduate Students In English Education Program” This study aims to explore

⁶ Supit et al., *Gaya Belajar Visual, Auditori, Kinestetik* Journal on Education. Volume 05, No. 03, March- April 2023

⁷ Salsabila Adelia ¹ , Christian Wiradendi Wolor² , and Marsofiyati³. *Pengaruh Gaya Belajar*.

⁸ Wahyudin A. Yudi et al., *Exploring Students’ Learning Style*.

students' academic performance related to different learning style preferences at undergraduate level. The results is that 49% of students preferred visual learning style, 31% of students preferred in Kinesthetic learning style and 20% of students preferred Auditory learning style.⁹

6. The Journal by M. Hamid Hediyanah, Nathasya Qisti Rabani, Anida Ashri Entitled “ Penerapan Gaya Belajar Kinestetik dalam Pembelajaran Bahasa Inggris.” This research aims to: students are able to understand their learning styles when learning English. The research results show that Most students tend to prefer kinesthetic learning methods.¹⁰

7. The Journal by Ahmad Sukartawan, entitled “ Mengatasi Kesulitan Belajar Dengan Memahami Gaya Belajar” The aim of this research is to systematically describe the facts and characteristics of each object or subject being studied accurately. The results of this research state that there are 3 ways to overcome students' learning difficulties by understanding learning styles (1) Observing and documenting students who experience not learning. (2) Carrying out tutoring. (3) Carrying out additional classes for students who experience learning fluency.¹¹

8. The Journal Of Ika Yuwanita, Happy Indira Dewi, Dirgantara Wicaksono. Entitled “ *Pengaruh Metode Pembelajaran Dan Gaya Belajar Terhadap Hasil Belajar Ipa.*” This research aims to know the influence of the method of learning and learning style against the results of the Study IPA. The results of this research state that learning methods that explain learning are

⁹ Ariastuti M. Dwi¹, and Achmad Yudi Wahyudin². *Exploring Academic*, 67-73.

¹⁰ Herdiansyah M. Hamid., *Penerapan Gaya Belajar Kinestetik*.

¹¹ Sukartawan, Ahmad.¹ *Mengatasi Kesulitan Belajar*.

suitable for use in science learning because it can improve science learning outcomes. Effort to improve science learning outcomes, teachers need to pay attention to the level of learning style visuals and divide groups of students have a high and low visual learning style then determine the method proper learning.¹²

Table 2.1

The similarities and differences between the previous research and

Current research

| No | Author and Tittle | Similiarities | Differences |
|----|---|--|---|
| 1. | The Journal by Deisye Supit , Melianti , Elizabeth Meiske Maythy Lasut , Noldin Jerry Tumbel. “ Gaya Belajar Visual, Auditori, Kinestetik terhadap Hasil Belajar Siswa” (2023). | a. Both discuss 3 learning styles (Visual, Auditory, Kinesthetic) | a. The previous research discusses about student learning outcomes in general, while this reasearch specifically discusses learning styles in the context of English learning in certain classes. |
| 2. | The Journal by Adelia Salsabila , Christian Wiradendi Wolor , Marsofiyati The tittle are “ Pengaruh Gaya Belajar Dan Cara Mengajar Terhadap hasil Belajar Siswa” (2024) | a. Both titles relate to the learning process and student learning outcomes. b. Both titles emphasize the importance of learning styles as a factor | a. Previous research includes the influence of learning styles and teaching methods on general learning |

¹² Permatasari et al., *Pengaruh Metode Pembelajaran*.

| | | | |
|----|---|--|---|
| | | in education. | <p>outcomes, while this research is specific to English learning styles in certain classes.</p> <p>b. Previous research included various factors (learning styles and teaching methods), while this research only focuses on student learning styles.</p> |
| 3. | <p>The Journal Of Achmad Yudi Wahyudin, Asti Wahyuni. “ Exploring Students’ Learning Style and Proficiency at a University in Indonesia: A Quantitative Classroom Research.” (2023)</p> | <p>a. Both research titles focus on student learning styles.</p> <p>b. Both studies relate to English language learning.</p> | <p>a. Previous research included an exploration of learning styles and skills generally at the university level, while this research is more specific at the high school level.</p> <p>b. Previous research explicitly mentions the use of quantitative approaches in classroom research, while the second title uses a qualitative approach.</p> |

| | | | |
|----|---|---|---|
| 4. | The Journal of Melani Dwi Ariastuti, Achmad Yudi Wahyudin. “ Exploring Academic Performance And Learning Style Of Undergraduate Students In English Education Program” (2022) | <p>a. Both research titles focus on English language education, indicating an interest in how students learn English.</p> <p>b. Both titles cover aspects of learning styles, both explicitly and implicitly, to understand their influence on English language learning.</p> | <p>a. Previous research focused on undergraduate students in English education, while this research focuses on class X students in high school.</p> <p>b. Previous research included an exploration of academic performance and learning styles in general, while this research is more specific to learning styles in certain classes (X BIC 2).</p> |
| 5. | The Journal by M. Hamid Hediyanah, Nathasya Qisti Rabani, Anida Ashri “ Penerapan Gaya Belajar Kinestetik dalam Pembelajaran Bahasa Inggris.” (2024) | <p>a. Both research titles relate to learning styles and English language learning.</p> | <p>a. The first title is specific to kinesthetic learning styles, while the second title covers English learning styles in general.</p> |
| 6. | The Journal by Ahmad Sukartawan, “ Mengatasi Kesulitan Belajar Dengan Memahami Gaya Belajar” (2022) | <p>a. Both are related to learning and student learning styles.</p> | <p>a. Previous research focused on how to overcome learning difficulties by understanding learning styles broadly without</p> |

| | | | |
|----|--|---|---|
| | | | mentioning specific subjects, while this research focuses on studying students' learning styles in learning English in class X BIC 2 at a school in Jember. |
| 7. | The Journal Of Ika Yuwanita, Happy Indira Dewi, Dirgantara Wicaksono. Entitled “ Pengaruh Metode Pembelajaran Dan Gaya Belajar Terhadap Hasil Belajar Ipa.” (2020) | a. Both show a research focus on student learning styles. a. The previous research focused on science subjects, while the second title focused on English subjects. | <p>a. The previous research focused on science subjects, while the second title focused on English subjects.</p> <p>b. Previous research was more general in mentioning learning methods and learning styles, while this research is more specific in indicating that the research will focus on learning styles in English learning.</p> |

B. Theoretical Framework

a. Definition Of Learning style

Learning styles are specific ways in which the mind receives and processes information.

This concept is an integral part that connects personality with individual cognitive dimensions. Learning style is considered a key factor that influences the way students learn. There is a tendency to study students' learning styles with teachers' teaching styles. Learning style is a combination of three factors, namely cognitive, affective, and physiological, which reflects an individual's approach to learning. Learning style is defined as "a form" that is greater than just a mixture of related characteristics, but rather a whole that involves internal and external factors applied to, personality, and human development, which are reflected in the learner's behavior. That's why, Teachers and curriculum must designers tend to pay more attention to students' learning styles by carrying out appropriate diagnoses."

1. Cognitive styles are preferred ways of perception, organization and Retention.
2. Affective styles represent the motivational dimensions of the learning Personality; each learner has a personal motivational approach
3. Physiological styles are bodily states or predispositions, including: genre differences, health and nutrition, and reaction to physical surroundings, such as preferences for levels of light, sound, and temperature.

b. Kind Of Learning Style

In learning styles, there are 3 types which are often called VAK (short for Visual, Auditory, and Kinesthetic). The theory is that prefer to learn through one of these sensory channels.

1. Visual

Visual learners prefer information presented visually rather than in written form. Visual learners tend to pay attention to details and body language, and often use their imagination to process information better.

Usually students in the visual learning style tend to be more :

- 1) Prefers information presented visually.
- 2) Has the ability to visualize concepts.
- 3) Easily remembers information seen.

2. Auditory

Auditory learners prefer to learn by listening to information rather than actively participating in class or taking notes. They tend to choose to listen to presentations of information by other people and are able to repeat the information back. Usually students in the Auditory learning style tend to be more:

- 1) Prefers learning through listening.
- 2) Enjoys discussions and oral presentations.
- 3) Able to remember information heard well.

3. Kinesthetic

Kinesthetic learners emphasize direct experience in their learning, with a 'trial and error' approach. They enjoy physical exercises and direct manipulation of objects to better understand how things work. Movement and physical interaction are important to keep them engaged, rather than sitting at a desk for long periods. Usually students in the Kinesthetic learning style tend to be more :

- 1) Learns more effectively through hands-on experience.
- 2) Enjoys physical activities and direct practice.
- 3) Better at understanding concepts through actions rather than just hearing or seeing.¹³

c. **The Relationship Between Learning Styles And Learning Strategies**

Learning style is the way a person learns, while Learning strategies are the methods chosen to teach subject matter in a particular learning environment, including the characteristics, scope and sequence of activities that can provide learning experiences to students.¹⁴ Learning style is used as a reference for choosing strategies that suit individual learning styles. so that learning becomes more effective. By understanding students' learning styles, educators can choose suitable learning strategies to increase students' understanding and involvement in the learning process. By considering the relationship between learning styles and learning strategies, educators can

¹³ Jaleel,Sajna et al., *LEARNINGSTYLES Theories* .

¹⁴Lamatenggo , Nina. *STRATEGI PEMBELAJARAN*.

create a learning environment that supports the diversity of students' learning styles and increases their understanding and involvement in the learning process. There are various types of learning strategies that educators can use to ensure the material is delivered well and in accordance with learning objectives. Including:

1. Expository Learning Strategy (SPE)

Expository learning strategy is a one-way learning strategy that emphasizes the lecture method. The theory underlying this strategy is Behaviorism. Thus, the SPE learning strategy will be suitable for students who have an auditory learning style. In Expository Learning Strategy, the lecture method is the main focus. The auditory learning style, which involves listening and active listening, is appropriate for students who respond well to information presented orally. With this learning style, students can gain good understanding through listening and the listening process in an expository learning context.¹⁵

2. Discovery Learning Strategy

Discovery learning is a strategy that emphasizes students to be active in finding and solving problems in learning. The theory underlying this strategy is constructivism. Thus, this strategy is very suitable for students with visual and kinesthetic learning styles. In Discovery Learning, students are actively involved in exploration, experimentation, and hands-on experience while learning. The kinesthetic learning style,

¹⁵ Nababan, Damayanti¹, and Putri Mika Sari². *Pengaruh Model Pembelajaran*.

which involves physical movement and hands-on interaction, fits this approach because it allows students to learn through physical activity and hands-on experience. With a kinesthetic learning style, students can be more effective in exploring and discovering new knowledge through physical actions.¹⁶

3. Mastery learning strategies

Mastery learning is a strategy that focuses on achieving a certain level of mastery or proficiency on a topic or skill before moving on to the next material. The comprehensive learning approach aims to motivate students to achieve mastery of certain competencies and can be applied in classroom learning. The underlying learning theory is behaviorism. Mastery strategies are very suitable for students who have an audiovisual learning style. The audiovisual learning style is more suitable for mastery strategies because it can help students understand concepts better through the use of images, videos, and sounds. This makes learning more interesting, strengthens information retention, and allows personalization of learning according to students' learning styles. With audiovisuals, students are directly involved in learning, accelerating the achievement of mastery before moving on to the next material.¹⁷

4. Inquiry Learning Strategy

Inquiry learning strategies are strategies that aim to encourage students to think critically and find answers to problems. The learning

¹⁶ Indayana Febriani Tanjung¹, Rohani², Nancy Meigi Vera³. “*Pengaruh Strategi Pembelajaran.*”

¹⁷ Agus Priadi¹, Dahlia Sarkawi², Anggi Oktaviani³. “*Strategi Penguasaan.*”

theory that underlies the inquiry learning strategy is constructivist theory. In this strategy, the teacher acts as a facilitator who directs students to activities that allow them to develop critical thinking skills. One learning style that is in line with the inquiry learning strategy is the visual-auditive learning style. This learning style involves the use of images, videos and sounds in learning, in accordance with an inquiry approach that encourages students to actively observe and listen to understand concepts independently. With this learning style, students can obtain information through various senses, facilitating deep understanding in inquiry learning.¹⁸

5. Problem-based learning

Problem Based Learning (PBL) is a learning method that starts from a problem, encouraging students to learn cooperatively in groups to find solutions, develop critical and analytical thinking skills, and use appropriate learning resources. PBL is a way of learning that places students in the middle of problems that must be solved conceptually, opening up space for more interactive and in-depth learning. Problem Based Learning (PBL) strategies are very suitable for kinesthetic learning style because it involves physical movement and practical activities. In PBL, students engage in real projects that allow them to learn through hands-on experience and active practice.¹⁹

¹⁸ Putri Vadia Dhamayan. "Systematic Literature."

¹⁹ Husnul Hotimah. "Penerapan Metode Pembelajaran," 5-11.

6. Contextual Learning Strategy

Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes students' full involvement in discovering the essence of the subject matter and relating it to everyday life situations. It produces three key understandings: first, students are actively involved in discovering learning material through direct experience; second, students connect the lesson material with the reality of their daily lives; and third, students are empowered to apply this knowledge in real life. Thus, it does not only focus on understanding the material, but also on students' ability to apply learning concepts in everyday life. Learning styles that are appropriate to Contextual Teaching and Learning (CTL) are Visual and auditory learning styles are suitable for contextual learning strategies because they involve the use of images, videos and sounds in learning. This approach emphasizes the relationship between the concepts studied and real situations or relevant contexts. With this learning style, students can understand concepts better through association with visual and auditory information in a specific context.²⁰

7. Affective learning strategies

Affective learning strategies are affective learning strategies aimed at shaping student behavior, attitudes and interests. This strategy relates to attitudes which consist of five aspects, including: (Receiving),

²⁰ Fahmi. "Strategi Pembelajaran Contextual."

(Responding), (Valuing) (Organization), (Characterization). The application of this strategy can improve their learning achievement optimally, however, if students like the subjects being taught, or vice versa. Therefore, in developing this affective domain, teachers should be active and creative in instilling positive values in students so that they can be applied in everyday attitudes. According to the understanding of the statement above, the learning theory underlying this strategy is constructivism. So, this strategy can be applied to students who have auditory and kinesthetic learning styles.²¹

8. Cooperative learning strategies

Cooperative Learning is an activity in a learning environment where students in small groups share ideas and work collaboratively to complete academic assignments. The cooperative approach not only aims to teach students subject matter, but focuses more on developing students' social skills, such as cooperation, collaboration, and responsibility towards group members in achieving the group's common goals. The kinesthetic learning style is a language style that is suitable for Cooperative Learning, because it involves physical movements and practical activities in learning groups. This allows students to learn through direct experience and active practice with group members,

²¹ Fitriani Nur Alifah.¹ “*Pengembangan Strategi.*”

increasing engagement, collaboration, and achieving shared goals in learning.²²

9. The Learning Strategy for Improving Thinking Abilities

The Learning Strategy for Improving Thinking Abilities (SPPKB) aims to develop students' thinking abilities by analyzing facts or their experiences to solve problems. Using this strategy can increase student involvement in learning. Suitable for a visual learning style because visual students are more effective in processing visual information and connecting material with visual thinking.²³

d. The Relationship Between Learning Style And Learning

Learning is the interaction between educators, students, and learning resources in a learning environment that is carried out deliberately, directed, and planned with predetermined goals. The goal is to create a controlled learning process so that individuals can learn. Thus, learning is a systematic effort to convey information to individuals or groups in a learning environment, through planning, implementing and evaluating teaching methods to achieve specific learning goals. The relationship between learning style and learning is that learning style has an impact on how the individual best understands and absorbs information. Learning styles reflect individual preferences in receiving, processing, and remembering information. When learning strategies are adapted to individual learning styles, the learning process can become more effective and efficient. The

²² Ismun Ali. *"Pembelajaran Kooperatif."*

²³ Haudi, *"Strategi Pembelajaran."*

results or not of a relationship between learning styles and learning can be seen from the following characteristics:

1. The emergence of new abilities in knowledge, skills, and values or attitudes.
2. These changes are permanent and can be saved for a certain period of time.
3. Change does not occur instantly, but through effort and interaction with the environment.
4. Changes in behavior are the result of past experience or deliberate and purposeful learning.²⁴

e. The Relationship Between Learning Styles And Learning Media

Learning media plays an important role in improving the quality of learning because the development of educational technology demands efficiency and effectiveness. Media can be defined based on their technology, symbol systems, and processing capabilities. The main characteristic of media is its technology, including the mechanical and electrical aspects that determine its function, and in some cases, its physical form and appearance. Understanding student learning styles can help educators in choosing appropriate learning media. For Example: Visual students respond well to visual information such as pictures or videos, so using slide presentations or videos helps their understanding. Auditory students prefer to learn through sound, so audio media such as podcasts are

²⁴ Edward H, et al. "*Buku Ajar:*"

effective for them. For kinesthetic students, they can use media that involves students directly. Such as, interactive simulations, printing practices, collaborative projects, and virtual laboratories. This media helps students directly engage, understand and remember information better through physical activity. Selecting learning media that suits individual learning styles increases learning effectiveness by presenting material according to student preferences, increasing understanding, information retention and student engagement.

1. The principles of learning media, including :

- 1) The media must be appropriate to the set learning objectives.
- 2) The use of media must be appropriate to the level of complexity of the learning material, such as using videos or images to explain complex concepts.
- 3) Media needs to be adapted to students' interests, needs and conditions because each student has a different learning style.
- 4) Media must be effective and efficient without being expensive to achieve the desired learning objectives.
- 5) Teachers need to have skills in operating learning media so that the learning process runs smoothly and effectively.

2. The function of learning media, including:

- 1) Standardize learning messages.
- 2) Avoid different interpretations.
- 3) Make explanations clear and interesting.

- 4) Save time and energy.
- 5) Student learning outcomes are better.
- 6) Learn anywhere and anytime.
- 7) Increase students' positive attitudes towards learning
- 8) The teacher's role is more positive and productive.

3. Benefits of learning media, including:

- 1) To view objects or events from the past with images, photos, films, or other media.
- 2) To understand objects/things that are difficult to observe directly.
- 3) To listen to sounds that are difficult to perceive directly.
- 4) To compare objects with different properties.
- 5) To see slow-moving processes quickly, such as the metamorphosis of a chrysalis into a butterfly, through video.
- 6) To observe fast and slow movements, such as ball kicking technique, via video.
- 7) To learn according to each person's abilities and interests.²⁵

f. The Relationship Between Learning Style and Learning Motivation

According to the Big Indonesian Dictionary (KBBI), motivation is an impulse that encourages a person, either consciously or unconsciously, to take action with a specific goal. Motivation can also be interpreted as a change in energy within a person which is characterized by the emergence of feelings and begins with a response to existing goals. The relationship between learning

²⁵ Andi Kristanto, " *Media Pembelajaran.* " Binang Sutabaya. Surabaya, April 2, 2016.

style and learning motivation in learning English is very significant. Learning style influences a person's ability to understand English. On the other hand, learning motivation plays an important role in English learning. Motivated students are usually more persistent in studying, facing challenges, and improving their English skills. High motivation can encourage students to continue learning and improve their English language skills.

1. Herzberg's Theory of Motivation:

In Herzberg's Theory of Motivation, known as Two-Factor Theory, Herzberg proposed two key factors that influence individual motivation in a team. These factors include:

- 1) Motivator Factors, which relate to encouraging motivation from others.
- 2) Hygiene Factors, which influence employee job satisfaction and motivation through an appropriate work environment.

2. Kind Of Learning Motivation:

- 1) Intrinsic motivation, namely the drive to learn that arises from students' personal needs and goals. This drive is called "pure motivation" because it arises from within the individual who believes that hard effort in learning will provide maximum results.
- 2) Extrinsic motivation, such as numbers, awards, diplomas, or punishments. This encouragement is obtained from external situations, such as praise, gifts, or negative competition such as sarcasm or punishment. Extrinsic motivation is needed in schools because not all subject matter interests students or suits their needs.

3. The Function Of Learning Motivation:

- 1) Motivation encourages people to act and releases energy as a driving force in every activity.
- 2) Motivation determines the direction of action towards the goal to be achieved, providing clear guidance for the activities that need to be carried out.
- 3) Motivation helps in selecting appropriate actions to achieve goals, by eliminating irrelevant actions.

4. Principles Of Learning Motivation:

- 1) Motivation drives learning activities.
- 2) intrinsic motivation is more important than extrinsic motivation in learning.
- 3) Praise is more effective than punishment as motivation.
- 4) Motivation is closely related to learning needs.
- 5) Motivation can increase optimism in learning.
- 6) Motivation leads to achievement in learning.

5. Efforts to Increase Motivation to Learn English:

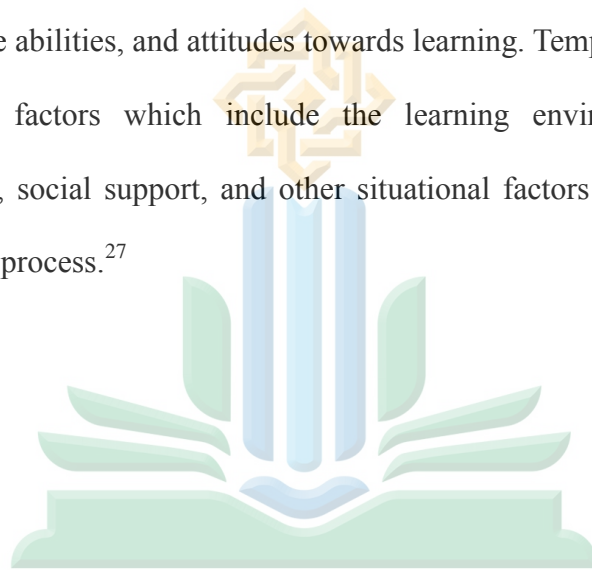
- 1) Adapt teaching methods with students' learning styles.
- 2) Provide choice options to increase learning motivation.
- 3) Use a variety of materials according with student preferences.
- 4) Give praise and positive feedback as encouragement.
- 5) Actively involve students in the learning process.
- 6) Provide challenges appropriate with students' abilities.

- 7) Relate course material to students' real lives to increase learning motivation.²⁶

6. Factors That Influence Student Learning:

Factors that influence learning can be divided into two: internal factors and external factors.

- 1) Internal factors come from the individual, including interest, motivation, cognitive abilities, and attitudes towards learning. Temporary.
- 2) external factors which include the learning environment, teaching methods, social support, and other situational factors that influence the learning process.²⁷



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²⁶ Edward H, et al., "Buku Ajar"

²⁷ Yendri W, et al., "*Faktor faktor Determinan.*"

CHAPTER III

RESEARCH METODE

This chapter provides the method used to analyze the data. It includes approach and design of research, research location, research subject, data collection technique, data analysis, data validity and research procedure.

A. Research Approach And Type

This research employed a mixed-methods approach, a methodology that combines qualitative and quantitative research methods to provide a more comprehensive understanding of the research problem. Mixed Methods research was an approach that combined quantitative and qualitative methods within a single study. This combination allowed researchers to gather richer and more in-depth data, providing a more comprehensive understanding of the phenomenon being studied. Moreover, the use of this mixed method enabled researchers to better explain, predict, and control phenomena²⁸. Mixed Methods research offered a flexible and comprehensive approach to understanding complex phenomena. By combining the strengths of both methods, Mixed Methods research could produce richer, deeper, and more meaningful findings. This approach allows for a deeper understanding of the “Study of English Learning Styles in superior academic class (X BIC 2)” by integrating both qualitative and quantitative data, providing

²⁸ Devi et.al., “*Penelitian Mixed Method Research.*”

a richer and more nuanced interpretation of the findings. This version differs from the previous

one by replacing the description of qualitative research with a description of mixed methods research.²⁹ Data analysis will be carried out after the research is completed, while data collection has been explained and presented.

B. Research Location

Research location in 10th Bina Insan Cedikia Class of Man 1 Jember. Because this school has superior classes that focus on student academics. And students in this class, have a superior interest in academic subjects. Especially in learning English. Therefore, the researcher took the Mambaul Falah location as his research location to examine the learning styles of class nth bina insan cendikia students.

C. Research Subject

The research subjects were determined using a purposive technique which was chosen with certain considerations and objectives. There are two data sources used in this research, namely:

1. Primary data Data recorded by the researcher. The informants in this case are:

- 1) All students from 10th Bina Insan Cedikia Class³⁰
- 2) Nurul Riezza Riesty Fauzie, S.Pd. as an English teacher.

²⁹ Dawadi, et al., "Mixed-Methods Research," 25–36.

³⁰ *Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan*. Jakarta, August, 2020.

2. Secondary data Secondary data obtained:

1) Profile of Man 1 Jember

D. Data Collection Technique

Data collection techniques are a crucial step in research as the primary goal is to gather data. Sugiyono suggests that data collection can be conducted through interviews, questionnaires, observations, or a combination of these methods. On the other hand³¹, The importance of the listening method in acquiring language data, which involves listening to oral language use and written language.³² The chakap method involves collecting data through conversations between researchers and informants to capture spoken language. In this research, the following data collection techniques are:

1) Observation

The observation was conducted in class 10th Bina Insan Cedikia Class of MAN 1 Jember on October 12, 2021 with the subject of observation, namely the observance of learning styles in English learning activities with the subject of observation. This class is a superior class that focuses on the academic development of students, and students in this class have a high interest in English subjects.³³

2) Interview

The interview was conducted with English teacher and has been teaching in Bina Insan Cendikia grade 10th for several years. Her

³¹ Djoko , “Metode Penelitian.”

³² Mahsun , “ *Metode Penelitian Bahasa*, “

³³ Observation on October,12 2024

experience in teaching in a class with special characteristics such as tenth Bina Insan Cendikia. Interviews help researchers explore complex issues Daily pictures and open dialogue with respondents for greater understanding Types

3. Questionare

of stu. dents learning style

Nama Siswa :

Kelas :

Absen :

A. Petunjuk Umum :

1. Tuliskan identitas diri yaitu nama sekolah, nama siswa, kelas, dan jenis kelamin anda disudut kiri atas pada lembar jawaban.
2. Bacalah pernyataan setiap nomor dengan seksama.
3. Angket ini tidak ada kaitannya atau pengaruhnya terhadap nilai anda dan tidak ada jawaban yang salah, sesuai jawaban yang anda pilih adalah benar. Asalkan dijawab dengan jujur.

B. Petunjuk Pengisian :

1. Pilihlah jawaban yang paling sesuai dengan anda. Jika anda mendapat diri anda dalam situasi seperti itu lakukan pemberian tanda centang (✓). Pilihlah jawaban berupa Sangat Setuju (SS), Setuju (S), Ragu-Ragu (R), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).
2. Setiap pernyataan harus dijawab.
3. Periksa kembali jawaban sebelum diserahkan kepada peneliti

Table 3.1
Questioner Of Learning Style

| No | Learning Style Code | Pernyataan | SA (1) | A (2) | D (3) | SD (4) |
|----|---------------------|---|-----------|----------|----------|-----------|
| 1 | A | Saya mudah menerima informasi yang disampaikan secara langsung oleh guru. | | | | |
| 2 | A | Saya merasa kesulitan memahami pelajaran dengan suasana yang gaduh pada saat kerja kelompok bersama teman dirumah. | | | | |
| 3 | A | Saya lebih suka belajar melalui mendengarkan penjelasan secara verbal daripada membaca teks. | | | | |
| 4 | A | Saya cenderung mengingat lagu atau melodi dengan mudah. | | | | |
| 5 | A | Saya merasa lebih terbantu dalam belajar ketika menggunakan teknik menghafal dengan mengulang-ulang kata-kata secara lisan. | | | | |
| 6 | V | Saya lebih mudah memahami materi pelajaran melalui gambar daripada hanya membaca teks. | | | | |
| 7 | V | Saya cenderung mengingat informasi dengan lebih baik jika disajikan dalam bentuk grafik atau infografis. | | | | |
| 13 | V | Saya cenderung menggerak-gerakkan tubuh atau menggunakan tangan saat belajar. | | | | |
| 14 | V | Saya mengalami kesulitan mengingat dengan cara melihat daripada mendengar. | | | | |
| 15 | V | Saya senang memberi tanda atau warna (stabilo) pada informasi-informasi penting yang ada dibuku maupun catatan. | | | | |

| | | | | | | |
|----|---|---|--|--|--|--|
| 16 | K | Saya lebih senang membaca dalam hati dengan cepat dan mudah memahami | | | | |
| 17 | K | Saya merasa lebih antusias dan termotivasi saat belajar melalui kegiatan yang melibatkan gerakan tubuh. | | | | |
| 18 | K | Saya cenderung mengalami kebosanan atau kelelahan saat belajar dalam keadaan diam. | | | | |
| 19 | K | Saya menyukai belajar langsung praktek daripada belajar hanya mendengarkan penjelasan guru. | | | | |
| 20 | K | Saya mengalami kesulitan memahami apa yang disampaikan oleh orang lain. | | | | |

4. Document Review

Document review is a data collection technique that involves collecting and analyzing documents, including written documents, images, and recordings . This research observation document includes photos of process activities, such as interaction and communication, which will be included in the appendix. Document review in this study was conducted by analyzing documents related to English learning in class 10 Bina Insan Cendikia MAN 1 Jember. The analyzed documents include:

- 1) MAN 1 Jember profile: This document provides information about the history, vision, mission, and flagship programs of MAN 1 Jember, including the Bina Insan Cendikia program. This information helps to understand the context of learning in the school and the specific characteristics of Bina Insan Cendikia grade 10.
- 2) Images of learning activities: The pictures collected during the observation of Bina Insan Cendikia grade 10 illustrate learning activities,

media use, and teacher-student interactions. These images provide a visual picture of how learning takes place in the class.



Figure 1. Questionnaire Distributed Activities

E. Analysis Data

In the data analysis session, this research seeks to analyze the data that has been collected through several stages. In this study, researcher applied data analysis:

1. Data condensation

Data condensation is a process of simplifying, abstracting, and transforming data that involves selecting important parts from field notes, interview transcripts, and other empirical documents. In this research, researchers compile data by summarizing information. By summarizing the data, the results of interviews, observations, and documentation can be related to each other, strengthen the data obtained, and help researchers gain a deeper understanding when analyzing the data.

2. Data Display:

Once the data has been reduced, the information is presented visually by the researcher in a format that facilitates summary, summarization, and interpretation. Matrices, graphs, diagrams, or other visual representations of data can be used for this purpose. In the final stage, conclusions are drawn by the researchers based on data analysis.

3. Calculation stage

3) Questionnaire Score

The questionnaire consists of 15 statements, each of which has 4 answer options: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Each answer choice has a score:

- a. SS = 1
- b. S = 2
- c. TS = 3
- d. STS = 4

4) Calculating the Total Score for Each Category

For each student, add up the scores of all statements that fall into a particular category. Example:

- a. To calculate the Auditory (A) total score for the first student, sum the scores from statements 1, 2, 3, 4, and 5.
- b. To calculate the Visual (V) total score for the first student, sum the scores from statements 6, 7, 8, 9, and 10.

5) The formula

a. Auditory (A)

$$=\sum \text{Auditory Score Item}$$

Notes: If the first student answers 5 questions with strongly agree and agree answers, then the 5 questions answers are the result of auditory learning style.

b. Visual (V)

$$=\sum \text{Visual Score Item}$$

Notes: If the first student answers 4 questions with strongly agree and agree answers, then the 4 questions answers are the result of visual learning style

c. Kinesthetic

$$=\sum \text{Kinesthetic Score Item}$$

Notes: If the first student answers 5 questions with strongly disagree and disagree answers, then the answers are 0 for the result of Kinesthetic learning style.

4) Calculating the Percentage of Each Category

The percentage of each learning style category is calculated using the formula:

Percentage :
(Total Score of Category / Total Score of All Categories)
x 100%

5) Conclusion

The conclusions are then verified by comparing them with the original data and ensuring that they are supported by the evidence collected

F. Triangulation Data

The validity of the data in this research was tested through two methods, namely triangulation and the use of reference materials. Triangulation in this research includes source triangulation and technical triangulation.

1. Source Triangulation

The validation method is carried out by crosschecking the same data from various sources. The data that has been explained by the researcher is then processed using five data sources to confirm the conclusions obtained.

2. Triangle Technique

Determining the correctness of data is done by crosschecking the same information using different methods. For example, data from interviews is compared with observation, documentation, or questionnaires.

If the results of these three data validation techniques are different, the researcher holds further discussions with the relevant data sources or other parties to ensure the correctness of the data obtained, considering the different points of view.

G. Research Stage

a. Pre-Research

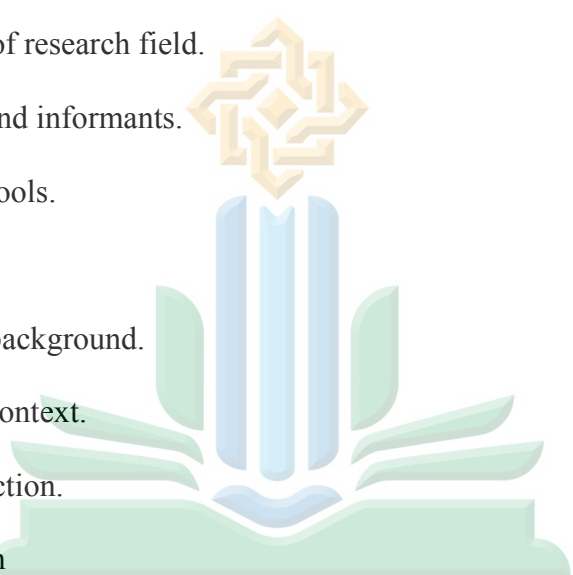
- a) Research plan.
- b) Selection of research field.
- c) Licenses and informants.
- d) Research tools.

b. Field Work

- a) Research background.
- b) Learning context.
- c) Data collection.

c. Post-Research

- a) Data analysis.
- b) Preparation of reports.
- c) Completion permission.
- d) Data presentation.
- e) Revise report



CHAPTER IV

RESEARCH FINDING & DISCUSSION

In this chapter, the researcher presented overview of the object, Research Findings and Discussions. It was intended to answer the research problems that contained in the first chapter. In findings, the researcher described the process of collecting data and Presented result of the data. Whereas, in the discussion section, the researcher would analyze the finding.

A. Overview Of The Object

1. School Profile

In 1967, an Islamic education institution at MA level was established in Jember. Initially, this educational institution was named SPIAIN (State Islamic Institute Preparatory School) Jember. However, based on the Decree of the Minister of Religion of the Republic of Indonesia Number 17 of 1978 on March 30 1978, SPIAIN Jember was then renamed Madrasah Aliyah Agama Islam Negeri (MAAIN) until 1981. In that year, the MAAIN institution was then confirmed as Madrasah Aliyah Negeri Jember (MAN).

To be precise, starting on August 23 2004, MAN officially changed its name to Madrasah Aliyah Negeri 1 Jember (MAN 1 Jember) based on Minister of Religion Decree number 168 of 2003, which was issued on March 24 2003. As its development progressed, MAN 1 Jember developed various programs and advantages, both independently and as projects of the Ministry of Religion (government). Among them are Regular Programs (such as the Mathematics

and Natural Sciences, Social Sciences and Language Programs), as well as the development of superior programs such as MANPK and BIC.

1) Program Manager The regular program is a learning activity in accordance with the applicable curriculum. At MAN 1 Jember, this regular program includes the Mathematics and Natural Sciences Program, Social Sciences

Program, and Language Program, where students take part in learning according to the existing curriculum.

2) MANPK One of the superior programs that has made the name MAN 1 Jember known nationally and regionally is the MANPK Program.

3) BIC Another superior program, which is relatively similar to MAN Insan Scholar, is the BIC Program. This program aims at student competency in the academic field, so that graduates can master general knowledge and also develop Islamic religious knowledge.

2. Vission

1) Excellent in achievement, skilled, has good morals based on faith and piety”

3. Mission

1) Develop appreciation and practice of Islamic teachings and national culture as a source of wisdom in action

2) Develop students' academic and non-academic potential optimally according to their talents and interests through a quality learning process.

- 3) Carry out effective learning and guidance to students in the areas of skills

4. School Goals

- 1) Creating and implementing an educational process that is oriented towards target of achieving the effectiveness of the learning process based on the MPMBS concept.
- 2) Creating a strong leadership system that accommodates, mobilize and harmonize all available educational resources.
- 3) Managing educational staff effectively based on needs analysis, planning, development, work evaluation, work relations, compensation for services adequate.
- 4) Instilling a mutual culture among all school members based on skills/skills and professionalism.
- 5) Creating an institutional attitude of independence through increasing resources capable power.
- 6) Spread and increase the participation of all school members and a society based on an attitude of responsibility and dedication.
- 7) Creating and developing a transparent management system decision making, budget management and so on.
- 8) Quality improvement program, the quality of student output achievements in the academic field and non-academic on an ongoing basis

9) Prioritize educational services to students in order Minimizing the drop out rate.

10) Provide a sense of satisfaction for all school residents (staff) in accordance with their duties and his obligations.

B. Research Findings

In this section, the researcher presented the data that was obtained during research activities. The data that was gathered was included in this chapter in accordance with the research procedures followed by the researcher and was presented in detail according to the findings from the research location, both through observation data and interviews. This research discussed the differences in learning styles of tenth Bina Insan Cendikia Class MAN 1 Jember students, which included visual, auditory, kinesthetic, and audio-visual learning style. This research was conducted on May 27, 2024, by interviewing the English teacher, Ms. Nurul Riezza Riesty Fauzie, S.Pd., and filling out the questionnaire.³⁴



Figure 1. English Teacher Interviewed Activies

³⁴ interview with the English teacher about learning styles in tenth grade bina insa cendikia

The researcher conducted an interview with the English teacher who taught in the class about what the English teacher knew and discovered regarding the learning styles of Tenth Bina insan Cendikia students.

"Students in Bina Insan Cendikia's Grade Ten class tend to be quick to respond. In terms of facilities, class Tenth of Bina Insan Cendikia already uses laptops, unlike the regular class which still uses mobile phones. Without instruction, they open the laptop, submit the assignment. The learning strategies applied include lecture method with PowerPoint presentation and group learning strategy to complete the assignment. The group formation aims to facilitate discussion among students, especially for female students who tend to be individualistic. Tenth Bina Insan Cendikia's class evaluations include semester exams (with a listening section and presentation of results) and quizzes, although most classes use similar evaluation methods."³⁵

From the teachers' statements above, it can be concluded that the learning media implemented include PowerPoint presentations and group learning strategies to encourage discussion, especially among students. This statement is very much related to the observation results found by the researcher.

"English teachers in tenth bina insan cendikia more often use visual media to teach their students, for example (power point, canva, and other visual media) and teachers also often use kinesthetic media such as kahoot game media, role play, and also sometimes conduct group discussions."³⁶

³⁵ Teacher interview on May, 27 2024

³⁶ Observation on October 14,2023

Table 4.1
The Result of Students' Learning Style Questionare

| NO | Students Initial | QUESTIONARE ITEM | | | | | | | | | | | | | | | SS/S | TS/STS |
|-------|------------------|------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|--------|
| | | 1 A | 2 A | 3 A | 4 A | 5 A | 6 V | 7 V | 8 V | 9 V | 10 V | 11 K | 12 K | 13 K | 14 K | 15 K | | |
| 1 | ANP | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 3 | 13 | 2 |
| 2 | ANO | 2 | 3 | 1 | 1 | 1 | 1 | 3 | 2 | 1 | 1 | 3 | 2 | 1 | 1 | 2 | 12 | 3 |
| 3 | AMY | 2 | 2 | 1 | 1 | 4 | 1 | 1 | 3 | 3 | 2 | 1 | 2 | 2 | 1 | 2 | 12 | 3 |
| 4 | ANM | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 14 | 1 |
| 5 | ACI | 2 | 3 | 1 | 1 | 2 | 1 | 4 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 1 | 10 | 5 |
| 6 | APR | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 7 | 8 |
| 7 | DIF | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | 4 | 3 | 4 | 3 | 3 | 9 | 6 |
| 8 | FEK | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 | 1 | 3 | 3 | 11 | 4 |
| 9 | HAV | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 7 | 8 |
| 10 | HUM | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 4 | 4 | 4 | 3 | 8 | 7 |
| 11 | IIN | 3 | 1 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 4 | 2 | 1 | 1 | 2 | 11 | 4 |
| 12 | KHA | 2 | 2 | 3 | 4 | 1 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 2 | 3 | 6 | 9 |
| 13 | LEY | 1 | 4 | 2 | 1 | 1 | 2 | 3 | 4 | 4 | 1 | 3 | 1 | 3 | 1 | 2 | 9 | 6 |
| 14 | LIW | 1 | 1 | 2 | 3 | 2 | 3 | 4 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 11 | 4 |
| 15 | MIG | 2 | 2 | 1 | 1 | 2 | 3 | 1 | 2 | 1 | 3 | 3 | 3 | 3 | 1 | 3 | 9 | 6 |
| 16 | NAU | 2 | 3 | 1 | 3 | 2 | 1 | 2 | 3 | 2 | 3 | 2 | 1 | 1 | 3 | 2 | 10 | 5 |
| 17 | NAD | 2 | 2 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 14 | 1 |
| 18 | NAK | 2 | 1 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 4 | 1 | 3 | 1 | 2 | 2 | 11 | 4 |
| 19 | NAN | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 3 | 1 | 2 | 1 | 1 | 2 | 14 | 1 |
| 20 | NIZ | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 14 | 1 |
| 21 | NAV | 2 | 1 | 1 | 2 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 3 | 13 | 2 |
| 22 | PUF | 1 | 4 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 1 | 3 | 3 | 2 | 11 | 4 |
| 23 | RAT | 1 | 3 | 1 | 2 | 2 | 2 | 3 | 3 | 2 | 4 | 1 | 2 | 1 | 2 | 2 | 11 | 4 |
| 24 | SAL | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 13 | 2 |
| 25 | SAK | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 6 | 9 |
| 26 | SYA | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 3 | 1 | 3 | 2 | 2 | 4 | 12 | 3 |
| Total | | | | | | | | | | | | | | | | | 278 | 112 |
| | SS | 5 | 6 | 13 | 14 | 6 | 9 | 6 | 5 | 11 | 6 | 14 | 7 | 14 | 12 | 3 | 131 | |
| | S | 20 | 12 | 8 | 9 | 15 | 11 | 12 | 11 | 12 | 5 | 7 | 11 | 6 | 9 | 9 | 157 | |
| | TS | 1 | 6 | 5 | 2 | 4 | 6 | 6 | 9 | 2 | 12 | 5 | 7 | 4 | 5 | 12 | 86 | |
| STS | 0 | 2 | 0 | 1 | 1 | 0 | 2 | 1 | 1 | 3 | 0 | 1 | 2 | 0 | 2 | 16 | | |

Note :

1. 1,2,3,4,5 : Auditory (A)
2. 6,7,8,9,10 : Visual (V)
3. 11,12,13,14,15 : Kinesthetic (K)

Table 4.2
Category Score of Answer

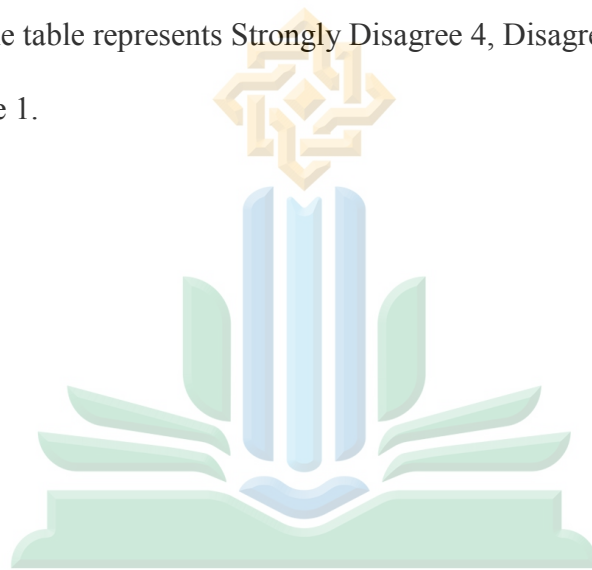
| NO | Category Answer | Score |
|-----------|------------------------|--------------|
| 1 | Strongly Agree | 1 |
| 2 | Agree | 2 |
| 3 | Strongly Disagree | 3 |
| 4 | Disagree | 4 |

Data on learning styles of students in class tenth bina insan cendikia of MAN 1 Jember were obtained from an instrument in the form of a questionnaire. The student learning style questionnaire has 3 aspects that are examined in 15 statements, namely visual learning style, auditorial learning style and kinesthetic learning style. Data tabulation is the scoring of each alternative answer given by the respondent in accordance with the predetermined weight.

Each statement has 4 answer criteria with scoring ranging from 1, 2, 3, 4. The number of items on the instrument for students' learning styles as a whole is 15 statement items which are divided into 3 types of learning styles, namely 5 items about visual learning style, 5 items about auditory learning style, and 5 items about kinesthetic learning style. Table 4.1 above presents a summary of the number of students who answered 15 statement questions about learning styles (Audiotory, Visual, and Kinesthetic).

Students who answer strongly agree will be given 1 point for their answer, while 2 points for students who answer agree, 3 points for students who answer disagree and 4 points for students who answer strongly disagree. The questionnaire table in this thesis categorizes students' learning styles into three categories: Auditory (A), Visual (V), and Kinesthetic (K).

Each category is represented by 5 questions (columns 1-5 for Audio, 6-10 for Visual, and 11-15 for Kinesthetic). Each question has four answer options (4, 3, 2, 1 in the table represents Strongly Disagree, Disagree, Agree, Strongly Agree).



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The Result Of Students' learning Style

| No | Students Initial | Auditory Learning Style | | | | | | Visual Learning Style | | | | | | Kinesthetic Learning Style | | | | | |
|--------------|------------------|-------------------------|---|---|---|---|-----------------|-----------------------|---|---|---|---|-----------------|----------------------------|---|---|---|---|-----------------|
| | | 1 | 2 | 3 | 4 | 5 | Score Item SA/A | 1 | 2 | 3 | 4 | 5 | Score Item SA/A | 1 | 2 | 3 | 4 | 5 | Score Item SA/A |
| 1 | ANP | 2 | 2 | 1 | 1 | 2 | 5 | 2 | 2 | 2 | 2 | 3 | 4 | 1 | 2 | 1 | 1 | 3 | 4 |
| 2 | ANO | 2 | 3 | 1 | 1 | 1 | 4 | 1 | 3 | 2 | 1 | 1 | 4 | 3 | 2 | 1 | 1 | 2 | 4 |
| 3 | AMY | 2 | 2 | 1 | 1 | 4 | 4 | 1 | 1 | 3 | 3 | 2 | 3 | 1 | 2 | 2 | 1 | 2 | 5 |
| 4 | ANM | 2 | 1 | 1 | 1 | 2 | 5 | 3 | 2 | 1 | 1 | 1 | 4 | 1 | 2 | 2 | 2 | 1 | 5 |
| 5 | ACI | 2 | 3 | 1 | 1 | 2 | 4 | 1 | 4 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 1 | 4 |
| 6 | APR | 2 | 2 | 3 | 2 | 2 | 4 | 2 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 0 |
| 7 | DIF | 2 | 2 | 2 | 2 | 2 | 5 | 2 | 2 | 2 | 1 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 0 |
| 8 | FEK | 2 | 2 | 1 | 1 | 2 | 5 | 1 | 1 | 3 | 2 | 3 | 3 | 1 | 1 | 1 | 3 | 3 | 3 |
| 9 | HAV | 2 | 3 | 2 | 2 | 2 | 4 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 0 |
| 10 | HUM | 2 | 3 | 2 | 1 | 2 | 4 | 1 | 2 | 2 | 3 | 2 | 4 | 3 | 4 | 4 | 4 | 3 | 0 |
| 11 | IIN | 3 | 1 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 4 | 3 | 2 | 1 | 1 | 2 | 1 | 5 |
| 12 | KHA | 2 | 2 | 3 | 4 | 1 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 4 | 2 | 3 | 1 |
| 13 | LEY | 1 | 4 | 2 | 1 | 1 | 4 | 2 | 3 | 4 | 1 | 3 | 2 | 1 | 3 | 1 | 2 | 3 | 3 |
| 14 | LIW | 1 | 1 | 2 | 3 | 2 | 4 | 3 | 4 | 1 | 1 | 1 | 3 | 1 | 1 | 2 | 1 | 3 | 4 |
| 15 | MIG | 2 | 2 | 1 | 1 | 2 | 5 | 3 | 1 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 1 |
| 16 | NAU | 2 | 3 | 1 | 3 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | 3 | 2 | 4 |
| 17 | NAD | 2 | 2 | 1 | 1 | 3 | 4 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 2 | 1 | 2 | 2 | 5 |
| 18 | NAK | 2 | 1 | 2 | 2 | 3 | 4 | 1 | 3 | 2 | 2 | 4 | 3 | 1 | 3 | 1 | 2 | 2 | 4 |
| 19 | NAN | 1 | 2 | 1 | 1 | 1 | 5 | 2 | 2 | 2 | 1 | 3 | 4 | 1 | 2 | 1 | 1 | 2 | 5 |
| 20 | NIZ | 2 | 1 | 3 | 1 | 1 | 4 | 1 | 1 | 2 | 1 | 1 | 5 | 1 | 2 | 1 | 2 | 2 | 5 |
| 21 | NAV | 2 | 1 | 1 | 2 | 3 | 4 | 2 | 2 | 1 | 1 | 2 | 5 | 2 | 1 | 1 | 1 | 3 | 4 |
| 22 | PUF | 1 | 4 | 1 | 1 | 1 | 4 | 2 | 1 | 2 | 1 | 3 | 4 | 1 | 1 | 3 | 3 | 2 | 3 |
| 23 | RAT | 1 | 3 | 1 | 2 | 2 | 4 | 2 | 3 | 3 | 2 | 4 | 2 | 1 | 2 | 1 | 2 | 2 | 5 |
| 24 | SAL | 2 | 2 | 2 | 2 | 2 | 5 | 2 | 2 | 2 | 2 | 3 | 4 | 2 | 2 | 2 | 2 | 3 | 4 |
| 25 | SAK | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 1 |
| 26 | SYA | 2 | 2 | 2 | 1 | 2 | 5 | 2 | 2 | 1 | 1 | 3 | 4 | 1 | 3 | 2 | 2 | 4 | 3 |
| Score | | 108 | | | | | | 88 | | | | | | 82 | | | | | |

From table 4.3 above, it has been found that auditory gets the highest score with a score of 108, and then followed by visual with a score of 88, and the last kinesthetic with a score of 82. From the value of the value will be converted into percent form with the following presentage formula:

Presentage of Auditorry

$$x = \frac{\sum \text{auditorry}}{\sum \text{students} \times 10} \times 100$$

$$x = \frac{108}{26 \times 10} \times 100$$

$$= 41,45\%$$

Note :

X = Auditorry code

10 = Constant

\sum auditorry = Final score of Auditorry Learning Style

\sum students = Students number

Presentage of Visual

$$y = \frac{\sum \text{visual}}{\sum \text{students} \times 10} \times 100\%$$

$$y = \frac{88}{26 \times 10} \times 100\%$$

$$= 33,85\%$$

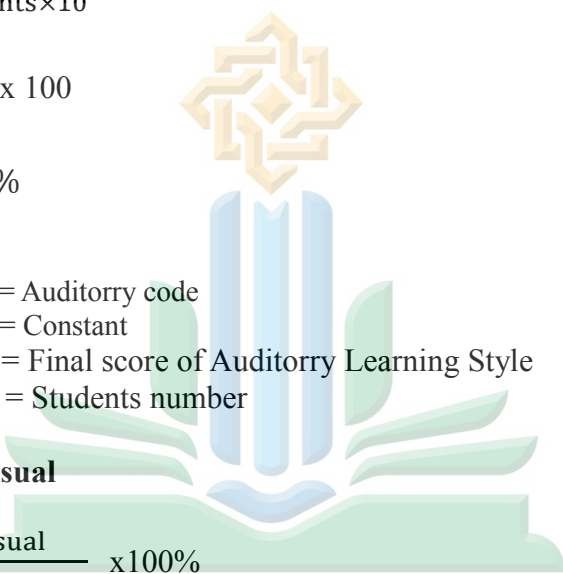
Note :

y = Visual code

10 = Constant

\sum auditorry = Final score of Visual Learning Style

\sum students = Students number



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Presentage of Kinesthetic

$$z = \frac{\sum \text{Kinesthetic}}{\sum \text{students} \times 10} \times 100\%$$

$$z = \frac{82}{26 \times 10} \times 100\%$$

$$= 31,45\%$$

z = Kinesthetic code

10 = Constant

\sum auditorry = Final score of Kinesthetic Learning Style

\sum students = Students number

The results of the data above have found that the auditory learning style is 41.54%. While students with Visual learning styles are 33.85%, then 31.54% is the percentage of students with Kinesthetic learning styles then converted into a percentage form which is visualized as a diagram below

Diagram 4.1
Result Of Data Auditory Learning Style

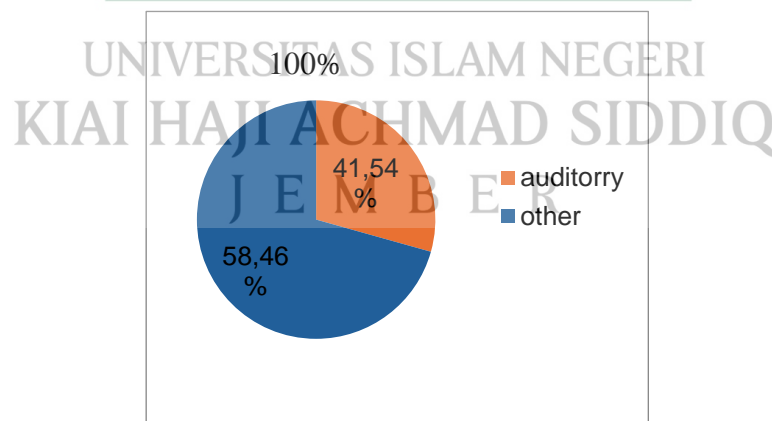


Diagram 4.1 is a visual representation of the data showing auditory learning style preference in a group of students. This pie chart divides the overall student population represented by 100% full circles) into two

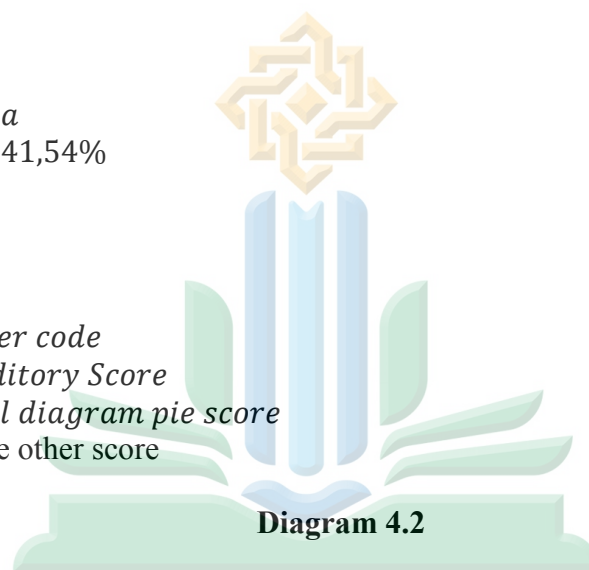
categories: auditory and other. The orange part (assumed to be) represents the percentage of students who have an auditory learning style, which is 41.54%.

The remaining part (light blue), which is 58.46% (100% - 41.54%), represents students who have different learning style preferences, visual and kinesthetic. As such, this diagram gives a snapshot of the distribution of auditory learning style preferences within the student population studied. Based on the diagram above, the result of 58.46% of the other can be calculated by using:

$$\begin{aligned} b &= 100\% - a \\ b &= 100\% - 41,54\% \\ b &= 58,46\% \end{aligned}$$

Note:

b = Other code
 a = auditory Score
 100% = Full diagram pie score
 58,46% = The other score



Result Of Data Visual Learning Style

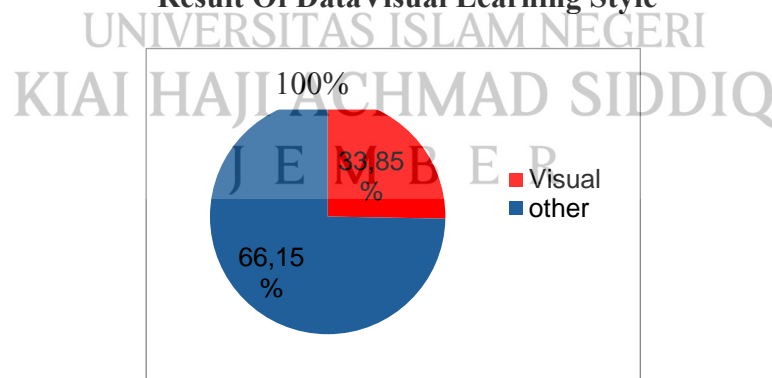


Diagram 4.2 shows the distribution of visual learning style preferences of a group of students. This pie chart illustrates the proportion of students who have a visual learning style preference (learning through sight) compared to

other learning styles. The orange section represents the percentage of students who have a visual learning style, which is 33.85%.

This means that less than a third of the total students studied preferred learning by looking at pictures, diagrams, graphs or other visual demonstrations. The larger (light blue) part, which is 66,15% (100% - 33.85%), represents students who have a different learning style preference, which is auditory or kinesthetic. Based on the diagram above, the result of 66,15% of the other can be calculated by using:

$$b = 100\% - v$$

$$b = 100\% - 33.85\%$$

$$b = 66.15\%$$

Note:

b = Other code
 v = Visual Score
 100% = Full diagram pie score
 66.15% = The other score

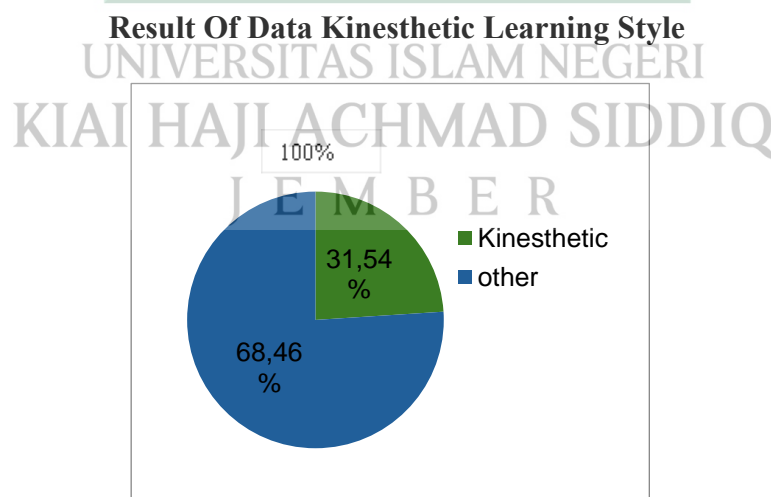
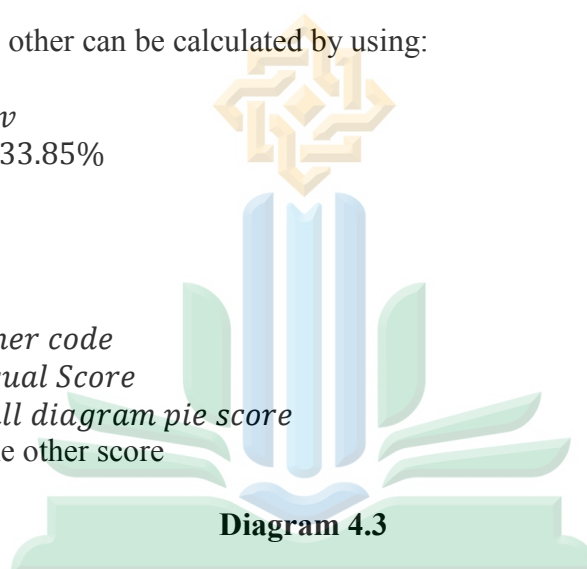


Diagram 4.3 shows the results of data on kinesthetic learning style preference in a group of students.

This pie chart, like the previous one, shows the proportion of students who have a kinesthetic learning style preference (learning through physical experience and movement) compared to other learning styles. The green section represents the percentage of students with kinesthetic learning style, which is 31.54%. This means that less than a third of the total students studied prefer to learn by doing physical activities, manipulating objects, or body movements. The larger (blue) part, which is 68.46% (100% - 31.54%), represents students who have a different learning style preference, which is visual or auditory. Based on the diagram above, the result of 66,15% of the other can be calculated by using:

$$b = 100\% - k$$

$$b = 100\% - 31.54\%$$

$$b = 68.46\%$$

Note:

b = *Other code*

k = *Kinesthetic Score*

100% = *Full diagram pie score*

68.46% = *The other score*

B. Discussion

The results of the data above were in accordance with the results of an interview conducted by one of the English teachers who taught class Tenth Bina insan Cendikia class of MAN 1 Jember. Tenth Bina insan Cendikia class of MAN 1 Jember students tended to prefer Auditory learning styles (41.54%). In accordance with the Audio learning style, where students prefer learning using Teacher Explanation, discussion, and audio record. they would understand learning more easily if both Visual and Auditory learning styles were combined. They could also only use the Auditory learning style. But from their statement, they would have difficulty understanding if there were no pictures or visuals in between their learning. Then, Because of this class, the kinesthetic learning style in this class was not sufficiently popular.

The previous study says that learning style is a combination of how they absorb, and then organize and process information. There are 3 learning styles, namely Visual, Audio and Kinesthetic (VAK). The class displayed a variety of learning styles, with visual learners comprising 66.67%, auditory learners 20.83%, and kinesthetic learners 12.5%. Visual learners were the most prevalent, followed by auditory learners. The kinesthetic learning style was the least favored. Despite fewer students leaning towards kinesthetic learning

individually, there were still students in the class who showed an interest in this style.³⁷

Based on data from interviews with English teachers who taught in Ten Bina Insan Cendikia class of MAN 1 Jember, the dominant learning style in that class was the Audio learning style. Students in class Ten Bina Insan Cendikia were students whose individualism was quite high, they preferred working individually rather than in groups. That is why he applied multimedia-based learning and used cooperative strategies. This was implemented to increase female students' activity in groups. To ensure the truth of the interview results, a questionnaire consisting of 1 questions was distributed. This version differs from the previous one by correcting grammatical errors and changing the tense of the verbs to the past tense. The text is now more grammatically correct and flows better.

1. The extent of auditory Learning Style in Tenth Bina insan Cendikia class of MAN 1 Jember.

The auditory learning style in Tenth Bina insan Cendikia class of MAN 1 Jember was notably significant and ranked as one of the dominant learning styles within the class. Data revealed that 41.54% of students preferred the auditory learning style.

³⁷ Kolb, David A. “

While the auditory learning style was prominent on its own, students showed a stronger preference for the integrated audio-visual approach, which they found more effective for enhancing their understanding.³⁸

The findings presented in Chapter 4 reveal a noteworthy preference for auditory learning style among Bina Insan Cendikia's Grade Ten students at MAN 1 Jember. The significant percentage (41.54%) of students who favour this learning style underscores the importance of incorporating auditory learning strategies into the classroom. The teacher's use of teacher-based teaching methods, which are appropriate for auditory learners, aligns positively with this dominant learning style preference. The use of whiteboards for note-taking, although visually orientated, also supports auditory learning by providing a structured visual representation of the verbal information presented during lectures.

However, the data suggests that more diverse and engaging approaches are needed to maximise learning outcomes. Teachers' use of PowerPoint

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³⁸ Agus¹, Sukarji², and Zuhri³ “*Focus Group Discussion*. “

presentations and quiz games (both manual and app-based) suggests an attempt to improve student understanding through more varied methods. Future pedagogical strategies should aim to balance auditory-centred approaches with richer and more engaging techniques to meet students' diverse learning needs. Further research could explore the most effective learning methods in this context. Therefore, the researcher provides some examples of media or strategies that are suitable for audio learning styles, including :

a. Auditory Learning Media

a) Learning Video

For students who learned best by listening (auditory learners), watching videos were great way to study. Videos used sound to explain things, which helped these students understand and remember new information. They could pause and replay parts they didn't get, and they could watch videos whenever they wanted. It was like having a personal tutor who could explain things over and over.³⁹.

b) Audio Books

Audiobook were a great learning tool for students with auditory learning styles. Students were able to absorb information more effectively by listening to explanations of material presented in audio format. Auditory learning styles emphasized hearing as the primary way to learn. Audiobooks accommodated this learning style by presenting material through sound, so students could focus fully on the content

³⁹ Malini, Tan, “*Adaptasi Video*. “

without visual distractions. This made the learning process more enjoyable and efficient.⁴⁰

c) Podcast

Podcasts were audio-only broadcasts available for streaming or downloading from online platforms, offering content such as news, music, and more. Their audio nature meant they used significantly less internet data compared to videos like those on YouTube. This data efficiency led to the growing use of podcasts in education, where they became valuable learning tools. Podcasts aided students in gaining a deeper understanding of various subjects and improving their skills. For those learning foreign languages, podcasts provided considerable advantages in the learning process.⁴¹

d) Learning applications

The rise in smartphone use among children and the growth of technology in classrooms led to the development of various educational apps designed to meet specific learning needs. These apps were especially useful for auditory learners, who learned best through listening. For example, many English learning apps used audio as their main method for teaching vocabulary and other language skills. Popular web-based language learning programs often featured voice recordings, podcasts, and listening exercises that catered to auditory learners. These apps enabled students to listen and practice multiple times, improving

⁴⁰ Tiara, Nanang, "*Pengaruh Audiobook.* "

⁴¹ Irma, Yohana, "*Audio Podcast-based Learning.* "

their understanding and language skills in a way that suited their learning style. As the need for innovative English teaching methods increased, audio-based learning apps offered an effective solution to support auditory learners' development.⁴²

b. Auditory Learning Strategy

a) Expository Learning Strategy

The expository learning model was very useful for auditory learners because it depended on their ability to listen and understand information. Auditory learners usually did well when they heard information presented verbally. With direct explanations from the teacher, they could use their listening skills to grasp and remember the material. Even though their ability to listen might have decreased over time, this method still helped auditory learners focus on verbal explanations, making it easier for them to process and remember what they learned. By using this approach, auditory learners could make the most of their learning and better understand the content.⁴³

b) Focus Group Discussions

Focus Group Discussions (FGD) were particularly beneficial for auditory learners because this method leveraged their strength in listening during the learning process. FGD involved verbal discussions that allowed auditory learners to hear different viewpoints and information from other participants. This helped them understand and process

⁴² Rahmattullah¹, Dian², and Susanti³, "Pemanfaatan Aplikasi Duolingo," 128-136.

⁴³ Dedi¹, Ristina², *Expository Learning Model*, '207.

information better, as they tended to absorb material through hearing. Additionally, FGD provided an opportunity for auditory learners to actively engage in conversation, enhancing their understanding through verbal interaction and direct feedback. In this way, FGD supported auditory learning styles by creating an environment that enhanced their listening and speaking abilities.⁴⁴

2.The extent of Visual Learning Style In Tenth Bina insan Cendikia Class of MAN 1 Jember

The visual learning style in Tenth Bina Insan Cendikia class of MAN 1 Jember was notably significant and ranked as two of the dominant learning styles within the class. Data revealed that 33.85% of students preferred the visual learning style.

While this preference is evident in their engagement with visual learning materials and their positive responses to teaching strategies that incorporate visual elements. However, auditory learning style is still the most dominant in this class, with most students showing a tendency to more easily understand and remember information presented orally

⁴⁴ Agus¹, Sukarji², and Zuhri³ “*Focus Group Discussion.* “

From the results, visual learning style is ranked second after auditory. And the results of the observation show that the English teacher uses visual media more often. In this case, the researcher explains more about the media used by the English teacher and gives some other examples related to visual media and learning strategies, including:

a. Visual Learning Media

a) Canva Application

Canva was great for visual learners because it provided tools and features that aided in visual learning. It offered various designs, such as posters, infographics, and presentations, which made it easier for visual learners to comprehend and retain information. With Canva, students could create materials that aligned with their learning style, such as colorful presentations and clear infographics. Canva's user-friendly templates and graphics allowed students to be creative without requiring advanced design skills. Since Canva could be used on various devices, students could work on their projects from anywhere. Overall, Canva helped visual learners present information in a way that enhanced their understanding and memory of the material.

b) Slide presentation (power point)

PowerPoint offered significant benefits for visual learners because it allowed for the presentation of information in a graphical and dynamic way. Features like zoom, animations, and various visual effects helped visual learners understand and remember material better. Visual elements such as charts, diagrams, and images, combined with zoom features, helped students see details and connections more clearly. This made the material more engaging and easier to understand. Using PowerPoint in teaching helped explain abstract concepts in a concrete, visual manner, making the learning process more effective for students who learned best through seeing.⁴⁵

c) Animation

Animation is very beneficial for visual learners because it presents information in a dynamic and interactive way. Moving images make complex or abstract concepts easier to understand than verbal explanations or static materials. Visual elements such as movement, color, and sound enhance the learning material, making it more engaging and memorable. Additionally, interactive features in animation—like clicking, highlighting, or choosing options—allow students to explore the content actively. This boosts their involvement and helps them better understand and remember the information.⁴⁶

⁴⁵ Rosmiati, ¹ & Siregar,² “Promoting” (2020).

⁴⁶ Melati, E., et al. Pemanfaatan Animasi,” 732-741.

2. Visual Learning Strategy

a) Inquiry-based Learning Strategy :

Inquiry-based learning is a strategy where students use their skills to systematically, critically, and analytically search for answers on their own. This approach helps them become confident in finding solutions. Inquiry guides students to gather information and solve problems. It generally involves observing, asking relevant questions, evaluating sources, planning investigations, and reviewing what they have learned. In the inquiry-based learning strategy, students are encouraged to independently seek information, often through observation, experimentation, or visual exploration. Visual learners benefit from being able to see processes and outcomes directly, such as through concept maps, diagrams, or detailed reading materials.⁴⁷

b) Contextual Learning Strategy :

The contextual learning model was an approach that connected the material being taught with real-world situations. In this model, teachers encouraged students to apply the knowledge they had gained to everyday life. Contextual learning was great for students who had visual learning styles. By linking lessons to real-life examples that were easy to picture, these students could understand difficult ideas better. Real-life

⁴⁷ Jumaisa, "Model Pilihan Pembelajaran," 2656-586

examples and clear pictures helped them see how ideas worked in the real world.⁴⁸

3. The extent of Kinesthetic Learning Style in Ten Bina Insan Cendikia Class of MAN 1 Jember

The kinesthetic learning style in the Tenth Bina Insan Cendikia Class of MAN 1 Jember was the least popular. Only 31.54% of students preferred this style, partly because most students tended to be individualistic, making kinesthetic learning less appealing. This made it less favored compared to visual and auditory styles. Although it was the least popular, some students still showed interest in it. Overall, the most common learning styles in this class were audio-visual and auditory, which were more accepted compared to kinesthetic learning, which required physical activity or hands-on involvement.

However, the teacher recognized the importance of catering to all learning styles and incorporated some kinesthetic activities into the classroom, such as group projects that required students to work together to build something or role-playing scenarios. While these activities were not as frequent as those that focused on visual or auditory learning, they provided a valuable opportunity for students who preferred a more hands-on approach to learn and engage with the material in a different way.

⁴⁸ Erna Pujiasih, "*Pembelajaran Kontekstual*" (2022).

From the results, Kinesthetic learning style is ranked third after auditory, and visual. The researcher explains more about the media used by the English teacher and gives some other examples related to Kinesthetic media and learning strategies, including:

a. Kinesthetic Learning Media :

a) Practical Lab

Practical lab activities were highly beneficial for kinesthetic learners because they involved hands-on experiences that aligned with their learning style. Kinesthetic learners grasped concepts more effectively when they could physically manipulate materials and engage in real-world tasks. Lab activities provided these students with the opportunity to experiment, explore, and apply theoretical knowledge in a tangible way. By working directly with tools, substances, and equipment, kinesthetic learners could better understand and remember the subject matter. This active involvement in practical tasks enhanced their engagement, improved their retention of information, and helped them connect theoretical concepts with practical applications.⁴⁹

⁴⁹ Vebrina B,L et al., "Efektivitas Laboratorium Virtual," 88-93.

b) Role Play

Role-playing was a simulation of someone's behavior that aimed to develop skills in handling real-life situations and improve communication abilities through the practice of spoken language. This activity had a positive impact by encouraging students to express their opinions more authentically, which ultimately broadened and diversified their use of language. This helped them remember information better but also understand more complex concepts by directly engaging in a simulated environment. Through role-playing, kinesthetic students could express emotions, analyze situations, and actively participate in problem-solving, making their learning experience more dynamic and effective.⁵⁰

c) Educational Play tools

For kinesthetic learners, who learn best through physical activity and direct manipulation, APEs are especially useful. Educational Play Tools (APE) are specifically designed educational toys that help support various aspects of children's development. These tools allow them to engage in hands-on activities that match their learning style. For instance, manipulating Cuisenaire rods or large puzzles helps them grasp abstract concepts through touch and movement. Additionally, using recycled materials like plastic bottles or wooden blocks adds a tactile element that enhances their learning experience. By interacting directly with these tools,

⁵⁰ Ulfa et al., "Sosialisasi Penggunaan Media pembelajaran role play," 223-229

kinesthetic learners can improve their understanding, memory, and ability to apply concepts in real life.⁵¹

d) Simulations and Virtual Reality (VR)

Virtual Reality (VR) provides an immersive learning environment that caters to kinesthetic learners by engaging them in a hands-on, interactive experience. VR technology allows students to interact with 3D models, explore virtual settings, and conduct experiments in a risk-free environment. This creates a sense of presence and engagement that traditional learning methods may lack. For instance, in a medical setting, VR simulations allow students to practice surgical procedures without endangering real patients.

They can manipulate instruments, visualize anatomical structures, and experience the complexities of surgery in a safe and controlled virtual environment. Beyond medical applications, VR can transport students to historical sites, distant natural environments, or even the depths of space, fostering a deeper understanding of the world around them. By providing realistic simulations and interactive experiences, VR empowers kinesthetic learners to learn by doing, enhancing their comprehension and engagement in a way that traditional methods often fail to achieve.

e) Design and Construction Projects

This projects involve building models, making prototypes, or designing and constructing simple structures, such as birdhouses or bridges.

⁵¹ Yanuarti Apsari et al., “*Alat Permainan Edukatif*,” 38-47.

This active engagement in the design and construction process fosters a deeper understanding of concepts related to problem-solving, creativity, and teamwork. Students are encouraged to think critically about the design, materials, and construction techniques involved. They learn to identify problems, brainstorm solutions, and collaborate with their peers to achieve a common goal. The process of building a model or structure helps them visualize the concepts they are learning, making the learning experience more tangible and memorable.

Furthermore, design and construction projects provide opportunities for students to develop essential skills like measurement, spatial reasoning, and problem-solving. They learn to work with tools, materials, and instructions, enhancing their practical abilities. The satisfaction of seeing their designs come to life through construction reinforces their learning and motivates them to explore further.

b. Kinesthetic Learning Strategies

a) Active Learning

Active learning involved students directly in the learning process by engaging in physical activities and interacting directly with the learning material. This strategy encouraged students to not only listen or read, but also to do, feel, and interact with the learning material. For example, students could role-play historical figures, scientists, or professionals in real-life situations, play educational games designed to teach specific concepts, or conduct science experiments, assemble models, or make crafts.

Active learning increased student engagement and motivation, helped them understand concepts better through hands-on experience, and developed motor skills and coordination.

b) Project-Based Learning

Project-based learning involved students in completing challenging and meaningful projects. Students collaborated in teams to achieve common goals, developed creative and innovative skills, and applied their knowledge and skills in real-world contexts. For example, students could be asked to make a short film on a specific topic, or design and build a simple robot. Project-based learning enhanced teamwork and communication skills, developed creative and innovative skills, and helped students apply their knowledge and skills in real-world contexts.

c) Learning with Visual and Audio Aids

This strategy utilized visual and audio aids to help students visualize and understand concepts. Visual aids such as video demonstrations, documentaries, and engaging images could help students visualize concepts and see how those concepts were applied in the real world. While audio aids such as narration, music, and sound effects could help students remember information and increase their engagement. For example, maps, diagrams, and 3D models could help students understand concepts in geography, anatomy, or mechanics. Learning with visual and audio aids reinforced understanding and information retention, increased student engagement and motivation.

d) Learning with Movement and Physical Activity

This strategy involved movement and physical activity to enhance student focus and retention. Kinesthetic learners learn best when they can move and be physically involved in the learning process. For example, students could walk around while discussing a specific topic, or perform simple movements while learning a foreign language. Learning with movement and physical activity increased blood flow to the brain, which helped with focus and retention, and helped students release energy and improve their mood.

4. The Impact of the Research

This research had several significant impacts, both theoretically and practically. Firstly, the study enriched the understanding of learning styles among students in the Tenth Bina Insan Cendika class of MAN 1 Jember. The finding that auditory and visual learning styles were dominant, while the kinesthetic learning style was less popular, revealed the unique characteristics of this class. Secondly, the research reinforced the theoretical foundation of learning by demonstrating that student learning styles could influence the effectiveness of learning strategies.

Teachers could use these findings to develop more effective and inclusive learning models. Thirdly, the research had significant practical implications. Teachers could improve the effectiveness of learning in the Tenth Bina Insan Cendika class of MAN 1 Jember by using learning methods that involved more auditory and visual elements, such as PowerPoint presentations,

educational videos, and group discussions. Understanding student learning styles could also increase their motivation to learn, as they tended to be more engaged and motivated when learning methods aligned with their learning styles. Finally, the research emphasized the importance of building an inclusive learning environment where all students could learn effectively, regardless of their learning styles. Teachers could use a variety of learning strategies to accommodate the needs of students with different learning styles.

This research provided a deeper understanding of learning styles among students in the Tenth Bina Insan Cendika class of MAN 1 Jember, highlighting the dominance of auditory learning styles. The findings reinforced the theoretical foundation of learning by demonstrating the influence of student learning styles on the effectiveness of learning strategies. These insights have significant practical implications, allowing teachers to enhance learning effectiveness, boost student motivation, and create an inclusive learning environment by tailoring their methods to cater to the diverse learning styles present in the class.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the conclusion of chapter, containing the conclusions and recommendations drawn from the conducted research.

A. Conclusion

This study explored the learning styles of students in tenth Bina Insan Cendikia class of MAN 1 Jember, focusing on how different learning styles—auditory, visual, and kinesthetic—affected their understanding of English lessons. The research used a mixed method approach, collecting data through observations, interviews, and questionnaires. The findings revealed that the most dominant learning style in the class was auditory (41.5%), visual (33.8%), and kinesthetic (31.5%).

This research contributes to the understanding of learning styles in the context of English language education. It provides valuable insights for educators seeking to improve their teaching practices and create a more inclusive and effective learning environment for students with diverse learning styles. Further research could explore the long-term impact of learning styles on student achievement and investigate the effectiveness of specific interventions designed

B. Suggestion

1. For Teacher

Teachers at the tenth bina insan cendikia of Man 1 Jember should have been able to improve learning by focusing on auditory learning styles, varying teaching methods to accommodate different learning styles, creating a more interactive classroom, and offering materials in easily accessible formats, such as audio or video recordings, for independent learning.

2. For Researcher

Researchers could have expanded the research by investigating other factors that could influence students' learning styles, such as family background, learning motivation, and learning environment. Researchers could have also conducted further research on the effectiveness of learning strategies designed to accommodate a variety of student learning styles.



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APPENDIX 1**STATEMENT LETTER**

The undersigned,

Name : Wanda Septiana Pratiwi
NIM : 204101060014
Department : Students of English Department of Faculty
Education and Teaching Training of UIN KHAS
Jember

Stating that data triangulation has been conducted in relation to the data analysis carried out by Wanda Septiana Pratiwi in the research titled “A Descriptive Study of Students' English Learning in X BIC2 at MAN 1 Jember in the academic year 2023/2024.”

Thus, this letter of statement is made to be used as needed.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

December 09, 2024
Author,

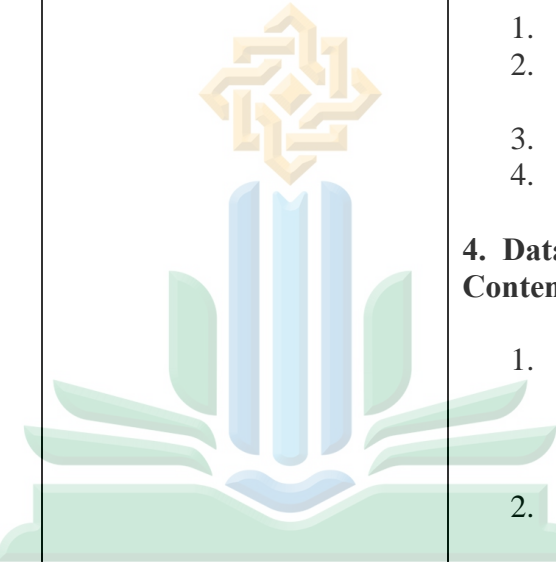


Wanda Septiana Pratiwi
NIM : 204101060014

APPENDIX 2

MATRIX

| Title | Variable | Indicator | Research Method | Research Question |
|--|--|--|---|--|
| 1. A Descriptive Study of Student's English Learning Style In X BIC 2 Class at Man 1 Jember. | 1. Learning Style 2. X BIC Students | 1. Type Of Learning Style : 1. Auditorial Learning Style 2. Visual Learning Style 3. kinesthetic Learning Style 1. Students' Learning characteristics | 1 Research Design: Qualitative and Quantitative Types of research: Mix Methode 2. Data and Source of Data: Students Of X BIC 2 Class at Man 1 | 1. To what extent is the auditory learning style in class x BIC2 at Man 1 Jember? 2. To what extent is the Visual learning style in class x BIC2 at Man 1 |

| | | | | |
|--|--|---|--|--|
| | |  <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p> | <p>Jember.</p> <p>3. Technique of Data Collection:</p> <ol style="list-style-type: none"> 1. Interview 2. Document Review 3. Observation 4. Questionnaire <p>4. Data Analysis: Content Analysis</p> <ol style="list-style-type: none"> 1. Identifying Students Learning Style 2. Analysis Students learning Outcomes <p>5. Data Validity : Tringulation</p> | <p>Jember?</p> <p>3. To what extent is the kinesthetic learning style in class x BIC2 at Man 1 Jember?</p> |
|--|--|---|--|--|

APPENDIX 3

Interview transcript

Interviewer: “Assalammualaikum Wr. Wb. Nice to meet you Ms. My name is Wanda Septiana Pratiwi, students collage of UIN KHAS Jember. With my standing here, I want to extract the learning styles of X BIC 2 students for my thesis entitled “A DESRIPTIVE STUDY OF ENGLISH LEARNING STYLE IN BIC 2 AT MAN 1 JEMBER. First of all, I want to know, did Ms Riezza already explore the learning styles of X BIC 2 female students? If so, how do you observe, and what is the dominant learning style in that class?”

Interviewee: “Students in Class X BIC 2 tend to be quick to respond. In terms of the facilities themselves, class X BIC2 uses laptops, which is very different from regular classes which use cellphones. Without any instructions, they opened their laptops, collected assignments, and I sent the materials to the group. So, the learning style in class X BIC 2 is Audio Visual. To identify it myself, I looked at the value results and made observations.”

Interviewer: “So, according to you, what is the appropriate strategy to accommodate X BIC 2 students with an audio-visual learning style?”

Interviewee: “For strategy, apart from using the lecture method by displaying ppt. I also use group learning strategies to complete my assignments. Because X BIC2 female students tend to be individualistic, so by forming groups, they can discuss with friends.”

Interviewer: “So, what are the facilities used to facilitate students at X BIC 2?
Interviewee: As for the facilities themselves, as I said earlier, they already use laptops and each class also has an LCD and speakers.”

Interview : “ OK, then for the last question. How do you evaluate the effectiveness of English language teaching based on student responses and development with various student learning styles? Resource person: For evaluation, usually each class is almost the same, sis, but for class X BIC 2 there is usually a semative exam. Usually there is a listening section, then the results are presented. I also gave them a quiz.⁵².”

Interviewer : “Okay Ms. I think that’s all of my question. Thank you for your distribution. Wassalammualaikum Wr.Wb.”



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⁵² *Original answer in Indonesian language translate by researcher*

APPENDIX 4

The example of students's Questionare answer

Nama Siswa : **ANAKAT MARIYAH PAFIK**

Kelas : **• • • •**

Absen : **•**

A. Petunjuk Umum :

1. Tuliskan identitas diri yaitu nama sekolah, nama siswa, kelas, dan jenis kelamin anda disudut kiri atas pada lembar jawaban.
2. Bacalah pernyataan setiap nomor dengan seksama.
3. Angket ini tidak ada kaitannya atau pengaruhnya terhadap nilai anda dan tidak ada jawaban yang salah, semua jawaban yang anda pilih adalah benar. Asalkan dijawab dengan jujur.

B. Petunjuk Pengisian :

1. Pilihlah jawaban yang tampaknya paling mungkin anda pilih jika anda mendapat diri anda dalam situasi seperti itu dengan memberi tanda centang (✓). Pilihlah jawaban berupa Sangat Setuju (SS), Setuju (S), Ragu-Ragu (R), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).
2. Setiap pernyataan harus dijawab.
3. Periksa kembali jawaban sebelum diserahkan kepada peneliti.





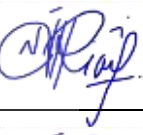


| No | Pernyataan | SS | S | TS | STS |
|----|---|----|---|----|-----|
| 1 | Saya mudah menerima informasi yang disampaikan secara langsung oleh guru. | | ✓ | | |
| 2 | Saya merasa kesulitan memahami pelajaran dengan | | ✓ | | |

| | | | | | |
|----|---|---|---|--|--|
| | suasana yang paduh pada saat kerja kelompok bersama teman dirumah. | | | | |
| 3 | Saya lebih suka belajar melalui mendengarkan penjelasan secara verbal daripada membaca teks. | ✓ | | | |
| 4 | Saya lebih mudah memahami materi pelajaran melalui gambar daripada hanya membaca teks. | | ✓ | | |
| 5 | Saya cenderung mengingat informasi dengan lebih baik jika disajikan dalam bentuk grafik atau infografis. | | ✓ | | |
| 6 | 4. Saya cenderung mengingat lagu atau melodi dengan mudah. | ✓ | | | |
| 7 | Saya merasa lebih terbantu dalam belajar ketika menggunakan teknik menghafal dengan mengulang-ulang kata-kata secara lisan. | | ✓ | | |
| 8 | Saya lebih suka memahami materi dengan menonton video pembelajaran daripada membaca teks panjang. | ✓ | | | |
| 9 | Saya suka menonton dokumenter atau video pendek sebagai sarana belajar tambahan di luar kelas. | ✓ | | | |
| 10 | Saya bisa memahami materi lebih cepat saat menonton video berupa penjelasan materi. | | ✓ | | |
| 11 | Saya merasa lebih termotivasi dan tertarik pada materi pelajaran yang disajikan dalam bentuk video atau film pendek. | | ✓ | | |
| 12 | Saya suka membuat catatan sambil mendengarkan presentasi agar lebih mudah mengingat materi. | | ✓ | | |
| 13 | Saya cenderung menggerak-gerakkan tubuh atau menggunakan tangan saat belajar. | | ✓ | | |
| 14 | Saya merasa lebih antusias dan termotivasi saat belajar melalui video yang melibatkan gerakan tubuh. | | ✓ | | |
| 15 | Saya cenderung menggunakan teknik membaca berulang-ulang saat belajar dalam keadaan diam. | | ✓ | | |

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APPENDIX 5

Research Journal

| No | Activity | Time | Notes | Ttd |
|----|---|--------------|--|---|
| 1 | Observation in X BIC 2 Class | October 2022 | observed the X BIC2 students' activities during English learning |  |
| 2 | Created a research application letter | May 09, 2024 | created a research letter to send to the school |  |
| 3 | Made some item of questionare | May 10, 2024 | Made some item of questionare to students |  |
| 4 | submission of research application letter to school | May 28,2024 | provide a research letter to the school being researched |  |
| 5 | English Teacher Interviewed | May 28,2024 | Interviewed Ms Riezza |  |
| 6 | Distributed The Questionare | May 28, 2024 | Distributed the Questionare to X BIC2 students |  |
| 7 | Received of research completion letter from school | June 23,2024 | Getting a completion Letter at MAN 1 Jember |  |

Researcher

May 28,2024
English TeacherWanda Septianna Pratiwi
Nim. 204101060014Nurul Riezza Riesty Fauzie S.Pd

APPENDIX 6

Research Application letter

| | |
|---|--|
|  <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p> | <p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN</p> <p>Jl. Mataram No. 01 Mangli. Telp.(0331) 426104 Fax. (0331) 427005 Kode Pos. 68136 Website: http://wik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com</p> |
| <p>Nomor : B-7337/In.20/3.a/PP.009/05/2024 Sifat : Biasa Perihal : Permohonan Ijin Penelitian</p> | |
| <p>Yth. Kepala Man 1 jember Jl. Imam Bonjol No.50, Kec. Kaliwates, Kabupaten Jember, Jawa Timur</p> | |
| <p>Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :</p> <p>NIM : 204101060014 Nama : WANDA SEPTIANA PRATIWI Semester : Semester delapan Program Studi : TADRIS BAHASA INGGRIS</p> <p>untuk mengadakan Penelitian/Riset mengenai "A DESCRIPTIVE STUDY OF ENGLISH LEARNING STYLE IN X BIC 2 CLASS AT MAN 1 JEMBER" selama 28 (dua puluh delapan) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Anwaruddin, M.Si.</p> | |
| <p>Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.</p> | |
| <p>Jember, 24 Mei 2024 Dekan,  Dekan Bidang Akademik,  KHOTIBUL UMAM</p> | |
| <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p> | |

APPENDIX 7

Research Completion Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 1**

Jalan Imam Bonjol nomor 50, Telepon. 0331-485109
E-mail: man1jember@yahoo.co.id
Website: www.mansatujember.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 1133/Ma.13.32.01/06/2024

Yang bertanda tangan di bawah ini :

Nama : Drs.Anwaruddin, M.Si
NIP : 196508121994031002
Jabatan : Kepala
Unit Kerja : MAN 1 Jember
Instansi : Kementerian Agama

dengan ini menerangkan bahwa :

Nama : Wanda Septiana Pratiwi
Nim : 204101060014
Prodi : Tadris Bahasa Inggris FTIK UIN KHAS Jember

Benar benar telah selesai melakukan penelitian di MAN 1 Jember dengan judul 'A descriptive study of english learning style in X BIC 2 at MAN 1 Jember. Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

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JEMBER

Jember, 3 Juni 2024
Kepala



Anwarudin

Researcher's bibliography



Personal information:

- Ful Name : Wanda Septiana Pratiwi
- NIM : 204101060014
- Gender : Female
- Place, Date of Birth : Jember, Sept 12th 2001
- Adress : Perumaha Bumi Mangli Permai Block AB
9J, Jember
- Religion : Islam
- Deparment Majors Courses : Language Education English Department
- Gmail Adress : Onedaywanada12@gmail.com

Education Background:

2008 – 2014 : SD Al-Baitul Amien Jember

2014 – 2017 : SMPN 08 Jember

2017 – 2020 : SMA MUHAMMADIYAH 3 Jember

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