

**ENGLISH LEARNING STYLE OF EIGHTH GRADERS IN
SMPN 2 RAMBIPUJI JEMBER**

THESIS



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IAIN JEMBER

**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAY 2021**

**ENGLISH LEARNING STYLE OF EIGHTH GRADERS
IN SMPN 2 RAMBIPUJI JEMBER**

THESIS

Presented to
State Institute of Islamic Studies of Jember in partial fulfillment of the
requirements for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Tteacher Training
English Education Department

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THESIS

Has been examined and approved as the requirements to obtain bachelor degree of
Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Saturday
Date : 03rd May 2021
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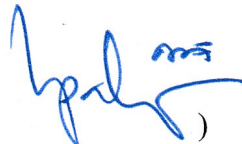
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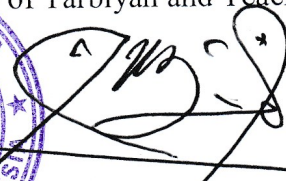
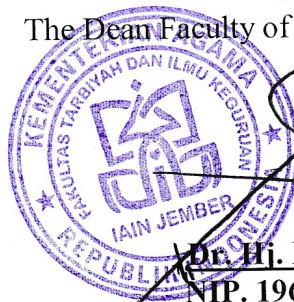


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MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

Meaning: And Allah brought you from the wombs of your mothers not knowing anything, and He gave you hearing and sight and hearts (intellect) that perhaps you would be grateful. (QS. An-Nahl: 78)*



*Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Quran, terjumah*(Medina Dar-us Salam Publication, 1996)

DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents, Mr. Anwar Wahyudi and Mrs. Hindun Afiah who always pray for me and have given me the opportunity to receive education up to Bachelor Degree
2. My beloved husband, Rachmatullah who has accompanied me in the process of becoming a better person
3. My family and my friends who have encouraged me to do my best



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil ‘Alamin. Thanks to Allah SWT who has always given his blessing and guidance, so I could accomplish this undergraduate thesis well. Salawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of IAIN Jember. The undergraduate thesis entitled “English Learning Style of Eighth Graders in SMPN 2 Rambipuji Jember”.

I’m also fully aware that the undergraduate thesis could never been finished without help and support from others during the process of writing. Therefore, in this occasion the writer expresses thankfully to honorable:

1. Prof. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has given opportunity to study in this institute
2. Dr. Hj. Mukni’ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
3. Mr. As’ari, M.Pd.I as the Head of English Department who has motivated me to study English
4. Mrs. Praptika Septi Femilia, M.Pd as my advisor who always helped me to finish this thesis
5. Mrs. Rini Widyastuti as my collaborator who helped me to finish my research in SMPN 2 Rambipuji Jember

6. My beloved lecturers who had always been patient to teach me about English and general knowledge
7. The Headmaster and teachers of SMPN 2 Rambipuji Jember who allowed me to do my research
8. My beloved students of eighth graders in SMPN 2 Rambipuji Jember who helped me to accomplish the process of research
9. Unforgettable, to all of my friends (Asnah, Fitri, Oryza, Olivia, Rima and Irene).

I wish Allah SWT gives his blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the reader and the other researchers who need it.

Jember, 22nd April 2020
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ABSTRACT

Ismi Rosita, 2021: *English Learning Style of Eighth Graders in SMPN 2 Rambipuji Jember*

Keywords: English learning style

Learning style is one of the significant elements in learning process that helps students to achieve their learning goals. Therefore, the teachers should be aware of students' learning style in order to make them easy to determine a variety of strategies in accordance with the various students' needs. All of students have different way or style in learning something, it also occurs in SMPN 2 Rambipuji Jember because this school is located on the border between district center and country side of Jember. Some of the students come from two different regions that created many diversities caused an impact on their English learning styles.

The research question in this research were (1) What types of English learning styles of eighth graders in SMPN 2 Rambipuji Jember and (2) What are the teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember. Meanwhile the objective of this research were (1) To identify the types of English learning styles of eighth graders in SMPN 2 Rambipuji Jember and (2) To identify the teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember.

This research is a type of descriptive research with a qualitative approach. Data collection methods in this research were conducted online through Google Form questionnaire, Whatsapp video call interview and document review. The participants of this research were 98 students of eighth graders of SMPN 2 Rambipuji Jember. This research used the technique of Miles and Huberman's data analysis technique to analyze the data.

The results of this research showed that the learning styles of eighth graders in SMPN 2 Rambipuji Jember was a combination of visual learning styles, auditory learning styles and kinesthetic learning styles. There were 40 students (40.8%) visual learners, 29 students (29.6%) were auditory learners and 29 students (29.6%) were kinesthetic learners. It could be seen that most students of eighth graders in SMPN 2 Rambipuji Jember were visual learners. On the other hand, every week the teacher randomly used different various strategies to promote the differences of each student's English learning style such as: (1) Provided the material with various kinds of interesting pictures to make the visual learners easier at understanding the lesson. (2) Gave explanation of the material by using Whatsapp voice notes to support the auditory learners' needs and (3) Asked the students to make mind-mapping about *things around you* in order to make the kinesthetic learners more interested in online learning process. Yet, this covid-19 pandemic condition had some negative impacts in online learning process. It made the teacher had limitations in implementing various learning strategies. That's why the teacher more often provided the simple strategy such as gave the written material, pictures and video learning, asked the students to read and write the material in notebooks because it were easy to implement and had good efficiency.

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CHAPTER I

INTRODUCTION

This section presents an introduction of the research. The parts of this chapter are research background, research focuses, research objectives, research significances and definition of key terms.

A. Research Background

Learning is a process of individual behavior changing through interaction to the all situation around the individual environment.¹ It also called as a process of gaining knowledge or skill by experiencing or practicing. People have to expand their knowledge by reading, listening, writing and also speaking. Meanwhile, learning is also defined as a mental, physical, and also spiritual activity which changes the process of people is manner and behavior. It is a process that leads someone to be better, which occurs as a result of experience and increase the potential of improved performance and future learning.²

In learning process, students have their own style to receive the information about what they have learned or how to accept the part of information which is called as learning styles. Learning style in psychology and education as a concept that used to identify how people learn. Learning style is different methods of learning or understanding new information, the

¹OemarHamalik, *Kurikulum dan Pengajaran* (Jakarta: Bumi Aksara, 2013), 37.

²Susan Ambrose, et. al., *How Learning Works: Seven Research-Based Principles for Smart Teaching*(San Fransisco: Jossye Bass, 2010), 34.

way a person takes in, understands, expresses, and remembers information.³ Gilakjani defines the learning style as the manner in which individuals perceive and process information in learning situations.⁴ It means that learning style is the way of students in understanding the information or idea which they have got in learning process. Thus, each learner has his own preferred ways in learning. It can be understood that learning styles influence the learning process which also influence students' learning outcomes.

Jensen and Nicholson divide learner types into three part, these are “visual”, “auditory” and “kinesthetic”.⁵ In simple word, visual learners learn through what they see, auditory learners learn based on what they hear, while kinesthetic learners learn through what they touch or do. According to them, visual learners prefer the use of images, maps, and graphic organizers to access and understand new information. Sometimes, visual learner is easy to feel bored if they read a book that contains a lot of text. He will be more comfortable and interested in a book with full of image and a brief illustration. Auditory (Aural) learners learn depend on their hearing to absorb new information. They can accept information easily through listening and speaking in some situations such as lectures and group discussions. However, kinesthetic learners learn based on movement, imitation, experiment, and

³Wilfrid Laurier University, *Understanding Your Learning style*(Study skill and supplemental Instruction centre, 2008), 2.

⁴ Abbas Pourhossein gilakjani, *Visual, Auditory, Kinesthetic Learning Styles and Their Impacts on English Language Teaching*, (Journal of Studies in Education), accessed on 31 August 2020

⁵ Harold Pashler, Mark et. al., “Learning Styles: Concepts and Evidence,” SAGE Journals, accessed on 14 August 2020, <https://journals.sagepub.com>.

hands on action tool. They are easy to feel bored and restless when they learn in a sitting position for long time.

Learning styles need to be known because each person has different ability levels to understand and absorb the lessons. Mc Donough said that “All teachers know that some of their students will coup easily with the learning materials and activities and some will not. Some will succeed and others will not. Furthermore, individual and group differences among students have implications for classroom management.”⁶ Therefore, each individual is different from the others and this difference should be taken into consideration by teachers because differences could lead to failure if they are neglected. Most of learners’ differences are ages, gender, aptitudes and English language level.⁷ Some of them are fast, some are slow, and some are very slow. It is a part of students’ characteristics and each student brings their own style to the classroom. The differences of students’ learning styles will affect not only the exact subject but also to the language subject as well, especially when they are learning English. Whatever the method taken by the students, the different learning styles show the fastest and the best way to be able to absorb information from outsides. They can select learning style that is suitable for them to learn and practice English. So, they will learn well if taught in a method or strategic which is appropriate for their learning style.

In learning activity, the students are doing many activities to achieve some learning objectives for example mastering subject as preparation for the

⁶ Mc Donough, *Psychology in Foreign language Teaching* (London: Longman, 2008), 81.

⁷Lourdes Ortega, *Individual Learner Differences and Second Language Acquisition*(Finland: Academia Publisher, 2012), 192.

test, memorizing new vocabularies and categorizing them, doing assignment, developing material or skill that they have mastered.⁸ Moreover, in learning language, students try to use language for purposeful communication and learning language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speaker of the language. From that definition, the researcher can take statement that people need to learn language to express, create, and maintain social and interpersonal relationship in our daily activities.

English is a language that used by people in some countries and in Indonesia, English roles as a compulsory foreign language that must be learned by students form elementary school until senior high school. Besides, mastering English for students is important. They can learn many knowledge and skills with English. In learning English, some students perform more successfully than the others for some reasons those are social, aptitude, affective, personality, biological, and cognitive. All of them can affect the foreign language acquisition capability of learners. Furthermore, the important variables in language learning are age, sex, motivation, attitude and aptitude, personality, learning strategies, and learning style.⁹ Thus, some students perform different from the other in their learning process which decisive their English learning outcomes.

⁸Ellis. R, *The Study of Second Language Acquisition*,(Oxford: Oxford University Press, 2004),63.

⁹Lourdes Ortega, 193.

Every student has different personalities. So they learn in different ways or different styles.¹⁰ In the learning process there is no way of learning that is considered right or wrong because everyone has a different learning style and provides advantages and disadvantages each other's.¹¹ Each learning style has different ways to catch the idea from the sources, some of them perform more successfully in learning process than the others because if students have different learning style means that they have different perception about English. Some of them feel that learning English is bored and difficult because if they read something, they should be focus and need more concentration to comprehend the text. Meanwhile, they are easier to get the information by listening or discussing with their friends. But for the others learning English is fun activity, they can communicate with many people by using English with their own style.

Knowledge of students' learning styles is one of the main factors that help how the students learn, because the success of teaching and learning process is not only determined by how the teachers teach the students but also the most important and principally is determined by how the students learn. For this reason, both teachers and students have the chemistry to achieve the goals of learning. A teacher has to be able to identify students' learning styles in order to provide an appropriate teaching methodology for each student, and the students have to be aware of learning style and aspects to strengthen their

¹⁰H. Douglas Brown, *Principles of Language Learning and Teaching* (California: San Francisco State University, 2000), 112.

¹¹Olga Khazan, "The Myth of 'Learning Styles'," *The Atlantic*, accessed on 30 August 2020, <https://theatlantic.com>

weakness in learning. For example, when learners less performance in listening, they can take visual learning strategies such as taking notes while listening and it helps their learning experiences. That strategy will make teaching and learning process better.

The information received by the students is obtained from the teacher. Such as information can be received well if the teacher conveys information in accordance with students learning styles. With the same tone, Rebecca L. Oxford adds that if the learning style and the learning strategy of students go well with the teaching method and the learning materials used by the teacher, the students will be very possible to succeed, have a better self-confidence, and a low anxiety.¹² On the other hand, if there is unsuitability between the learning style and the learning strategy of students with the teaching method and the teaching materials of the teacher, the students' learning result will be poor and they will not be confident and will have significant anxiety. Teachers who understand the different learning styles of each student will use a variety of methods, so the students can be maximal to absorb information. But the fact is most of the teachers convey the information in their own way regardless of their students' learning styles. This way is often found by students in English lesson, it makes the students more difficult to learn English which according to the material is already difficult to learn.

Based on the experience of the researcher when doing Internship Program 2 in SMPN 2 Rambipuji Jember, it can be seen that the school is

¹² Rebecca L. Oxford, *Language learning styles and strategies: An overview. Learning styles and strategies*, (GALA: 2003), 23.

located on the border between district center and countryside of Jember. Some of the students come from two different regions that create diversities in terms of social family background, past learning experience, learning habit, and environment conditions. The first difference can be seen from the social family background. The countryside students have more free time with their families at home than the district center students. Usually the countryside students rarely take additional lessons rather than the district center students. Meanwhile, the district center students have their own activities. This busyness makes them rarely talk directly with their families at home. It also affects to their learning habits. The district center students tend to have a better understanding at receiving the material in the class rather than the countryside students. The next difference can be seen from their environment conditions. The lack of knowledge about the importance of education makes the countryside students unattractiveness to obtain higher education and reduce their motivations in learning. Different from district center students, they have more motivation to learn and tend to compete with each other. The imbalance between these students causes an impact on their English learning styles.

The other aspect is some students felt boring during teaching learning process because the teacher did not use various methods in teaching. Probably the method or strategy applied by the teacher is not accordance with the students' English learning styles. Learning style is not only how the students can reach or receive the knowledge but also how they can represent what just

they got during teaching learning process. So, it is important to know what the types of students' learning styles in order to make the teacher easy to determine a variety of strategies and methods in accordance with the various learning styles of the students. Based on these explanations, the researcher is interested to carry out a research entitled **“English Learning Style of Eighth Graders in SMPN 2 Rambipuji Jember”**.

B. Research Focuses

Based on the background above, the statement of the problems are:

1. What types of English learning styles of eighth graders in SMPN 2 Rambipuji Jember?
2. What are the teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember?

C. Research Objectives

The aim of this research is conducted in order to:

1. To identify the types of English learning styles of eighth graders in SMPN 2 Rambipuji Jember.
2. To identify the teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember.

D. Research Significances

1. Theoretically

The result of this research is expected to be able to give beneficial for exploring theories of learning style. It can be useful for educational world because to discover the students' English ability. In addition, knowledge

about learning style is also one of important ways in teaching and learning process.

2. Practically

The result of the research is expected to give some contribution for:

a. The English Teacher

The result of this research is expected to be able to give contribution to the English teacher to consider the strengths of learning style to be one of the considerations in determining various learners' needs in English learning process, and help the teacher to accommodate the diversities of students' English learning style by providing appropriate teaching methods or strategies and media in English learning.

b. The Researcher

This research is expected to increase the researchers' knowledge and experience to make a research about English learning style.

c. The Further Researchers

The result of this research is expected as reference for other researchers who are interested in conducting advance research or relevant research especially for Students of English Education Department

E. Definition of Key Terms

Learning Style

Learning style in this research is a manner in which individual perceive and process the information while learning. It means that each individual have own learning style which characterize their own characteristics. Based on learning styles, someone gets achievement in educational field that depends on their ability to adapt the information. Learning style is divided into three types, those are visual, auditory and kinesthetic. In as simple word, visual learners learn through what they see, auditory learners learn through what they hear, while kinesthetic learn through what they touch or do.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous studies, theoretical and conceptual framework.

A. Previous Researches

There are some previous studies that relevant with this research. It can be as references that help this study. The researcher has chosen three recent researchers.

Firstly from Hilyatun Nafis STG from Ar-Raniry State Islamic University Darussalam – Aceh Besar. The title is “Students’ Preference of language Learning Style in English Classroom (A Survey at Senior High School No.1 Seulimeum)”.¹³ This research used coincidental sampling during data collection. Some students felt that their environment and teacher’s methodology in teaching learning process did not support them to master English, but they were able to speak English well. The researcher wanted to find out why the students were able to understand English when they did not like English class. The researcher used a questionnaire that VARK questionnaire which was designed by Neil Flemming. The questionnaire was used to find out the types of language learning styles preferred by the students. Based on the results from the questionnaire, most of students chose visual style (46%) as their own language learning styles that they preferred.

Gender also created the diversities of language learning style between male

¹³Hilyatun Nafis STG, “Students’ Preference of language Learning Style in English Classroom (A Survey at Senior High School No.1 Seulimeum)”. State Islamic University Ar-Raniry Darussalam – Aceh Besar 2016.

and female students. For male students, visual learners were dominant as 62%. On the other hand, 37% of female students preferred auditory types as their own language learning style. In the end, the researcher found that language learning style can not be a standard measurement on students' achievement in English class. Because every student had different intelligence that the teacher should be aware in the first meeting, then the teacher should prepare an appropriate teaching method to accumulate all types of students' language learning styles. This thesis would warn all teachers about differences of students' language learning style and ensure them to choose the best teaching method for teaching learning process.

The second is from Qurnia Wiyasa Nugrahaeni from IAIN Surakarta. The title is "A Descriptive Analysis of Students' English Learning Styles (A Case Study at Junior High Students of "HOMESCHOOLING KAK SETO SOLO" in Second Semester of Academic Year 2015/2016)".¹⁴ The researcher used the descriptive qualitative research. It is part of qualitative research. The researcher took some data from observation, interview, questionnaire, and document analysis. The researcher considered the event, informant and document as the source of the research. In drawing conclusion, the researcher analyzed the research findings with the relevant theories. The researcher found the answer of the research problems such as the students' English learning style, the internal factors, the external factors and the dominant learning style. There were some styles such as visual, auditory, kinesthetic

¹⁴Qurnia Wiyasa Nugrahaeni, "A Descriptive Analysis of Students' English Learning Styles (A Case Study at Junior High Students of "HOMESCHOOLING KAK SETO SOLO" in Second Semester of Academic Year 2015/2016)" IAIN Surakarta 2016.

and multiple sensory (audio-kinesthetic). The internal factors were psychology aspects and physiology aspects. The external factors were social environment aspects and non-social environment aspects. The dominant learning style in seventh grade class was visual style. In eighth grade class was visual class. The ninth grade class was visual and kinesthetic class.

The third is from Ayu Nurul Izzati from State Institute of Islamic Studies Raden Intan Lampung. The title is “An Analysis of Students’ Learning Style in Speaking Skill at the Second Semester of Madrasah Aliyah Mathla’ul Anwar Labuhan Ratu Bandar Lampung in the Academic Year of 2016/2017”.¹⁵ In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class X as sample which consisted of 20 students. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. The researcher used three major phases of data analysis, they were: data reduction, data display and conclusion drawing or verification. From the analysis, the researcher found that students had different learning style as various perceptive learning. 85% students have good attitude and used assimilating (watching and thinking before speaking), 70% used left brain, 60% used kinesthetic and tolerance ambiguity, 40% used value.

The fourth is from Siti Rechal from State Islamic University Ar-Raniry Darussalam – Aceh Besar. The title is “Students’ Awareness and

¹⁵Ayu Nurul Izzati, “*An Analysis of Students’ Learning Style in Speaking Skill at the Second Semester of Madrasah Aliyah Mathla’ul Anwar Labuhan Ratu Bandar Lampung in the Academic Year of 2016/2017*” State Institute of Islamic Studies Raden Intan Lampung 2017.

Perception of Their Learning Styles”.¹⁶ A quantitative descriptive research was used in this study. Then, the data was collected through online questionnaire allocated for 100 students of fifth semester of English Language Education Department by using random sampling technique. The finding of the research showed, students had moderate to high awareness of their learning styles. It can be range of 60% - 90% of awareness in learning style. It proved most of students’ apply more than one learning style to facilitate them in learning process Moreover, based on students’ perception, the learning style that they adopted helped them in achieving their learning goals supported by their learning environment.

The last is from Wahidah Hasanah from State Islamic University of North Sumatera. The title is “Student’s Learning Style in Reading Comprehension at Ten Grade Madrasah Aliyah Swasta PAB 2 Helvetia”.¹⁷ The aim of this research is to find out how to learn visual learning, auditory learning styles and kinesthetic learning styles in reading comprehension in MAS PAB 2 Helvetia. This research is a type of phenomenological research with a qualitative approach. Data collection methods in this study were observation, unstructured interviews and documentation. The technique that used to analyze the data in this study used Miles and Huberman's data analysis techniques. Data was done by data reduction, displaying data and drawing conclusions. The researcher used a credibility test that is the

¹⁶Siti Rechal, “*Students’ Awareness and Perception of Their Learning Styles*” State Islamic University Ar-Raniry Darussalam – Aceh Besar 2019.

¹⁷Wahidah Hasanah, “*Student’s Learning Style in Reading Comprehension at Ten Grade Madrasah Aliyah Swasta PAB 2 Helvetia*” State Islamic University of North Sumatera 2016.

extension of participation, perseverance of observation, triangulation of sources, methods and techniques, dependability, transformability, and confirm ability to obtain data validity. The results of the study showed that the learning styles of students in class X MIA MAS PAB 2 Helvetia was a combination of visual learning styles (reading, looking at pictures), auditory learning styles (listening to lectures, discussing and asking questions) and kinesthetic learning styles (practice, demonstration, role play).

Table 2.1
Differences and Similarities between previous research and this research

No	Author and Title	Differences	Similarities
1	2	3	4
1.	Hilyatun Nafis STG in 2016 “ <i>Students’ Preference of language Learning Style in English Classroom(A Survey at Senior High School No.1 Seulimeum)</i> ”	<ul style="list-style-type: none"> a. The approach of the research was quantitative, while this current research is qualitative b. The research focused on the students at Senior High School while this current research focuses on the students at Junior High School c. The research only used one method (questionnaire) to collect the data while in this current research uses three methods (questionnaire, interview and document review). 	Both of the research are concerned about English Learning Styles
2.	Qurnia Wiyasa Nugrahaeni in 2016 “ <i>A Descriptive Analysis of Students’ English Learning Styles (A Case Study</i>	<ul style="list-style-type: none"> a. The research used four methods (observation, questionnaire, interview and document review) to 	<ul style="list-style-type: none"> a. Both of the research focus on students at Junior High School level b. Both of the

No	Author and Title	Differences	Similarities
1	2	3	4
	<i>at Junior High Students of "HOMESCHOOLING KAK SETO SOLO" in Second Semester of Academic Year 2015/2016"</i>	<p>collect data while this current research uses three methods (questionnaire, interview and document review)</p> <p>b. The kind of the research was case study while this current research is descriptive study</p>	<p>research are concerned about English Learning Styles</p> <p>c. Both of the research use Qualitative approach</p>
3.	Ayu Nurul Izzati in 2017 " <i>An Analysis of Students' Learning Style in Speaking Skill at the Second Semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the Academic Year of 2016/2017</i> "	<p>a. The research focused on the students at Senior High School while this current research focuses on the students at Junior High School</p> <p>b. The research used observation to collect the data while this current research did not use an observation</p>	<p>a. Both of the research use Qualitative approach</p> <p>b. Both of the research are concerned about English Learning Styles</p>
4.	Siti Rechal in 2019 " <i>Students' Awareness and Perception of Their Learning Styles</i> "	<p>a. The approach of the research was quantitative, while this current research is qualitative</p> <p>b. The research focused on the undergraduate students while this current research focuses on the students at Junior High School</p>	<p>a. Both of the research are concerned about English Learning Styles</p> <p>b. Both of the research use online questionnaire to collect the data</p>
5.	Wahidah Hasanah in 2016 " <i>Student's Learning Style in Reading Comprehension at Ten Grade Madrasah Aliyah Swasta PAB 2 Helvetia</i> "	<p>a. The research focused on the students at Senior High School while this current research focuses on the students at Junior High School</p> <p>b. The research used observation to collect the data while this</p>	<p>a. Both of the research use Qualitative approach</p> <p>b. Both of the research are concerned about English Learning Styles</p> <p>c. Both of the</p>

No	Author and Title	Differences	Similarities
1	2	3	4
		current research is not use an observation c. The research focused on the reading comprehension while this current research focuses on general English learning.	research use descriptive research

Source: The data processing from previous research

The five previous researches above had their own ways in analyzing students' English learning style. Each analyzed different kinds of objects with different steps and theories. On the other hand, this current research focused on the research subject that comes from two different regions. They had diversities in terms of social family background, past learning experience, learning habit, and environment conditions caused of the location of this school is on the border between district center and countryside of Jember. In this research, the researcher took data from questionnaire, interview and document review and conducted an analysis about them, what and how the English learning style of the students' in that school. This current research was carried out during covid-19 pandemic there were many differences with previous studies in terms of research design, method, application and challenges passed.

B. Theoretical framework

1. The Concept of Learning

a. Definition of Learning

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. People learn cognitive, linguistic, motor, and social skills, and these can take many forms. Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience.¹⁸

According to Hamalik, learning is a combination of materials, amenities, equipment, and procedures that influence each other.¹⁹ The people involved in the learning system consist of students, teacher, and others such as materials, facility, equipment, and procedure. Learning also means something of which we all have an understanding and in which we have all participated.²⁰

From definition above, it can be concluded that learning is every process for getting knowledge, subject or else from study, experiences and instruction. It means that learning will give influence to the people who learned, the more people learn it makes more open possibilities to change their mindset and attitude in their behavior.

¹⁸Dale H. Schunk, *Learning Theories; An Educational Perspective* (Boston: Pearson Education, 2012), 2.

¹⁹Oemar Hamalik, *Kurikulum dan Pembelajaran* (Jakarta: Bumi Aksara, 2013), 57.

²⁰Alan Pritchard, *Ways of Learning: Learning Theories and Learning Styles in the Classroom, 2nd Ed* (New York: Roulledge, 2009), 1.

b. Language Learning

Language is tool of communication. Every human being in this world needs language to communicate with others. Language is a primary meant of communicating thoughts from one person to another.²¹ Language that is most used by people in every country is English. In Indonesia, English roles as a compulsory foreign language that must be learned by students. English is taught for eight or nine years from primary school through high school levels. By learning, the learners are expected to have better understanding to certain knowledge and also have better personality.

Learning, particularly language learning, is an emotional experience, and the feelings that the learning process evokes will have a crucial bearing on the success or failure of the learning. Language learning is a conscious process of internalizing linguistic system and rules, which results either from overt teaching or a self-study of linguistic rules.²² It can be concluded that language learning is a conscious process and an emotional experience which results in conscious knowledge about language and all of the rules.

In language learning, each student thinks, processes and observes the variety of information in different ways and pleasures, the differences in these ways known as learning styles.²³ So, language

²¹Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2008), 46.

²²Syaiful Bahri Djamarah, 49

²³Nahla M. Moussa, "The Important of Learning Style in Education," Institute for Learning Style Journal Vol. 01, accessed on 01 September 2020, <https://avantlearning.com>

learning is closely related to learning styles and very interesting to discuss.

c. The Characteristics of Learning

Learning refers to change in the subject's behavior in certain situation causes of his repeated experiences and that behavior changes cannot be explained on the basis of the tendency for innate response, maturity, or subject condition.

According to Hilgard and Gordon, there are three characteristics of learning as follows:²⁴

1) Learning is different from maturity

Growth is the main circuit as behavior modifier. When the associations of behavior mature properly without the effect of the exercise, it is said that the development is due to maturity and not for learning. If the procedure is not rapidly changing practice behavior, it means that the procedure is not an important cause and the changes can not be classified as learning. For example, the child has the maturity to talk which is caused by influence of the surrounding community conversation then he/she can talk in time.

2) Learning is different from physical and mental changes

Behavioral changes can also occur which is caused by the occurrence of physical and mental changes for committing an act that repeatedly and cause the body to be tired or fatigued. The

²⁴Ernest Ropiequet Hilgard and Gordon H, *Theories of Learning* (California: Stanford University, 1981), 409.

symptoms such as mental fatigue, concentration becomes less, weakening of memory, the occurrence of tiring, can all cause changes in behavior, such as stop learning, into confusion, a sense of failure, and so on.

3) Learning outcome relatively remained

Learning happens in the form of training and experience. The resulting behavior is settled and in accordance with its intended purpose. Behavior in the form of real can be observed. Such a person does not know something that needs to be done, but also committed itself is real.²⁵ From the explanation above, it indicates that in learning process there are some factors, not only from inside but also from the outside.

d. The Elements of Learning Process

Learning is complex process. Learning can be observe based on the behavior changes that produced by learning process. Hamalik states there are several elements in learning process, there are:²⁶

1) Learner's motivation

Motivation is the encouragement that causes a specific action. Learning action occurs because of the motivation that drives a person to do something to learn. The encouragement can appear from the learner or student him/her self which are the resources from certain requirements who want to get satisfaction,

²⁵Oemar Hamalik, *Kurikulum dan Pembelajaran* (Jakarta: Bumi Aksara, 2013), 49-50.

²⁶Oemar Hamalik, 50.

or impulse that arises from stimulus from the outside so that the learner student do to learn. Motivation that appears from the needs of the learner or student him/her self (internal motivation) are considered better than the motivation that arises by external stimulus. But in practice often motivated from within does not exist or has not appeared so this situation requires external stimulus that appear motivation to learn.

2) Learning materials

Learning materials is an important learning element that gets the attention of the teacher and students. Students with learning materials which they can learn the things necessary in order to achieve the learning objective. Therefore, the determination of learning materials should be based on the objectives to be achieve, in this case the results are to be achieved, for example in the form of knowledge, skills, attitudes, and experiences of others.

3) Learning equipments/aids

Learning equipments/aids are the tools that can be used to help the learner or student to learn so that learning becomes more efficient and effective.

With the help of various tools, the learning will be more interesting, be concrete and easy to understand, save time, and more meaningful learning outcomes. Learning equipments or aids

or are also called learning media. For example in the form of printed materials, the tools that can be seen (visual media), a tool that can be heard (audio media), and tools that can be heard and seen (audio-visual aids), as well as community or society resources that can be experienced directly.

4) Learning environment

Learning environment is very important for learning. Fun environment can improve learning activity, while the disordered situation, crowded, uncomfortable, and a lot of disturbance will not support effective learning activities. Thus students and teacher must always create a good learning environment and fun, challenging and exciting including to decide appropriate technique, strategy, or learning styles for processing learning materials. It means that the learning environment also determines the motivations, activities, and the success of student learning.

5) Learner's condition

Learner or student conditions also determine the process of learning activities and learning success. Students or learners can learn efficiently and effectively in healthy body condition, have good enough intelligence, ready to undertake learning activities, has a special talent, and experiences related to learning, and have a passion for learning. Students or learners who have an unhealthy body, low intelligence, are not ready to learn, no talent to learn

something, and do not have adequate learning experience would affect the smoothness and the quality of learning outcomes.

From the explanation above, the elements in learning process is interact and interrelated each other to achieve learning goals. However, every student has different ways to achieve their learning goals, the differences in these ways known as learning styles. Learning styles refer to how individuals process, focus, make information meaningful and gain new information in order to translate it into building new skills.²⁷ It will influence the students in accepting and process information throughout their life.

2. Learning Style

a. Definition of Learning Style

Learning styles are a combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like.²⁸ In other source, learning style means habits, strategies, or mental behaviors concerning learning, particularly deliberate educational learning that an individual displays.²⁹

²⁷ Fayombo, "Learning Styles, Teaching Strategies and Academic Achievement among some Psychology Undergraduates in Barbados", *Caribbean Educational Research Journal*, accessed on 02 September 2020.

²⁸Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*(LSCY: Research and Implementation Manual, 2005), 1.

²⁹Alan Pritchard, *Ways of Learning: Learning Theories and Learning Styles in the Classroom*, 2nd Ed (New York: Roulledge, 2009), 41.

Basically, learning style is the method that best allows you to gather and use knowledge in a specific manner. It concludes that learning is the different way to learn, understand, or interpret something in one's preferred.

Learning style type of Rita and Dunn theory integrated some based of consideration as follows:

- 1) Everyone has different strength, but every different person has different strength also.
- 2) Everyone has their own way in learning.
- 3) Teacher can use some learning style as an opinion in learning.
- 4) Many students can learn better using their own learning style.³⁰

b. Classification of Learning Styles

Rita Dunn and Karen Burke developed learning styles model and complimentary identification instrument. They classified the learners by their preferred mode of social interaction with others. This model will provide some suggestions for learners who have more than one preference based on VAK Learning Styles. There are three types of learning styles:

1) Visual Style

Visual learners learn through seeing. Visual learners have a tendency to describe everything that they see in terms of appearances. These learners love visual aids such as photos, diagrams, maps and graphs. They often use hand movements when

³⁰Rita Dunn and Karen Burke, 44.

describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information.³¹

Some ways that often used for visual learner to process the information are by recording, allocating, calculating, simplifying, describing, proving, preparing, evaluating, rewriting, drawing a picture, making mind-map, making a note, and using graphics organizer. Those help students to gain more knowledge.

There are some characteristic of visual style, as follows: they respond to using visual media, such as picture, film, video, diagram, and others, visual learners have a desire to teacher so the student can see the teacher's body language, they write down the materials and asking hand-outs, they prefer write a story and drawing then listening, they memorize by seeing, they are easy to learn material if there is a picture and they also have good handwriting.³²

There are also some strategies to facilitate the visual learners, as follows: using visual material such as pictures, diagrams, maps, flash cards, graph and etc. in learning process, guide students to read the books and guide students to illustrate or draw their ideas into pictures.³³

³¹Rita Dunn and Karen Burke, 46.

³² Esti Ismawati and Faraz Umayya, *Belajar Bahasa di Kelas Awal* (Yogyakarta: Ombak, 2012), 184-185.

³³ Muhammad Thobroni dan Arif Mustofs, *Belajar dan Pembelajaran* (Yogyakarta: Ar-Ruzz Media, 2012), 262-263.

2) Auditory Style

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussing, teaching, interviewing, hearing stories and audio tapes, etc. These individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Rather than written reports, auditory learners tend to do better on oral presentations and reports.³⁴

Some ways that often used for auditory learner to process the information by telling the information loudly, listening the voice recording, discussing with friends or learning group, recording an argument or statement, doing interview, teaching someone or people, and debating with other. Besides that, auditory learners feel easy to learn if the teachers give a verbal instruction.

There are some characteristic of auditory style, as follows: auditory learners participate in discussion or debate in a class, they likes talking and presenting, they like read text loudly, they create a song to help their learning, they also like telling story, they are easy to learn material repeatedly and they often whisper to self while reading.³⁵

There are some strategies to facilitate the auditory learners as follows: invite students to join discussion in the class, ask

³⁴Rita Dunn and Karen Burke, 46.

³⁵Esti Ismawati and Faraz Umayya, 185.

students to do presentation in front of the class, use a song in learning process and let the student record the materials.³⁶

3) Kinesthetic Style

Kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. This means that they learn best through moving, doing, acting out and touching.³⁷ They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience.

There are some characteristics of kinesthetic style, as follows: kinesthetic learners need a rest when they are learning, they do something or move to learn new matters (with games, walk, etc.), they prefer do skimming when read a text, they also learn material with practice it, they are reading with appoint to text, they use hands while talking and they touch people when talk to them.³⁸

There some strategies to facilitate the kinesthetic learners, as follow: do not force the students to learn at long time period and invite students to learn materials with practice it.

Moreover, Sardiman stated that determining the purpose of learning, actually should be connected and suited with the learners'

³⁶Esti Ismawati and Faraz Umayu, 186.

³⁷Rita Dunn and Karen Burke, 47.

³⁸Rita Dunn and Karen Burke, 48.

characteristics.³⁹ He adds that having knowledge about learners' characteristics will be very useful in selecting the accurate ways in learning. Viewing learners' needs are important enough to promote language learning, students preferred ways of learning become main consideration of many recent investigation.

Learning styles in education are the systematic differences in individuals' natural or habitual pattern of acquiring and processing information in learning situation. Therefore, understanding learning style types can ease students to learn, understanding, and interpret some knowledge. By understanding what kind of students are, a teacher can gain a better perspective on how to implement these learning styles into better study techniques or strategies in English learning process.

Each individual's learning style is not an absolute learning style that they have, but it is the most prominent learning style they have. Learning styles that have been known a long time ago are visual, auditory and kinesthetic.⁴⁰ Yet likely someone has a balances learning style such as Auditory-Kinesthetic, Auditory-Visual, Visual-Kinesthetic or even all of it. Yet in this research, the researcher just focuses to discuss about Visual, Auditory and Kinesthetic Learning Styles of eighth graders of SMPN 2 Rambipuji Jember.

³⁹ Sardiman, *Interaksi dan Motivasi Belajar* (Jakarta: Rajawali Pers, 1992), 120.

⁴⁰Rita Dunn and Karen Burke, 50

c. The Internal and External Factors of Learning Styles

A learning style is very important for anyone in doing lesson task while in home and especially in school. Anyone can learn easier when they find learning styles that are suitable for themselves. The teacher has to understand each learning style of each student in order to be appropriate with teaching style. Ghania stated if the teacher conscious that every student has different way in obtain information, of course the teacher will teach with different various ways. In learning style, there are a lot of factors that influence the success and the failure in learning process.⁴¹

In convergences theory from William Stern, he stated that self development is influenced by two big factors.⁴² There are internal factor (personality) and external factor (environment) where each individual has distinction. Both of the factors are influencing each other toward self development. Even though, the internal and external factors can become positive and negative factors make successful or failure in learning process. Rita Dunn stated that, a learning style's pioneer that found alot of variables which influence the way of someone in learning, there are physical, psychological, sociological, environmental.⁴³ For example, there are several people can learn well

⁴¹ Aouta Ghania, "An Analysis of Some Internal and External Factors Influencing Learners' Success in EFL", Journal of University of Biskra, accessed on August 24, 2020, www.asiatefl.org

⁴² Aouta Ghania, "An Analysis of Some Internal and External Factors Influencing Learners' Success in EFL", Journal of University of Biskra, accessed on August 24, 2020, www.asiatefl.org

⁴³Rita Dunn and Karen Burke, 55.

if brighter, there are some people enjoy to learn with discussion group, learn with listening music as the background, and else.

There are two factors classified, the internal factors and external factors:

1. Internal Factors

This factor comes from the students themselves. It is about the condition of them either physical or spiritual needs. Internal factors can be divided into two parts, physiology and psychology.⁴⁴

a) Physiology or physical need can influence the motivation and intensities in following the learning process. Physiology factor is the factors that related to human bodily. Health condition will give positive influence toward individual learning process and weak physical condition will give negative influence.

b) Psychology factor includes four aspect as follows:

1) Multiple Intelligence

Multiple intelligences are including in the psychology factor that supporting or influencing the learning style.⁴⁵ Multiple intelligences are considered as dominant factors in learning and the other factors as supporting factors. She also suggested that all individuals have personal intelligence profiles that consist of combinations of nine different intelligence types (linguistic,

⁴⁴Rita Dunn and Karen Burke, 57.

⁴⁵Rita Dunn and Karen Burke, 57-58

logical-mathematical, musical, bodily-kinesthetic, special-visual, interpersonal, and intrapersonal, natural intelligence and existential intelligence).

Teachers are commonly aware of the fact that every classroom comprises of the students who are different from each other in many different ways such as social, economic, and cultural background. Each student also has different areas of interest, different ways of expressing themselves, different strengths and weaknesses. Teachers are supposedly aware of the fact that each student also has their own individual's intelligence profile. These factors can affect the student learning process. For this reason, Gardner's theory could be used as in initial step in order to investigate the diversity which exists in every classroom, to find out more about students' strengths and weaknesses as related to the learning process.

However, it is also important to bear in mind that if there is a small group of students who have very different intelligence profile from the majority of students they must be given a chance to use their individual's strengths at some points during the course. Multiple intelligences are used to identify or investigate students' learning style. By knowing

the intelligence, it evidenced that there is possibility the learning style can be investigated by intelligence.

2) Motivation students' interest

Teacher or tutor like an actor or actress in the learning process. The teacher can be a good teacher if he or she can make the learning situation or class condition to be friendly, comfortable, and healthy. Those situations are expected to increase students' interest so they will have good motivation to learn more and they will have good achievement.

Students' interest not only builds from class conditions but also from the method of the teacher or tutor. Having a lot of methods make the teacher increase their abilities in teaching and also make the students more interest with the material so the learning process more effective. Students' interest will show the students' learning style. When students just interest with one method and the achievement is good, it shows that they prefer the one of the teacher methods.

3) Attitude

Attitude also include in the internal factor of learning. Attitude also important thing, with look at the students' attitude we can understand their learning style.

Even though, it is not easy because attitude cannot observe directly. The easy way that generally is used by researcher to know the attitude is ask directly to the students.

4) Aptitude

Aptitude or gifted, every child have aptitude depend on their awareness with their aptitude or not. Gifted is someone condition with education and exercise to reach ability, knowledge and specific skill.⁴⁶ Gifted without education and exercise is never appear and become nothing. Aptitude will appear and become a talent if it always filed down with knowledge or exercise and directed in right way. Aptitude has important role in learning process because when the students have known about their aptitude they will choose their learning style that suitable with the aptitude.

Aptitude is supported not only from the individual but also from society or people surround. Family, teacher, friends or school also give contribution in order to make the aptitude has significant progress. Selection educational programs also supported to investigate the student's aptitude.

⁴⁶ Rita Dunn and Karen Burke, 61

2. External Factors

External factors also influence the learning process. This factor includes social environment and non-social environment.⁴⁷

a) The social environment

The social environment such as the family, the classmate, the society and the surrounding that influence the students. The first big contribution comes from the family. For example the students who have bad family or broken home because a lot of reason, it make several problems with their learning style or learning process.

b) The non-social environment

The non-social environment factors such as the conditions of school, its building, the tools of learning, the weather, etc. Even, time study which is used by students also influences the learning process and achievement. Some ways to adapt the environment to accommodate the learning styles of students are listed as follows:⁴⁸

- 1) *Noise*. Students who prefer a quiet, relaxed work environment for independent study are provided with individual desks or carrels and are allowed to listen to soft music. Those students who wish total quiet are provided headphones without cords.

⁴⁷Rita Dunn and Karen Burke, 64

⁴⁸Rita Dunn and Karen Burke, 66.

- 2) *Light*. Many students prefer to work with less light, particularly to avoid the glare of fluorescent lighting. Separate switches control several banks of lights in the classroom. Some banks have had all but one fluorescent tube removed. For those concerned about the effects of reduced lighting on students' eyes, current research reveals that even when the light is reduced markedly, the eyes will not be injured.
- 3) *Temperature*. Mental work is done most effectively in a cool environment. Thermostats are set to 65 degrees. Students who prefer a warmer classroom are urged to wear sweaters, and those who prefer a cooler classroom are urged to wear layered clothing.
- 4) *Design*. The aesthetics of the learning environment can affect students' perceptions about learning negatively or positively. A neat, clean, graffiti-free classroom is essential. The walls are painted in pleasing pastel colors, and wall decorations show the work of serious students. Evidence of work related to the content and performance standards is displayed prominently.
- 5) *Perception centers*. Instruction within the classroom or the instructional media center provides for auditory and tactile-

kinesthetic learning modes, including access to listening centers and computers.

d. The Strategies for English Learning Styles

Strategies are specific methods of approaching a problem or task, it also an action or series of action for achieving an aim.⁴⁹ In this research, strategies are the step or action how students get easy and enjoy to dealing with certain information. The strategies based on students English learning styles.

There are some strategies that are usually used by students in learning certain subject based on their learning style. The identification as follows:

1) Visual Learner

There are some strategies for visual learner as follows:

- a. Visual learners often have poor auditory skills and weak verbal abilities.
- b. Visual learners often have difficulty blending sounds and discriminating short vowel sounds.
- c. Visual learners easily remember information presented in pictures, charts, or diagrams.
- d. Visual learners can make "movies in their minds" of information they are reading.

⁴⁹ H. Douglas Brown, *Principles of Language(4thed)*,(California: San Francisco State University), 113.

- e. Visual learners often pay close attention to the body language of others (facial expressions, eyes stance, etc.) Be aware of your body language and use it to emphasize important points you to make during class.
- f. Use videos and overheads as part of your lectures. Visual learners may tune out spoken directions.
- g. They often do not remember information given orally without being able to see it. They memorize using visual clues.

Moreover, the teacher should use some methods or techniques like mind mapping, picture in series, story map, gallery learning and the other strategies that used picture, maps, power point, video and the other visual media to support the learning process of visual learners.

2) Auditory Learners

Auditory learners learn best by hearing information. They can usually remember information more accurately when it has been explained to them orally. There are some strategies for auditory learner as follows:

- a. Auditory learners can remember quite accurately details of information they hear during conversations or lectures.
- b. Auditory learners have strong language skills, which include a well develop vocabulary and appreciation for words. Strong language skills often lead to strong oral communication skills.

They are usually talented at giving speeches, oral reports and articulating the ideas.

- c. Auditory learners tend to have poor visual skills, so graphs, maps and charts may present a challenge to the auditory learner.
- d. They do best with oral directions and assignments.
- e. Auditory learners tend to have poor handwriting and small motor skills.
- f. Auditory learners like to do story-telling.
- g. Working in groups
- h. Participating in class discussions
- i. Remember most easily if saying something repeatedly.

Therefore the teacher should use some methods or techniques like suggestopedia, audio lingual method and the other strategies that used music or the other audio media and group discussions to support the learning process of auditory learners.

3) Kinesthetic Learners

Kinesthetic learners learn best by moving their bodies, activating their large or small muscles as they learn. They are "hands-on learners" or "doers" who actually concentrate better and learn more easily when movement is involved. There are some strategies for kinesthetic learner as follows:

- a. Kinesthetic learners often wiggle, tap their feet or move their legs when they sit. Many were called "hyperactive" as children.
- b. Kinesthetic learners work well with their hands.
- c. They may be good at art, sculpting, and working with various tools, learning in lab situations or learning by computer.
- d. Kinesthetic learners need to take notes and highlight important information. They are using their small muscles to remember information.
- e. Kinesthetic learners work well by games or physical activities.

There are many techniques and strategies that can support the learning process of kinesthetic learners as follows: team games tournament, running dictation, game based learning and other techniques that use games and movement activity in order to support the learning process of kinesthetic learners.

e. Strength and Weakness of Learning Styles

1) Visual Learning Style

The strength of the visual learners includes:

- a. Can remember details and colors very well.
- b. Be able to read, spell, and memorize lessons well.
- c. Remembering someone's face, but often forgot their name.
- d. When memorizing and understanding some information, they usually visualize an image on their mind.

- e. Generally neat and good in appearance.
- f. When solving problems, they read information and make a list of what problems or obstacles they faced.

The weakness of visual learners includes:

- a. Difficult to learn in crowded conditions.
 - b. Difficult to understand the teacher's explanation without pictures or graphics.
 - c. Easily distracted when they see something bad or not interesting.
- 2) Auditory Learning Style

The strength of auditory learners includes:

- a. Have good presentation skills.
- b. Can easily imitating what other people say in a short time
- c. Have good grammar skills.
- d. Easily memorize other people's names.
- e. Have good public speaking skills.

The weakness of auditory learners includes:

- a. They are not good readers (generally reads slowly).
 - b. Difficult to remember something, if they don't read it aloud.
 - c. Difficult to make an essay.
 - d. Easily distracted by noise situation.
- 3) Kinesthetic Learning Style

The strength of kinesthetic learners includes:

- a. Generally has a neat appearance.
- b. Have good sport skills.
- c. Likes laboratory works.
- d. Have good cooperation between their eyes and hands.

The weakness of kinesthetic learners includes:

- a. Easily restless and frustrated to listen something while sitting for a long time, so they needs a little rest.
- b. Not good at spelling words.
- c. Using forefinger when read something.



CHAPTER III

RESEARCH METHOD

This chapter presents about research methodology that consist of research approach and types of the research, research location, research subject, technique of data collection, technique of data analysis, validity of data and research procedure.

A. Research Approach and Type of the Research

In this research, the researcher used a qualitative approach. “Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than numeric analysis of data.”⁵⁰ So, the result of this study is provided in the form of naration.

The researcher used descriptive research design as a type of research. According to Gay and Airasian, descriptive research design determines and describes the way think are.⁵¹ In another source, descriptive research design is conducted only intended to describe the state or status of the phenomenon in certain situations. In this research, the researcher described about the types of learning style used in learning English by students of eighth grade in SMPN 2 Rambipuji Jember and how the teacher strategies in promoting the English learning style of eighth graders in SMPN 2 Rambipuji Jember.

⁵⁰Lexy J. Moleong, *Metodologi Penelitian Kualitatif*(Bandung:Remaja Rosda karya, 2017), 6.

⁵¹ Gay and Airasian, *Educational Research Competences for Analysis and Application* (New Jersey: Prentice Hall Company, 2000), 103.

B. Research Location

This research conducted at SMPN 2 Rambipuji Jember. It is located at Jl. Widuri No.1 Pecoro-Rambipuji-Jember. The researcher used purposive technique to determine the research location. The reason why the researcher chose research location at this place is because the school is located on the border between district center and countryside of Jember. Some of the students come from two different regions that create diversities in terms of social family background, past learning experience, learning habit, and environment conditions. These diversities might have an impact on their English learning styles. In addition, some students felt boring during teaching and learning process because the teacher did not use various methods in teaching. Thus, the researcher wanted to find out the types of students' English learning style in the classroom and to know the teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember.

C. Research Subject

Research subjects are informants who are used as data sources that are related to the research focus.⁵² In this research, the primary data obtained from questionnaire used three classes of eighth graders (A, D and E Class) and interview with the English teacher of SMPN 2 Rambipuji Jember and several students from A, D and E class (a visual learner, an auditory learner and a kinesthetic learner from each class)

⁵² M. Djamal, *Paradigma Penelitian Kualitatif* (Yogyakarta: Pustaka Pelajar, 2015), 66.

In this case, the researcher used cluster random sampling to determine the informant of questionnaire. Three classes were selected using the lottery method. Cluster random sampling is probability sampling technique where researcher divides the population into multiple groups (clusters) for research.⁵³ While the researcher used simple random sampling to determine the informant of interview.

D. Technique of Data Collection

In this research, the researcher used some techniques to obtain the data there were questionnaire and interview.

a) Questionnaire

Questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents.⁵⁴

In this research, the researcher used close-ended questionnaire to identify the types of students' English learning style.

The researcher was adopted a questionnaire from VAK Learning Styles Self-Assessment version which had been modified by Swinburne University of Technology. It was translated into Bahasa Indonesia by the researcher and applied by using Google Form to facilitate the researcher in obtaining data. The questionnaire was distributed to three classes of eighth grade (A, D and E class) students of SMPN 2 Rambipuji Jember.

⁵³Sugiyono, 83.

⁵⁴Bambang Setiyadi, *Language Learning Strategy Questionnaire* (Yogyakarta: Graha Ilmu, 2016), 44.

The questionnaire was presented in Appendix 2 and the indicator of the questionnaire was presented in the table below:

Table 3.1
Indicator of Learning Styles

Learning Style	Characteristics
Visual	<ul style="list-style-type: none"> • Respond to using visual media, such as picture, diagram, etc. • Easy to learn with reading the materials/ likes to read. • Write down the materials and asking hand-outs. • Prefer write a story and drawing then listening. • Memorizing by seeing pictures. • Easy to learn material with pictures. • Has good handwriting. • Good speller.
Auditory	<ul style="list-style-type: none"> • Participate in discussion or debate in a class. • Prefer talking and presenting than writing. • Talk loudly. • Create a song to help their learning. • Likes telling story. • Easy to learn material repeatedly. • Whispers to self while reading. • Easy to learn if there is a verbal instructions.
Kinesthetic	<ul style="list-style-type: none"> • Move to learn new matters (with games, walk, etc). • Poor speller. • Learn material with practice it. • Reading with appoint to text. • Appoint something when describe it. • Use hands while talking.

	<ul style="list-style-type: none"> • Likes to touch people when talking to them. • Taps pencil or foot while studying.
--	--

Source: VAK Learning Styles Self-Assessment (Swinburne University of Technology)

b) Interview

Interview is the process of getting explanation by asking some questions face to face between researcher and respondent using interview guide.⁵⁵ In this research, the researcher used semi-structured interview that is a type of interview in which the interviewer asks only a few predetermined questions while the rest of the questions are not planned in advance. In semi-structured interviews, some questions are predetermined and asked all candidates, while others arise spontaneously in a free-flowing conversation.⁵⁶ The purpose of some questions was to find out more information about the teachers' strategies in promoting the students' English learning styles in the classroom. The data that can be obtained by using interviews are:

- a) The English teacher of SMPN 2 Rambipuji Jember
- b) Three students from A, D and E class (a visual learner, an auditory learner and a kinesthetic learner from each class)

The process of interview was applied via Whatsapp Video Call and the other online channels. While the question for interview to the selected students and the English teacher was presented in Appendix 4 and 5.

⁵⁵ Moh Nazir, *Metode Penelitian*, (vol.2)(Jakarta: Ghalia Indonesia, 1999), 129.

⁵⁶ Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, kualitatif, R&D* (Bandung: Alfabeta, 2016), 233.

c) Document Review

Document can be written or text-based artifact (textbook, novels, journals, meeting minutes, etc) or non-written records (photographs, audiotapes, videotapes, image, transcript, etc).⁵⁷ Documents used as the supportive data in this research includes interview transcript, screenshot of the online English learning process and the other supporting documents that can be used for completeness the data.

E. Technique of Data Analysis

In this research, the researcher used descriptive qualitative method in analyzing the data. According to Miles and Huberman there are three major phases of data analysis such as data condensation, data display and conclusion drawing/verification.⁵⁸

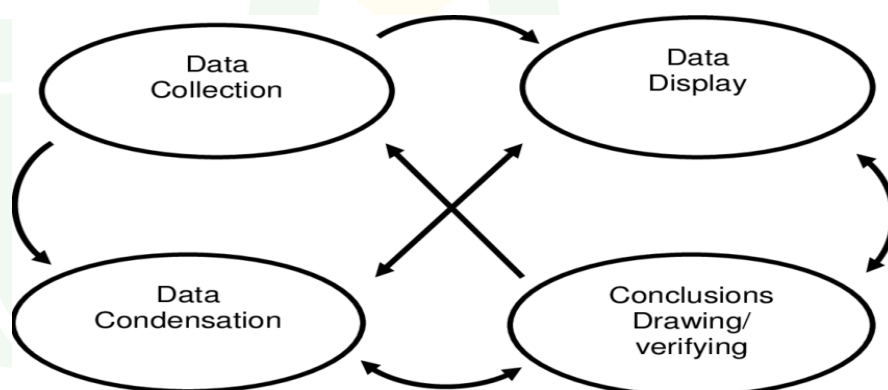


Figure 3.1 the component of data analysis

⁵⁷Donal Ary, et.al., *Introduction to research in Education, 8th edition* (Belmont, USA: Wadsworth, 2010), 30.

⁵⁸ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*(Thousand Oaks : Sage Publications, 2014), 40.

These are clear explanation of data analysis process of this research:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents and other empirical materials.⁵⁹

In this case, the researcher selected the data which has been collected by Google Form. The data from questionnaire would be automatically counted and provided a database for the researcher. The respondents' answer would be grouped according to their learning style and some respondents' answers that show neutral results between the three types of learning styles would be discarded.

After collecting and counting the percentage obtained from respondents' answer in questionnaire, the researcher analyzed the transcript of the interview result. The irrelevant data which was not related to research questions would be discarded.

2. Data Display

The second major flow of analysis activity is data display. Generically, it is an organized, compress assembly of information that permits conclusion drawing and action.⁶⁰ A display can be an extended piece of text or a diagram, graph, chart, narrative form,

⁵⁹ Matthew B. Miles and A. Michael Huberman, 41

⁶⁰ Matthew B. Miles and A. Michael Huberman, 42

table or matrix that provides a new way of arranging thinking about the more textually data. In this case, the researcher described the data into narrative form in order to be meaningful. Some tables would be used to make the data be more easily understood.

3. Conclusion Drawing or Verification

The conclusion drawing is started after the data were collected by making temporary conclusion.⁶¹ In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the research. In this section, the researcher made a conclusion after analyze all of the data and comparing or contrast the data with the related theory.

F. Validity of Data

The researcher used triangulation to test the validity of the data. “Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research”.⁶² There are some types of triangulation, those are: Technique Triangulation, Source Triangulation, Theoretical Triangulation, Investigator Triangulation, etc.

While in this research, the researcher used two types of triangulation, these are:

⁶¹Sugiyono, 252

⁶²Louis cohen, et al, *Research Methods In Education*(New York: Routledge, 2007), 141.

1. Source triangulation

Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources.⁶³ In this research, the source triangulation was the eighth graders from A, D and E class and the English teacher of SMPN 2 Rambipuji Jember. This triangulation used to answer the research question about the types of English learning styles of eighth graders in SMPN 2 Rambipuji Jember and the teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember.

2. Technique triangulation.

Technique triangulation used to test the credibility of data by checking the data to the same source with different techniques.⁶⁴ Therefore the technique triangulation in this research was conducted by: interview and document review. This triangulation used to answer the research question about the teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember.

G. Research Procedure

The steps of research outline which dealt with the planning of research done by researcher, it started with the introductory study, the design of study, the actual research, and the writing of the report.⁶⁵ The steps of this research are as follows:

⁶³Sugiyono, 241

⁶⁴Sugiyono, 242

⁶⁵Louis cohen, et al, 144

1. Pre field research stage
 - a. Develop research design
 - b. Choose the research field
 - c. Observe the condition of field
2. Field research stage
 - a. Apprehend background and objective of research
 - b. Seek for data source
3. Data analysis stage
 - a. Analyze the whole data
 - b. Describe the data in the descriptive form



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter explains the research findings and discussion related to the answer of the problems statement as mentioned in chapter I. This finding is divided into three parts. The first is about the profile of SMPN 2 Rambipuji Jember. The second part is about the types of Students' English learning styles of eighth graders in SMPN 2 Rambipuji Jember. The third part is about the teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember.

A. Research Object

The profile of SMPN 2 Rambipuji Jember

SMPN 2 Rambipuji is located on Widuri Street No.1 Pecoro Rambipuji Jember. This school was built in 1983 on a land area of 15.125 m² which contains 15 classrooms building, a science laboratory building, a computer laboratory building, a library, a prayer room, a teacher's office room, a canteen, 6 toilets and 4 fields. This school has been accredited "A" and also applied 2013 curriculum. The vision of SMPN 2 Rambipuji is "The realization of curriculum development at the educational unit level with an effective and efficient learning process". While the mission is "improve fun and quality learning activities and enhancing a culture of discipline, orderly and good manners". Consistent in providing educational services is one of the keys of this school in order to be accepted by the people. This service is

shown through professional and experienced teachers who always provide learning material and learning motivation to the students.⁶⁶

This school has 26 teachers with various teaching skills consist of English, Science, Mathematic, Pancasila and Civic Education, Bahasa Indonesia, Art and Culture, Social Science, Religion Science and etc. SMPN 2 Rambipuji also has 547 students registered in the academic year 2020/2021.⁶⁷ There are 5 class of each grade namely A, B, C, D, and E class with 32-36 students of each class. Some of the students come from two different regions because this school is located on the border between district center and countryside of Jember.

B. Research Findings

This section obtained from the beginning to the end of the comprised the result of the questionnaire, interview and document review. This research was conducted at SMPN 2 Rambipuji Jember in academic year 2020/2021 from September until October 2020. The questionnaire was carried out via online by using Google Form. It was conducted to find out the types of English learning styles of eighth graders of SMPN 2 Rambipuji Jember. Next, the researcher conducted interview by using Whatsapp video call with several informants who were directly selected based on criteria needed by the researcher. It was conducted to know the teacher's strategies in promoting the English learning styles of the eighth students of SMPN 2 Rambipuji Jember.

After that the researcher collected several documents includes interview

⁶⁶ SMPN 2 Rambipuji Jember, "Sejarah SMPN 2 Rambipuji", t.t. .

⁶⁷ SMPN 2 Rambipuji Jember, "Data siswa SMPN 2 Rambipuji tapel 2020/2021", 15 November 2020

transcript, screenshot of online English learning process and the other supporting documents that can be used for completeness the data. For a clear explanation can be seen below:

1. The types of English learning styles of eighth graders in SMPN 2 Rambipuji Jember.

In this section, the researcher aimed to analyze all the questionnaire responses to know the types of English learning style of eighth graders in SMPN 2 Rambipuji Jember. The questionnaire was conducted on 25th September until 10th October 2020. The respondents who participated in this research were both female and male students that came from A, D and E class. There were five classes with 32-34 students in each class, but there were just three classes that had been chosen by the researcher using cluster random sampling with lottery method. It is aimed to make this research more effective and efficient. Each class that had been selected consisted of 34 students that consisted of 18 male and 16 female students. 34 students from 8A class, 32 students from 8D class and 34 students from 8E class. The questionnaire consisted of 30 questions and was distributed by using Google form application to save respondents' time and get quick respond from them.

The researcher categorized student's learning style based on their score from each question. Visual learners got highest score in point A, Auditory learners got highest score in point B, and kinesthetic learners got highest score in point C. Here is the details:

1) When I operate new equipment I generally:



In this question, the researcher wanted to know about the responses of the students when they operate new equipment. The figure showed that 60.2% students picked A (blue side) which can be interpreted that they liked reading the instructions better than listening to an explanation or go ahead and have a go. It means that the visual style is more dominant in this point because they preferred reading better than listening or doing.

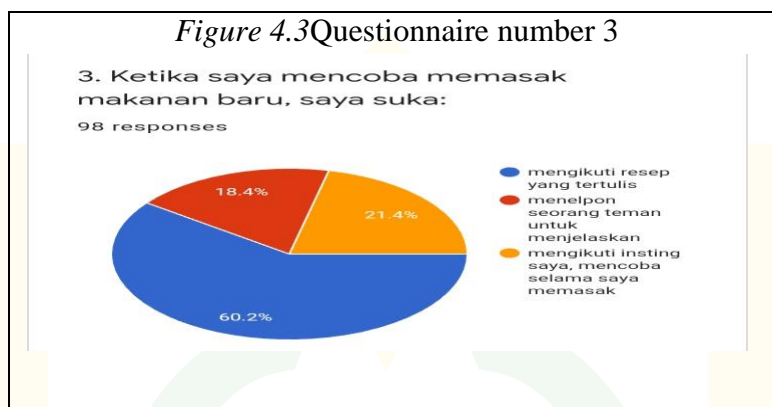
2) When I need directions for travelling I usually:



From the data above, the highest percentage (46.9%) showed that the students preferred to ask for spoken directions when they need directions for travelling. It means that the auditory style is more dominant

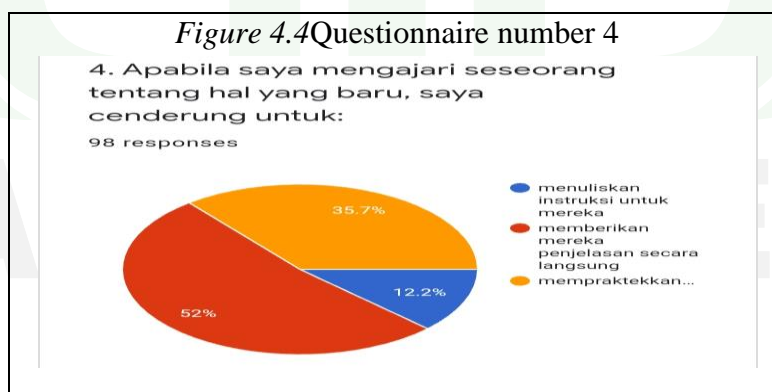
in this point. They preferred to ask better than read or look at the map or follow their instinct or use a compass.

3) When I cook a new dish, I like to:



The data showed that visual side has 60.2% students followed and 21.4% students followed kinaesthetic side. On the other side, the auditory has a low percentage. The students chose to follow a written recipe when they cook a new dish. 18.4% of them call a friend for an explanation and 21.4% another follow their instincts and test as they cook. It means that most of the students had visual style for answering this question.

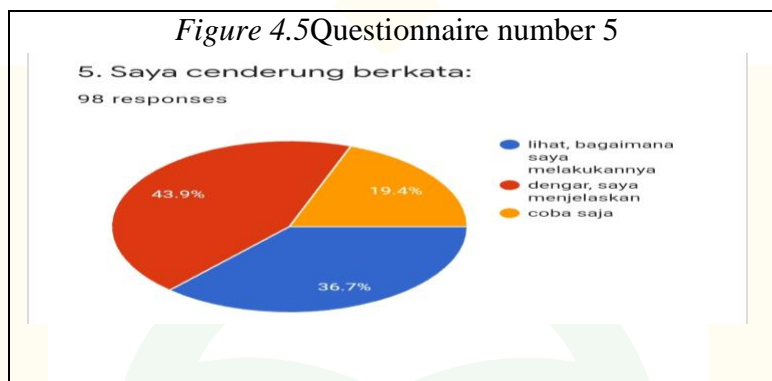
4) If I am teaching someone something new, I tend to:



From the chart above, the point A (blue side) showed the lowest percentage (12.2%). It means that the visual style had low devotee for answer this question. The students preferred to give someone a verbal

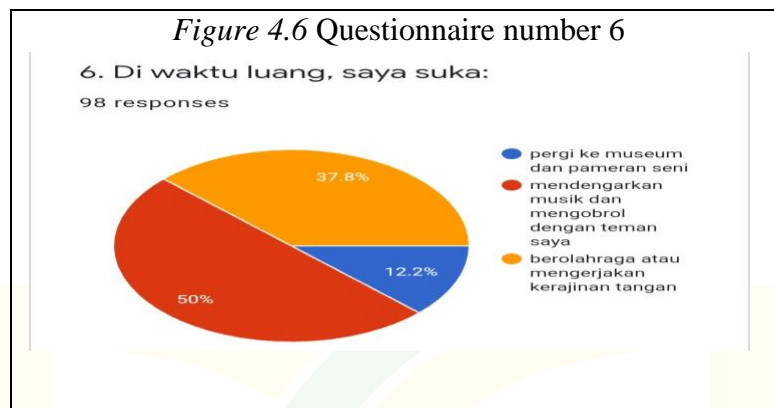
explanation better than write instructions or demonstrate the material when teaching someone something new. So, most of the students are auditory learner that answer this question.

5) I tend to say:



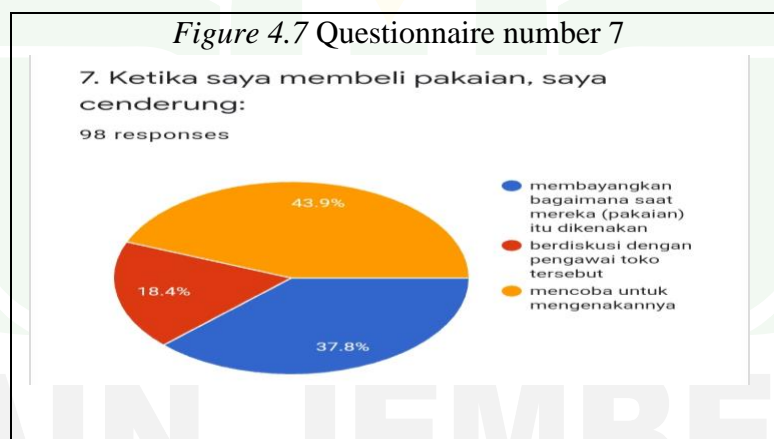
From the data above, most of students (43.9%) picked B (red side) to answer this question. 36.7% of them picked A (blue side) and another of them (19.4%) picked C (yellow side). It means that the auditory style is more dominant in this point because the students preferred to listening better than seeing or doing. Probability the students of SMPN 2 Rambipuji Jember have precautionary nature in speaking or saying anything to others so most of them have already chosen to ask people to hear them when explaining something than asking them have a go or watch what he/she doing.

6) During my free time I most enjoy:



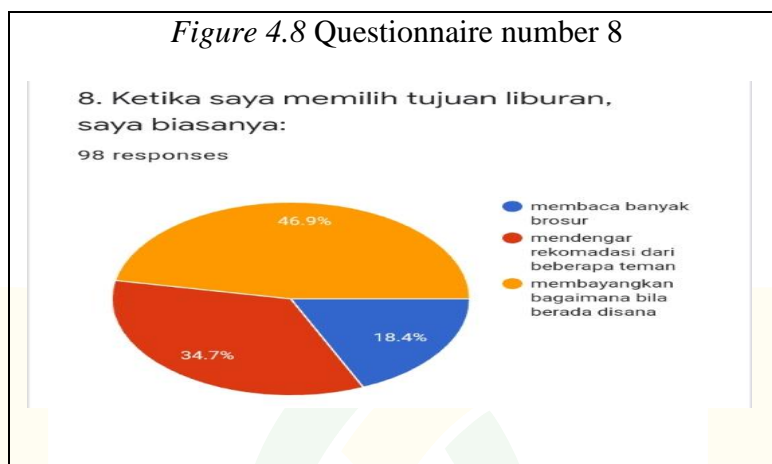
From the 98 respondents, the half of it picked B (red side) that showed students interest to auditory style. 50% of the students preferred to listening to music and talking to their friends, 37.8% of them preferred to going to museums or galleries and 12.2% of them preferred to playing sport or doing DIY when they have free time.

7) When I go shopping for clothes, I tend to:



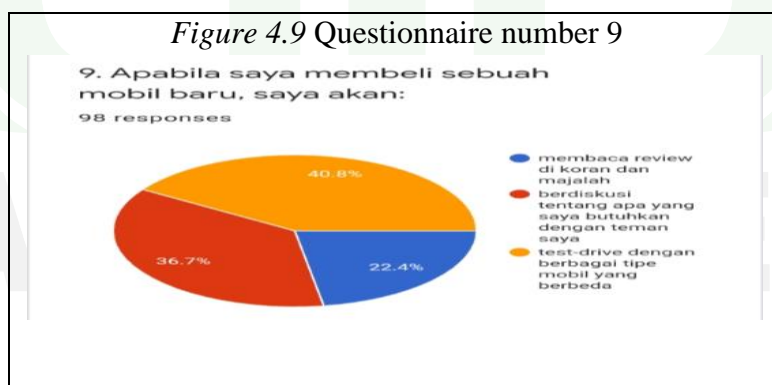
The data above showed that 43.9% students preferred trying the clothes on and testing the clothes out when they go shopping for clothes. The 37.8% of them chose to imagine what they would look likes on and 18.4% of them chose to discuss the clothes with the shop staff. It showed that visual learning style has moderate score in this point.

8) When I am choosing a holiday I usually:



From the chart above, it can be summed up 46.9% students chose C (yellow side), 34.7% students picked B (red side) and 18.4% of them picked A (blue side). It can be concluded that the majority of students had kinaesthetic style for this point because they preferred imagine what it would be like to be there when they are choosing a holiday destination better than listening to recommendations from friends or reading lots of brochures.

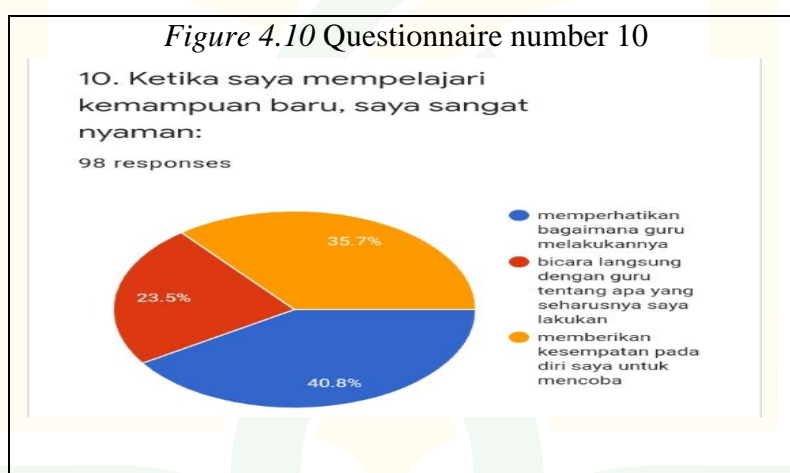
9) If I was buying a new car, I would:



The data above showed that 40.8% students chose test drive when they were buying a new car. 36.7% chose to discuss what they need with

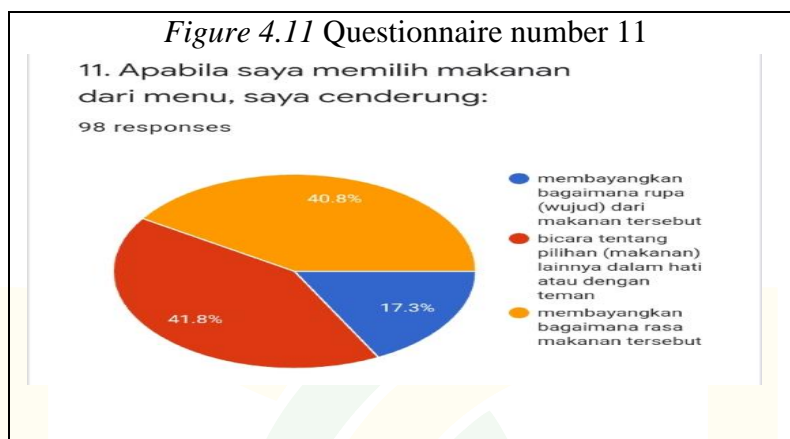
their friends and 22.4% chose to read reviews in newspapers and magazines. It seems clear that most of students had kinaesthetic style when they answer this question. However, this percentage does not guarantee that kinaesthetic can be the dominant learning style possessed by the students of SMPN 2 Rambipuji Jember.

10) When I am learning a new skill, I am most comfortable:



From the chart above, the researcher wanted to know how the students feel comfortable in learning new abilities. The highest percentage showed that 40.8% students preferred watching what the teacher's doing when they are learning a new skill. 23.5% of them chose talking through with the teacher exactly what they are supposed to do and 35.7% of them chose giving it a try themselves and working it out as they go. It seems clear that visual learning style is more dominant in this point. Then it is followed by kinaesthetic learning style and the last by auditory learning style.

11) If I am choosing food off a menu, I tend to:



From this figure, the researcher wanted to know the students tendency in choosing food. It seems clear that auditory learning style has only one percent difference with kinesthetic learning style. It summed up 41.8% students chose B (red side) that showed they preferred to talk through the options in their head or with their partner than to imagine what the food will look like or to imagine what the food will taste like

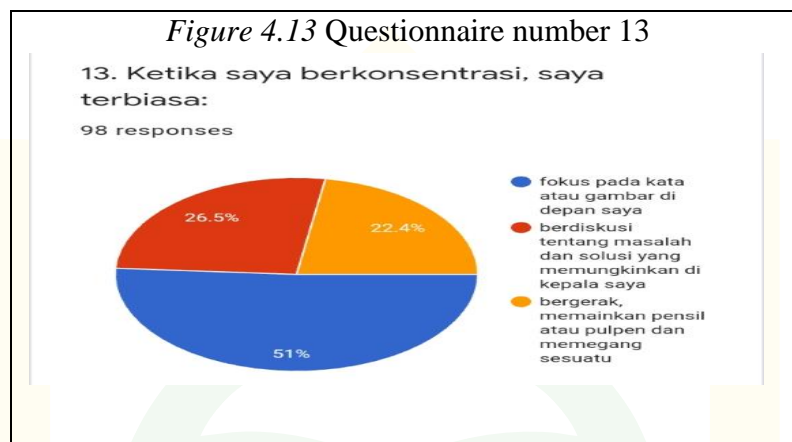
12) When I listen to a band, I can't help:



The data above showed that 61.2% students chose listening to the lyrics and the beats when they listen to a band. In this answer they preferred listening than watching the band members and other people in

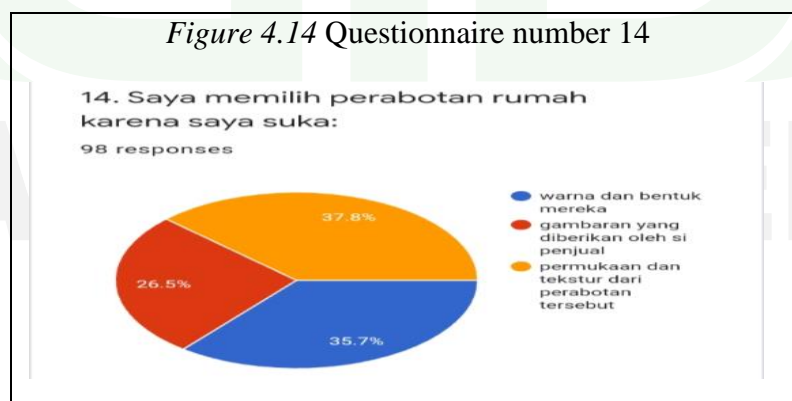
the audience or moving in time with the music. So, it can be concluded that auditory style is more dominant in this point.

13) When I concentrate, I most often:



From the chart above, the percentage showed that 51% students chose A (blue side) that means most of them had visual style in this point. They preferred to focus on the words or the pictures in front of them than to discuss the problem and the possible solutions in their head or to move around a lot, fiddle with pens and pencils and touch things when they concentrate.

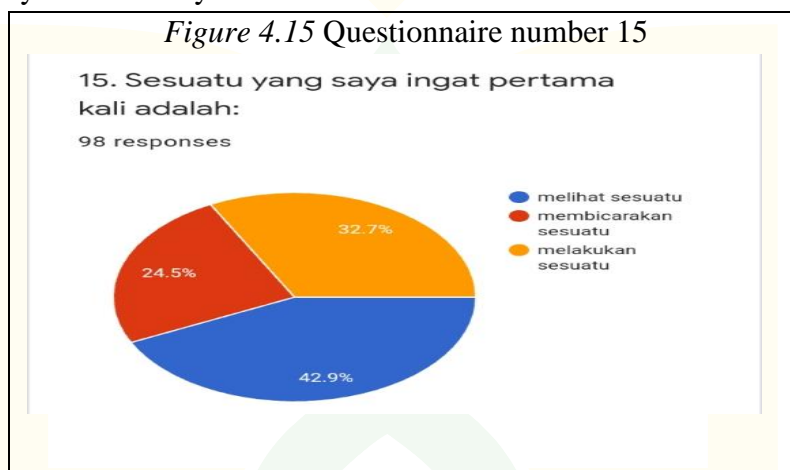
14) I choose household furnishings because I like:



The data above showed that 35.7% chose A (blue side), 26.5% chose B (red side) and 37.8% students chose C (yellow side). It indicates

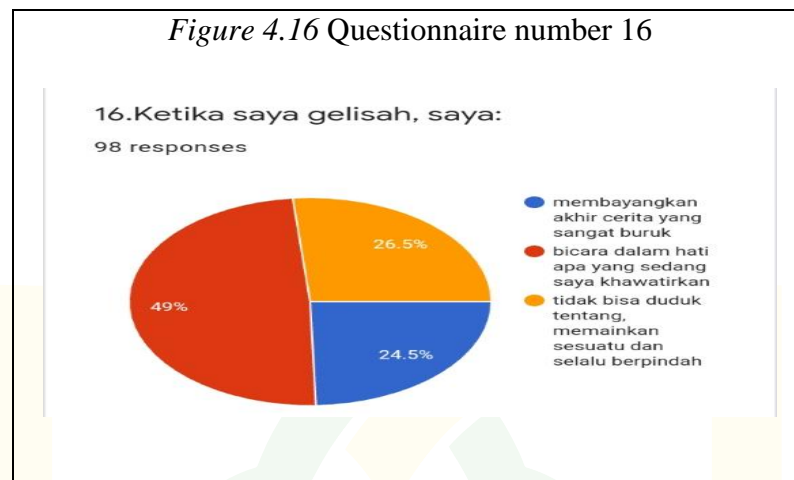
most of students had kinesthetic style in this point because they preferred to touch the texture of the product better than to see the colour and shapes or listen to the description from the sales when they choose household furnishings.

15) My first memory is of:



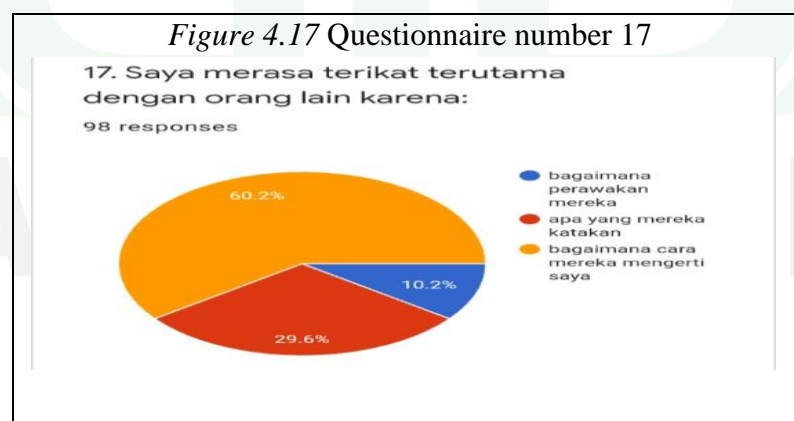
From the chart above, the researcher wanted to know about something that students remember at the first time. The auditory side has lowest percentage here. 24.5% students did not chose B (yellow side) that indicated they not preferred to auditory style. They more preferred to looking than talking or doing something in terms of remembering something at the first time. It can be conclude that most of them had visual style when they remember something at the first time. 42.9% for A (blue side) or visual style, 24.5% for B (red side) or auditory style and 32.7% for C (yellow side) or kinesthetic style.

16) When I am anxious, I:



The chart above showed that almost half a percent students from A,D and E class at eighth graders of SMPN 2 Rambipuji Jember chose to pick B (red side) in the questionnaire. It seems clear that 49% students are the auditory learner in this point. The question is about the things that students doing when they feel anxious. Here they preferred to talk over in their head what worries them better than to visualise the worst-case scenarios or to fiddle and move around constantly

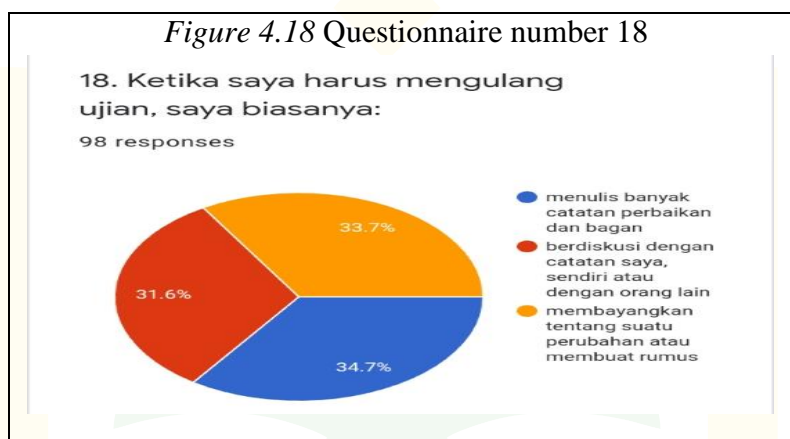
17) I feel especially connected to other people because of:



The data above showed that 60.2% students feel especially connected to other people because of how someone made them feels better

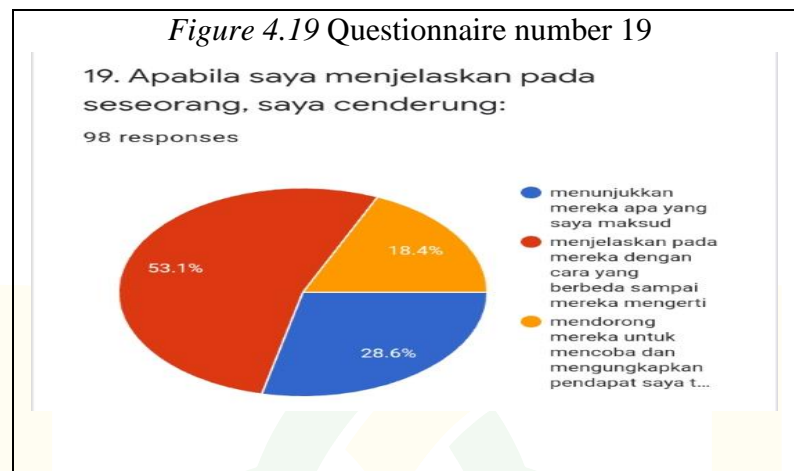
than what they say to them or how they look. It can be concluded that most of them were dominant had kinaesthetic style. 29.6% of them had auditory style and 10.2% had visual style.

18) When I have to revise for an exam, I generally:



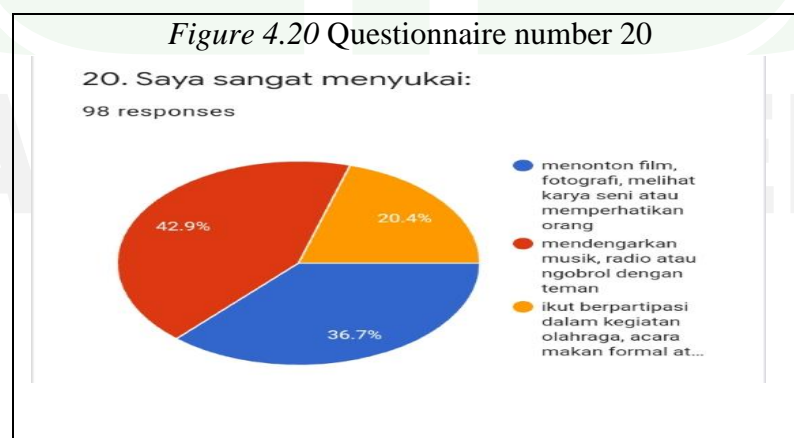
The chart shows the responses of the students when they have to revise for an exam. From their responses, we can see at the chart that each option has very little difference. The lowest level is auditory style (red side), the second level is kinesthetic style (yellow side) and there is visual style (blue side) as the highest level with the answer: write lots of revision notes and diagrams better than talk over their notes. So, the dominant learning style in this point was visual style. However, the visual style does not necessarily become the dominant style at the final result.

19) If I am explaining to someone I tend to:



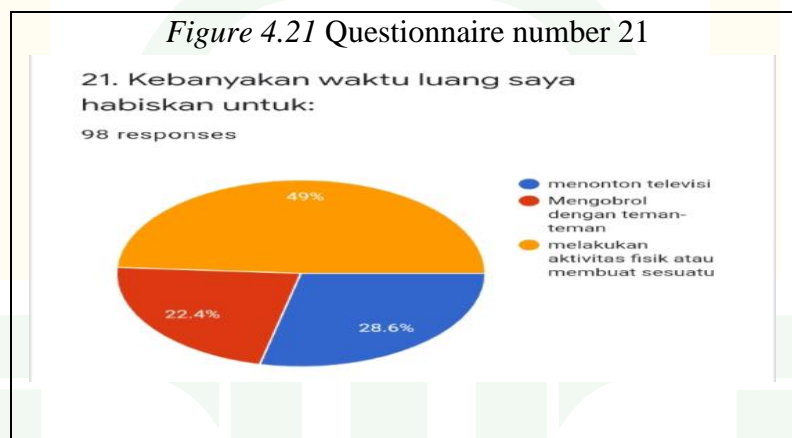
The figure showed that the question is about the style used by students in explaining something to others. 53.1% students picked B (red side) which can be interpreted that when he/she explaining something to someone, he/she likes to explain in different ways until they understand better than to show them what he/she means or encourage them to try and talk to them through his/her idea as they do it. So, in this point the auditory style is more dominant. And the lowest percentage is C (yellow side) or kinaesthetic style.

20) I really love:



Here the researcher wanted to know about things that students likes. At the data above showed that most of the students picked B (red side). Most of them really preferred to listening to music, the radio or talking to their friends better than watching films, photography, looking at art or people or taking part in sporting activities, eating fine foods and wines or dancing. It can be conclude that 42.9% students had auditory style, 36.7% had visual style and 20.4% had kinaesthetic style.

21) Most of my free time is spent:



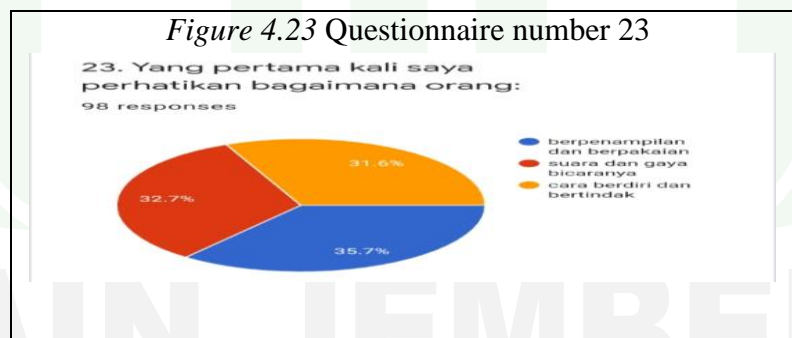
The chart above is contained the question that reflect students' daily activities. From the answer of the students, the researcher see that almost half of them (49%) chose C (yellow side) that indicated to kinesthetic learning style. The chart above showed that the students' free time is spent for doing physical activity or making something than watching television or talking to their friends. It is clear that most of the students had kinaesthetic style in this point.

22) When I first contact a new person, I usually:



The figure showed the students responses when they contact a new person. From their responses, more than 55% students chose C (yellow side) that indicated to kinaesthetic style. From the percentage, it showed that the students preferred try to get together whilst doing something else, such as an activity or a meal. It is indicated that kinaesthetic style is more dominant in this point.

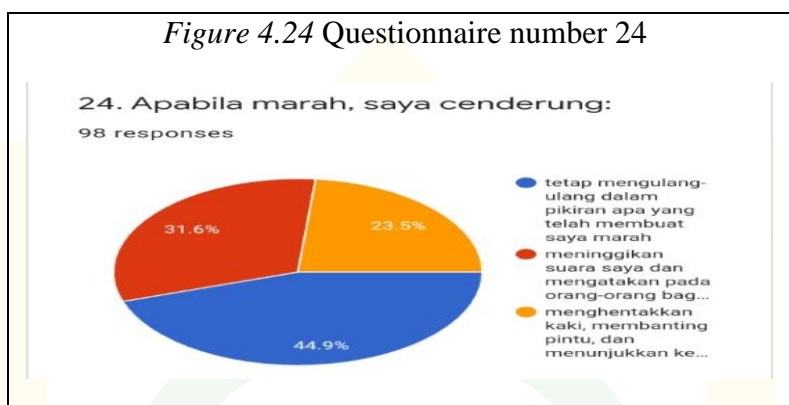
23) I first notice how people:



The chart showed that majority of students picked A (blue side) for this question. This is the first point that almost had value series because the difference is just less 3 up to 5 percent of every point. But the highest percentage showed that the visual style is more dominant in this point. The

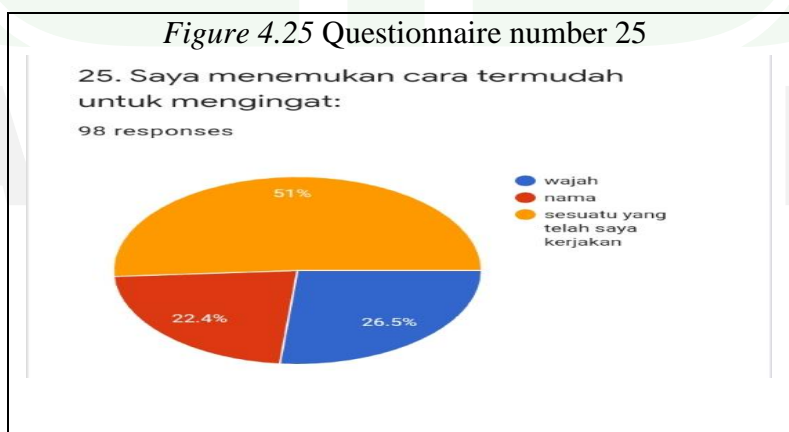
students chose look and dress than sound and speak or stand and move to notice someone first.

24) If I am angry, I tend to:



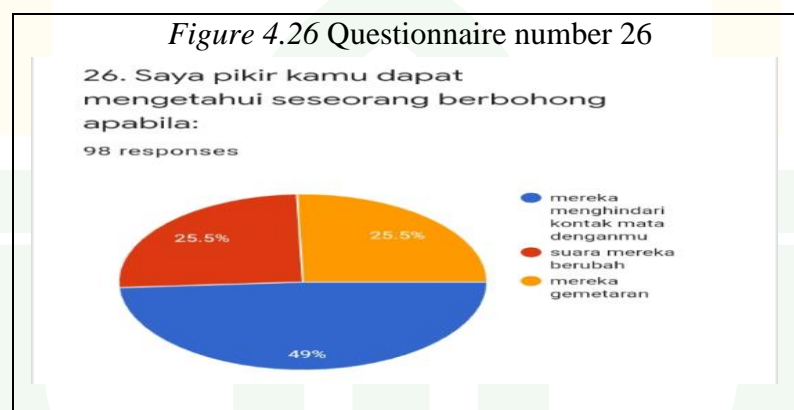
The data above showed the students responses about their behavior when they angry. 44.9% of them picked A (blue side) that means keep replaying in their mind what it is that has upset them, 31.6% of them picked B (red side) that means raise my voice and tell people how they feel and 23.5% of them picked C (yellow side) that means stamp about, slam doors and physically demonstrate their anger. So, we can conclude that the dominant style in this point is visual style.

25) I find it easiest to remember:



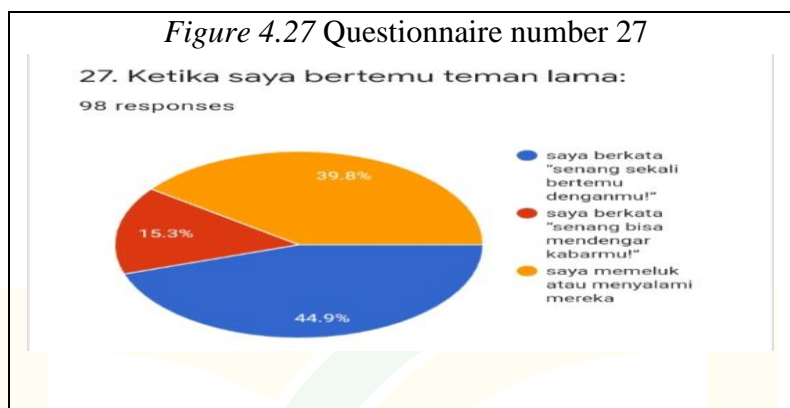
The data above showed that auditory style becomes the lowest percentage in this point. This is the responses of the students about the easiest way they remember something. 51% students picked C (yellow side) that means they preferred to things they have, 22.4% picked B (red side) for names and 26.5% picked A (blue side) for faces. This indicates that many of the students have a weakness to remember someone's name and has the ability to remember what the students doing before. The other of them has ability to remember the face of other people. All is unique and have their own advantages and disadvantages.

26) I think that you can tell if someone is lying if:



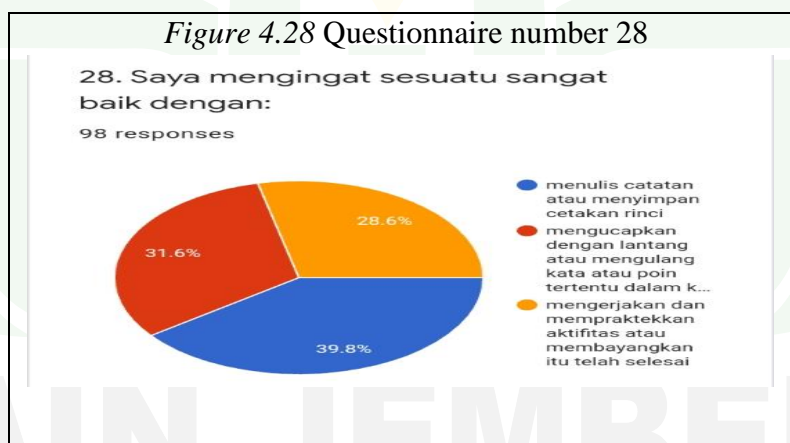
This figure above showed the percentage of feeling of the students to detected lying person. We can see that the auditory style (red side) and kinesthetic style (yellow side) have same point. There 25.5% students chose to detect the voice or the way people act when they detected the lying person. Some of them preferred to pay attention of the movements or eyes' staring to detecting lying person.

27) When I meet an old friend:



The figure above showed the responses and activities of the students when they meet an old friend. According to the chart above, 44.9% students picked A (blue side) to answer this question. 15.3% of them picked B (red side) and 39.8% of them picked C (yellow side). It can be concluded that visual style becomes the dominant style in this point.

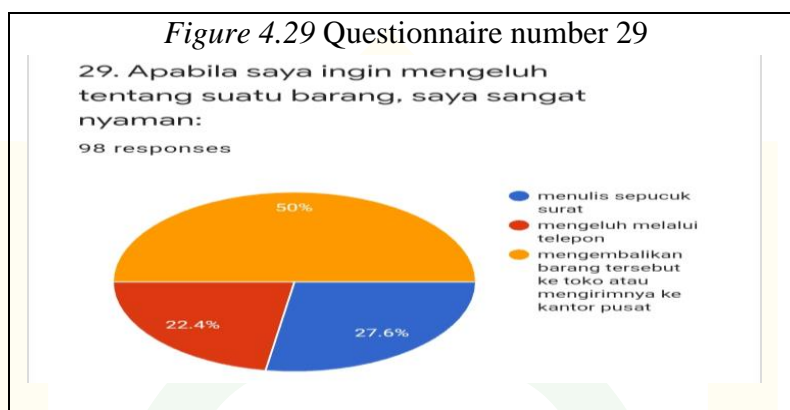
28) I remember things best by:



From the data above, we can see the responses of the students about the best way they remember something. 39.8% students preferred to writing notes or keeping printed details, 31.6% of them preferred saying them aloud or repeating words and key points in their head and 28.6% of

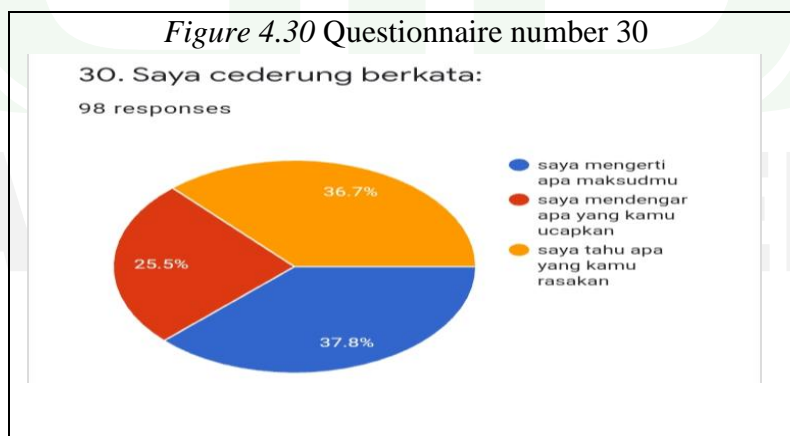
them preferred to doing and practising the activity or imagining it being done. It can be conclude that visual style is more dominant for this point.

29) If I have to complain about faulty goods, I am most comfortable:



From the data above, we can see the responses of the students about the comfortable way to complain about faulty goods. The half (50%) of them preferred to taking the item back to the store or posting it to head office, 22.4% of them preferred to complaining over the phone and 27.6% another preferred to writing a letter. It can be conclude that the most of them preferred to kinesthetic style.

30) I tend to say:



From the data above, we can see that the highest percentage showed that the students tend to say “I see what you mean” better than “I

hear what you are saying” or “I know how you feel”. It is indicated that the visual style is more dominant in this point.

The researcher categorized students learning style based on their score in questionnaire. Visual learners got highest score in answer A, Auditory learners got highest score in answer B, and Kinesthetic learners got highest score in answer C. In the table below the researcher categorize the types of learning style on students and make the percentages. The researcher also analyzed those data by using simple formula as follows:

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

P = Percentage

f = Frequency

n = Number of sample

100% = Constant value

Percentage's form above is to find out the average of student's learning style in English classroom.

Table 4.1: The number of Visual learner from A, D and E class and the proportion of each questionnaire answer

No	Name	Class	Visual	Auditory	Kinesthetic
1.	Alvian Yuda Setiawan	A	40%	30%	30%
2.	Ananda Dwi Safitri	A	45%	20%	35%
3.	Erich Rizky Ramadhan	A	38%	27%	35%
4.	Fransisca Ananda W.	A	43%	22%	35%
5.	Lutfiya Rohma	A	37%	35%	28%
6.	M. Ubaidillah	A	43%	17%	40%
7.	Moh. Jakir Jainuri	A	40%	34%	26%
8.	Muhammad Jamil F.	A	42%	35%	23%
9.	Muhammad Zahroni	A	40%	37%	23%
10.	Rani Agustin	A	39%	29%	32%
11.	Sonya Youshin R.	A	52%	33%	15%

12.	Zaim Muhtadi	A	43%	25%	32%
13.	Zuyyinah Putri Rizqiyah	A	40%	28%	32%
14.	Ahmad Agil Balyan H.	D	44%	38%	18%
15.	Deflin Novica	D	50%	18%	32%
16.	Deviatul Ainun Jannah	D	41%	21%	38%
17.	Icha Olivia Margareta	D	53%	12%	35%
18.	Intan Nur Aini	D	42%	29%	29%
19.	Moch. Faizal	D	46%	23%	31%
20.	Mohammad Fajar Abdillah	D	40%	23%	37%
21.	Muhammad Rafli A.	D	42%	25%	33%
22.	Novi Diah Puspitasari	D	39%	27%	34%
23.	Rendi Gautama Firdaus	D	40%	34%	26%
24.	Uswatun Hasanah	D	44%	24%	32%
25.	Vita Amalia	D	39%	27%	34%
26.	Ahmad Dwi Ardiyanto	E	52%	23%	25%
27.	Amara Ariyani	E	39%	27%	34%
28.	Ane Jesika Arsita Devy	E	44%	23%	33%
29.	Daimatul Maghvira	E	54%	21%	25%
30.	Deviana Zahra	E	39%	26%	35%
31.	Faizal Maulana Azhari	E	47%	33%	20%
32.	Ferish Anindiasari	E	49%	25%	26%
33.	Hesham Purwanto	E	39%	23%	38%
34.	Meisya Putri Dwi D.	E	40%	36%	24%
35.	Rade Danuarta E. A.	E	47%	43%	10%
36.	Reta Febriyanti	E	42%	20%	38%
37.	Roby Tri Candra Saputra	E	42%	29%	29%
38.	Salsabil Atika	E	52%	17%	31%
39.	Silvia Oktavira R.	E	39%	36%	25%
40.	Triyadi Prayoga	E	40%	25%	35%

Source: The data processing from the questionnaire results

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

$$= \frac{40}{98} \times 100 \%$$

$$= 40.8 \times 100 \%$$

$$= 40.8 \%$$

Table 4.2: The Number of Auditory Learner from A, D and E class and the proportion of each questionnaire answer

No	Name	Class	Visual	Auditory	Kinesthetic
1.	Agung Indra Saputra	A	30%	42%	28%
2.	Angga Saputra	A	26%	39%	35%
3.	Anggun Zulita Putri	A	17%	43%	40%
4.	Arifal Huda	A	29%	39%	32%
5.	Avika Amanda Dwi A.	A	29%	42%	29%
6.	Desi Ayunisa	A	35%	53%	12%
7.	Dimas Candra Prasetya	A	38%	41%	21%
8.	Feby Ayu Andani	A	34%	39%	27%
9.	Mezsyia Marieta Fadila	A	37%	40%	23%
10.	Fahrin Alifiah Ardana	D	32%	50%	18%
11.	Meylia Alaisany	D	23%	46%	31%
12.	Moh. Ridwan	D	33%	44%	23%
13.	Muhammad Robi	D	23%	39%	38%
14.	Novaria Salsabila	D	17%	52%	31%
15.	Ratna Dwi Ayu Lestari	D	36%	39%	26%
16.	Rindi Septiana	D	36%	40%	24%
17.	Riska Audela Wati	D	31%	49%	20%
18.	Siti Nur Azizah	D	43%	47%	10%
19.	Ventinia Wulandari	D	23%	52%	25%
20.	Windi Ria Pitaloka	D	33%	47%	20%
21.	Anata Rita R. Kamila	E	20%	42%	38%
22.	Annisa Hanifatus Sholeha	E	30%	52%	18%
23.	Fifin Natasya Ailani Putri	E	32%	39%	29%
24.	Heksa Violeta Putri M.	E	32%	50%	18%
25.	M. Akbar Firmansyah	E	35%	43%	22%
26.	Moch. Nur Fikrie Y.	E	37%	40%	23%
27.	Rizqi Alief Sutriya M.	E	34%	40%	26%
28.	Safta Vina Shafira	E	33%	42%	25%
29.	Vhirella Arnelyn	E	38%	41%	21%

Source: The data processing from the questionnaire results

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

$$= \frac{29}{98} \times 100 \%$$

$$= 29.6 \times 100 \%$$

$$= 29.6 \%$$

Table 4.3: The Number of Kinesthetic Learner from A, D and E class and the proportion of each questionnaire answer

No	Name	Class	Visual	Auditory	Kinesthetic
1.	Abdur Rohman	A	35%	23%	42%
2.	Achmad Fajri Al Akbar	A	25%	21%	54%
3.	Anisa	A	22%	14%	64%
4.	Bambang Lukman F.	A	36%	25%	39%
5.	Dhafi Syahdani	A	31%	19%	50%
6.	Fahmi Romadoni	A	28%	27%	45%
7.	Moh. Arifin	A	33%	29%	38%
8.	Moh. Ahmadi	A	28%	16%	56%
9.	Muhammad Dhofir Habibi	A	31%	17%	52%
10.	Riski Syahrul	A	24%	24%	52%
11.	Tri Dewi Peranti	A	32%	25%	43%
12.	Wardah	A	40%	11%	49%
13.	Achmad Robin Sandita	D	34%	19%	47%
14.	Dela Kurniawati	D	28%	33%	39%
15.	Erna Waningsih	D	33%	16%	51%
16.	Fandy Prawira Ardiansyah	D	31%	30%	39%
17.	Indaka Bintang Setya W.	D	28%	18%	44%
18.	M. Agung Rizqi K.	D	30%	12%	58%
19.	Moh. Fahmi Alfarizi	D	34%	20%	46%
20.	Muhammad Daniel S.	D	29%	29%	42%
21.	Yuda Kurnyawan	D	39%	10%	51%
22.	Ahmad Choirul Hakim	E	17%	40%	43%
23.	Faida Sanova N. Pradani	E	23%	23%	54%
24.	M. Miftahus Sidqi	E	32%	29%	39%
25.	Muh. Fatah Ilham Habibi	E	28%	30%	42%
26.	Ryan Armanda Saputra	E	33%	20%	47%
27.	Sofyan Ari Sandy	E	20%	21%	59%
28.	Viona Aurelia Nurbaiti	E	23%	25%	52%
29.	Wildatus Zahro	E	32%	19%	49%

Source: The data processing from the questionnaire results

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

$$= \frac{29}{98} \times 100 \%$$

$$= 29.6 \times 100 \%$$

$$= 29.6 \%$$

Table 4.4: The Number and Percentage of Learning Style on Students

No	Initial of Learning Style	Number of students	Percentage
1.	V	40	40.8%
2.	A	29	29.6%
3.	K	29	29.6%

Source: The data processing from the questionnaire results

Based on the table above, the result showed that students of the eighth grade in SMPN 2 Rambipuji Jember in academic year 2020/2021 tend to study with various types of learning style. There were 40.8% (40 students) are visual learners. The visual learners who love to learn by observing things like pictures, diagrams, films, displays and demonstrations are dominated the samples. Then auditory learners came as second place with 29.6% (29 students). The auditory learners love to listen and pay attention during teaching learning process. For auditory learners, a teacher should be skillful in way of delivering the materials. In the end, 29.6% (29 students) are kinesthetic learners. The kinesthetic learners are slightly more than the auditory learners. The kinesthetic learners are the type of person who never look at instruction first and love to do an experiment. The teacher should prepare many teaching media for kinesthetic learners.

2. The teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember.

In this section, the researcher interpreted data from the interview result and document review to know the teacher's strategies in promoting the English learning style of eighth graders in SMPN 2 Rambipuji Jember.

The interview was conducted on 19th until 25th October 2020. The researcher chose the English teacher and several students from A, D and E class (a visual learner, an auditory learner and a kinesthetic learner from each class) as the informant to find out more information about the teachers' strategies in promoting the students' English learning styles in the classroom. In this case, the researcher used simple random sampling with lotteries or random draws method to determine the informant.

Based on the interview with the informants, the researcher found that there are seven strategies that the teacher used to promoting the students English learning style such as:

- a) The teacher provided the material with various kinds of interesting pictures to make the students more interested in understanding the lesson.

Based on the statement of Mrs. Rini in the interview transcript, she said:

"I used some different strategies or media that students prefer as much as possible such as I ask them to read and write the text, I gives picture and video learning and sometimes I ask the to make mind mapping. Yet, in this condition I can't do much"

It is a line with the statement from Putri, the visual learner from A class. She said:

*"Bu Rini lumayan sering ngasih gambar-gambar yang bisa buat kita lebih paham sama pelajaran. Apalagi dibuku paket banyak gambarnya."*⁶⁸

⁶⁸Zuyyinah Putri Rizqiyah, interviewed by the researcher, Jember, 18 November 2020.

According to the Putri's statement, Mrs. Rini often used interesting media in online English learning process. This strategy used to accommodate the differences of students' learning style in the online English learning process. However, this strategy is compatible for visual learner because they use color code, picture or diagram to help them learn something. Putri also added:

“saya suka kalau belajar dibuku yang ada gambarnya, jadi kalau gak tau maksudnya bisa langsung liat gambar biar ngerti miss”

It also supported by the screenshot of the online English learning process (see appendix 8). There were Mrs. Rini send the picture about simple pas tense to the Whatsapp grop.⁶⁹

b) The teacher asked the students to read the written text or e-books then she explained what the students read before

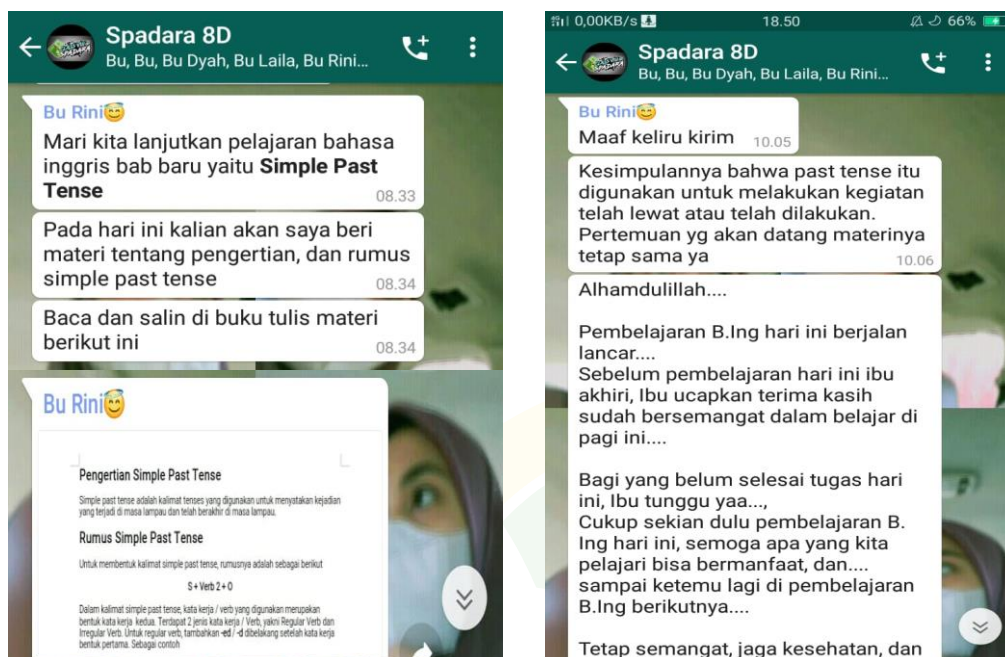
Mrs. Rini said that she often explained the material after she asked the students to read and write the material in the student's notebooks. It is supported by the interview transcript (see appendix 7).

“I used some different strategies or media that students prefer as much as possible such as I ask them to read and write the text, I gives picture and video learning and sometimes I ask the to make mind mapping. Yet, in this condition I can't do much”

It is also supported by by the document from screenshot online English learning process.⁷⁰

⁶⁹SMPN 2 Rambipuji Jember, “Screenshot Process of online English Learning During Pandemic” 24th March 2021

⁷⁰SMPN 2 Rambipuji Jember, “Screenshot Process of online English Learning During Pandemic” 24th March 2021



Source: Screenshot of online English learning process (Appendix 8)

This statement also supported interview with Putri (visual learner from A class) she said:

“sering dikasih teks bacaan lewat WA miss, kadang disuruh liat video”

This strategy is compatible for visual learners. Vhirel (visual learner from E class) said that she always wrote the material in her notebook:

“sayamencatat materi di buku tulis dan mengerjakan tugas dari Bu Rini”⁷¹

Meanwhile, Daniel (visual learner from D class) also gave the same opinion about it, he said:

“saya mencatat yang perlu dicatat dan mengerjakan tugas yang diberikan oleh guru”⁷²

⁷¹Vhirella Arnelyn, interviewed by the researcher, Jember, 18 November 2020

⁷² Muhammad Daniel Saputra, interviewed by the researcher, Jember, 18 November 2020

From the responses above, it can be concluded that the visual learners read, write and doing the instruction from the teacher when they join the online English learning process. It is related to the explanation at the chapter 2 about the characteristics of visual learner.

c) The teacher gave some video learning to the students before asking them to do assignment

Mrs. Rini said:

“I use pdf or word file to share the material in Whatsapp group. Sometimes I use video learning, voice notes, and Google form to distribute the assignment”⁷³

It could be proven by the screenshot of the online English learning process in appendix 8. This is a compatible strategy to conduct for two kinds of learning style, visual and auditory. On the other side, it is a line with the statement from Vhirl about the favorite strategy in learning English:

“saya suka pembelajaran yang pakai video sama gambar-gambar menarik, jadi gampang dipahami. Bu Rini kadang ngasih teks, kadang disuruh menyimak video miss.”⁷⁴

This statement is related with the theory about characteristic of the visual learner which they respond in using visual media, such as picture, film, video, diagram, and other visual media. So, here the teacher really supported the differences of the students' learning styles.

⁷³Rini Widyastuti, interviewed by the researcher, Jember, 29 November 2020.

⁷⁴Vhirella Arnelyn, interviewed by the researcher, Jember, 18 November 2020

d) The teacher explained the material by using Whatsapp voice notes

From the interview data, the researcher found that Mrs. Rini often explained the material by using voice notes, because she is aware that auditory learner needed this way to help them understand the material effectively.

“I use pdf or word file to share the material in Whatsapp group. Sometimes I use video learning, voice notes, and Google form to distribute the assignment”⁷⁵

It was supported by Fajar’s statement while interview with the researcher, he said:

“kadang sesuai miss, keseringan Bu Rini pakai teks bacaan gitu. Tapi pernah juga dijelaskan lewat voice notes”⁷⁶

Based on the characteristics of auditory learner, some ways that often used for auditory learner to process the information by telling the information loudly, listening the voice recording, discussing with friends or learning group, recording an argument or statement, doing interview, teaching someone or people, and debating with other. So, this strategy is compatible to apply for auditory learners needs.

e) The teacher gave quiz by using Google Form

From the data ininterview and document review, the researcher found that Mrs. Rini sometimes gave assignment or quiz by using Google Form. She said:

⁷⁵Rini Widyastuti, interviewed by the researcher, Jember, 29 November 2020.

⁷⁶Mohammad Fajar Abdillah, interviewed by the researcher, Jember, 18 November 2020

“I use pdf or word file to share the material in Whatsapp group. Sometimes I use video learning, voice notes, and Google form to distribute the assignment”⁷⁷

It is in line with the statement from Vhirel, she said:

“Kalau tugas itu kadang Bu Rini pakai google, kadang disuruh tulis dibuku tulis miss”⁷⁸

The use of Google Form can provide an alternative for the teacher to save time and make the learning process more effective. The use of Google Form can also minimize students cheating in doing assignments.

- f) The teacher asked the students to make mind-mapping about *things around you*

From the result of interview with the informants, the researcher found that Mrs. Rini asked the students to make mind mapping about *things around you* to the students.

“I used some different strategies or media that students prefer as much as possible such as I ask them to read and write the text, I gives picture and video learning and sometimes I ask the to make mind mapping. Yet, in this condition I can’t do much”⁷⁹

It is also supported by the statement from Vita (kinesthetic learner from D class):

“game miss, tapi Bu Rini gak pernah ngasih game. Paling cuma disuruh buat mind mapping tentang benda di sekitar gitu miss. Kalau kakak ppl kadang ngasih video kadang game juga”⁸⁰

⁷⁷Rini Widyastuti, interviewed by the researcher, Jember, 29 November 2020.

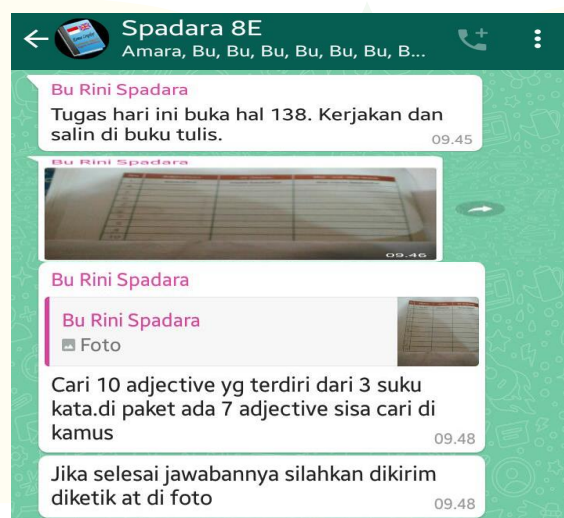
⁷⁸Vhirella Arnelyn, interviewed by the researcher, Jember, 18 November 2020

⁷⁹Rini Widyastuti, interviewed by the researcher, Jember, 29 November 2020.

⁸⁰Vita Amalia, interviewed by the researcher, Jember, 19 November 2020.

This strategy aims to make the kinesthetic learners more interested in online learning process. This is the least strategy used by the teacher because it is non efficient and takes a lot time to use.

- g) The teacher asked the students to do assignment in their books and then photographing and share to the group Whatsapp. It is supported by:⁸¹



Source: Screenshot of online English learning process (Appendix 8)

The finding above in line with the Wardah's statement as follows:

“Kalau tugasnya kadang pakai google, kadang disuruh tulis dibuku tulis terus difoto dan dikirim lewat WA ke Bu Rini miss”⁸²

This way is used by the teacher to make the online English learning process become easy and efficient. Because we know that during the pandemic covid-19 all of teacher feel difficult to facilitate teaching and learning process. Some of them use Whatsapp, Zoom meeting, Google classroom and etc. Yet, in SMPN 2 Rambipuji only

⁸¹SMPN 2 Rambipuji Jember, “Screenshot Process of online English Learning During Pandemic” 24th March 2021

⁸²Wardah, interviewed by the researcher, Jember, 19 November 2020.

used Whatsapp because there are limitations like lack of communication networks, and limited facilities owned by the students in online learning.

From the result above, we can conclude that the teacher used different method or strategies and media in English learning process to promote the different of students English learning styles. The teacher did not only use conventional method, but sometimes she also used another method such as audio lingual method and discovery method as the implementation of strategy in English learning process. Sometimes the teacher used various media such as pictures, video, voice notes and mind mapping to support the online English learning.

“sometimes I use audio lingual, discovery and demonstration strategy”

“I use pdf or word file to share the material in Whatsapp group. Sometimes I use video learning, voice notes and Google form to distribute the assignment”

It can be concluded that the teacher promote the students' learning styles with various methods and media of learning.

Mrs. Rini understood the differences of learning style types but never checked it one by one because of limited time and opportunity.

“no, I haven't. I have no much time to check it one by one”

From the research was conducted, the teacher and the students know the types of learning style and may give some benefits for the students and the teacher. There were the contributions of students' learning style on English learning process that the researcher found

from the interview with 9 students of the eighth grade of SMPN 2 Rambipuji Jember in academic year 2020/2021 as follows: visual learners felt enjoy in English learning because they could learn in their ways. They also felt easy to get and understood the materials because of many books to read, many pictures, written text from the teacher and their own written materials. Visual learners also could make some lists or make some points, so they could remember and make them easy what they do next. The teacher also could ask the students to make mind-mapping about *things around you*, it be useful for visual learners to get new materials. Auditory learners felt easy to understand the information or materials in English learning process based on their own prefer style. They could find method to facilitate their learning style such as listen to the video and voice note from the teacher carefully. Kinesthetic learners felt difficult in understanding the materials in English learning process. They couldn't do activities in English learning such as play a game and make group learning. In this case, kinesthetic learners were the most difficult in online English learning process because they couldn't understand the information or materials in English learning process based on their own prefer style. All learners found their own prefer learning style, but not with kinesthetic learners. So there were some students that couldn't focus and feel enjoy during English learning without finding any difficulties.

Yet, during the pandemic covid-19 the teacher also realized that she felt lack of communication networks. Some of students complained if they got difficulty to get signal in their area, there is no facilities to support online learning like mobile phone, quota and laptop. In addition, the teacher said that this condition made her feels difficult to apply many strategies caused by some prohibition from the government. As we know that we were asked to stay at home, doing physical distancing and other thing that created various limited activities. That made impact on English learning fluency.

There were inevitable obstacles outside of teacher's control came from terms and condition that made all students feel uneasy and uncomfortable during English learning process. For example, the kinesthetic learners still felt not comfortable during online English learning process because the teacher did not apply the strategies which could specifically support their learning style. Mrs. Rini said:

"I used some different strategies or media that students prefer as much as possible. But in this condition, I can't do much"

This covid-19 condition made all teachers in the world felt difficult and more comfortable teaching in offline class. With all the limitations she has, she arranged a very simple learning strategy such as asked the students to read the written text or e-books then she explained what the students read before, gave some pictures and video learning to the students before asked them to do assignment in their books and then photograph and share to the group Whatsapp or send to their own

teacher number. There were not many strategies that teachers could do because of the various limitations caused by this pandemic situation. The last, Mrs. Rini hopes this situation would return to normal soon so the teacher and the students could learn normally again.

Table 4.5: Finding and Sources of The Teachers' Strategies in Promoting The Students' Learning Style

No	Finding	Sources	
	Teachers' Strategies	Student	Teacher
1.	The teacher provided the material with various kinds of interesting pictures to make the students more interested in understanding the lesson	✓	✓
2.	The teacher asked the students to read the written text or e-books then she explained what the students read before	✓	✓
3.	The teacher gave some video learning to the students before asked them to doing assignment	✓	✓
4.	The teacher gave quiz by using google form	✓	✓
5.	The teacher asked the students to make mind-mapping about <i>things around you</i>	✓	✓
6.	The teacher asked the students to doing assignment in their books and then photographing and share to the group whatsapp or their own teacher number	✓	✓
7.	The teacher explained the material by using voice note	✓	✓

Source: the data from interview and document review

C. Discussions of The Research

This section presented the discussion of the research finding which related with the theoretical framework in chapter 2. The finding showed that after analyzing the students' questionnaire, the researcher found out three types of students' English learning styles: visual learning style, auditory learning style and kinesthetic learning style. The researcher also found out the

teacher's strategies to promoting the students' English learning styles after analyzing the students' and the teachers' interview.

1. The types of students' English learning styles of eighth graders in SMPN 2 Rambipuji Jember

Based on the research finding, the researcher found that the students learn different each other. There were three types of students' English learning styles found by researcher namely visual learner, auditory learner, and kinesthetic learner. Almost students at SMPN 2 Rambipuji Jember had visual learning style and it dominates in each class. In the A class there were 13 visual learners from 34 students in class. In the D class there were 12 visual learners from 32 students and in the E class there were 15 visual learners from 32 students.

From the result of the data, almost all of them more understand and prefer to study by watching display picture than just listening the teacher's explanation. They prefer to remember the instruction when it was written. They prefer to remember what they see than what they hear. They need some visual clues and color code to make them easy to learn something. They need some lists or make some points, so they can remember and make them easy for what they do next. This explanation is in line with Rebecca Oxford, et. al. in *Learning Style Survey* that visual learner remember something better if they write down and visualize picture, word

or number in their head and use code color to help them learn something.⁸³

In the other hand, they need to write what their teacher said, so they were able to remember that. The explanation above is in line with Patricia Vakos's statement in *Contrasting Style* that visual learners often do not remember information given orally without being able to see it or make note.⁸⁴

2. The teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember

Based on the interview result at research finding, the researcher found that the teacher realized that there were differences among students in the way they are learning and their characteristics in learning English. She also knows about learning styles but never check it one by one on the students because of limited time and opportunity. Moreover, it was concerning to Sardiman's opinion on *Interaksi dan Motivasi Belajar*. Sardiman stated that determining the purpose of learning actually should be connected and suited with the learners' characteristics. He adds that having knowledge about learners' characteristics will be very useful in selecting the accurate ways in learning.⁸⁵ Therefore, understanding learning style types can make the students easy to learn, understanding, and interpret some knowledge. By understanding what kind of students are, a teacher can gain a better perspective on how to implement these

⁸³Rebecca Oxford, et. al., "Learning Style Survey," accessed on October 20, 2020, <http://www.carla.umn.edu>

⁸⁴Patricia Vakos, "Contrasting Styles," accessed on 20 October 2020, <http://www.phschool.com>

⁸⁵ Sardiman, *Interaksi dan Motivasi Belajar* (Jakarta: Rajawali Pers, 2002), 120

learning styles into better study techniques or strategies in English learning.

The researcher also found out how the teacher's strategies in promoting the students' learning styles. The teacher used different method or strategies in English learning process to accommodate the different learning styles of students such as provided the material with various kinds of interesting pictures to make the visual learner more interested in understanding the lesson. It is supported by Rita Dunn and Karen Burke theory in *Learning Style: The Clue to You!*.⁸⁶ The theory stated that the visual learner learn well when information is presented visually. It means that the more of learner is able to see the information, the easier it may be for that learner to learn the information. The teacher also explained the material by using Whatsapp voice notes, it was to facilitate the auditory learner's needs. A theory elaborated by Booby De Porter and Mike Hernaki, they pointed that "auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed".⁸⁷ On the other hand, the teacher also asked the students to make mind-mapping about *things around you*, gave quiz and etc. Thus strategies were used to promote the kinesthetic learners' needs. It is in line with the theory by Joy M Reid in "*The Learning Style Preferences of ESL Students*". He stated that "kinesthetic learning style is preferred learning

⁸⁶ Rita Dunn and Karen

Burke, *Learning Style: The Clue to You!* (LSCY: Research and Implementation Manual, 2005), 44

⁸⁷Booby de Porter and Mike Hernacki, *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan* (Bandung: Kaifia, 2000), 116

by touching and doing: practicing techniques, drawing maps, creating outlines or making models”.⁸⁸

The teacher always implemented a different random strategy every week. Sometimes she used picture, video learning, Whatsapp voice notes and quiz, but she often used simple strategies that were more suitable for visual learners and auditory learners.⁸⁹ The strategy used for kinesthetic learners tend to be more difficult to apply in online learning. It was caused by pandemic condition that made her difficult to apply a suitable strategy for kinesthetic learners such as games and other physical activities.

A theory from Myra Pollack in *Teachers, Schools, and Societies*, stated that “each person’s learning style is influenced by natural (innate) and environmental factors. So there are certain things that cannot be changed in a person even with practice or by any means”.⁹⁰ Most of students of eighth graders in SMPN 2 Rambipuji Jember are visual learners, it may be caused by the natural (innate) or environmental factors because they comes from different social backgrounds. Each individual has its own unique and there is no two people have the exact same life experience. Recognizing students own learning style doesn’t necessarily make them smarter. Yet, by identifying the students’ learning styles, the teacher will be able to determine how to create the effective learning and

⁸⁸Joy M Reid, *The Learning Style Preferences of ESL Students*, (*TESOL QUARTERLY*), Vol. 21, No. 1, 2007

⁸⁹ SMPN 2 Rambipuji Jember, “Screenshot Process of online English Learning During Pandemic” 24th March 2021

⁹⁰Myra Pollack, *Teachers, Schools, and Societies*, (Newyork : Mc Graw Hill, 2005), 52

how to determine the various suitable strategy and media. Moreover, it can make the class more interesting than before.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. They are conclusion and suggestion. In the conclusion, the researcher concludes the result of this research. In the suggestion, the researcher proposes suggestions to the English teacher and the future researcher.

A. Conclusions

According to the result of the data analysis in the previous chapter, the researcher drew conclusions as follows:

1. The students' English learning style found in eighth graders of SMPN 2 Rambipuji Jember such as visual learner were 40 students (40.8%), auditory learner were 29 students (29.6%) and kinesthetic learner were 29 students (29.6%). As a result, the visual learners more dominated in eighth grade of SMPN 2 Rambipuji Jember.
2. The teacher used different various strategies to promoting the differences of each student's English learning style such as: (1) Provided the material with various kinds of interesting pictures to made the visual learners easier to understand the lesson. (2) Gave the explanation of the material by using Whatsapp voice notes to support the auditory learner's needs. (3) Asked the students to make mind-mapping about *things around you* to make the kinesthetic learners more interested in online learning process. It was implemented alternately every week. Yet, this covid-19 pandemic condition had some negative impact on the implementation of the learning

strategies in online learning process. It has made the teacher have limitations in implementing various learning strategies for kinesthetic learners. That's why the teacher more often provided the simple strategy that was easy to implement and had good efficiency.

B. Suggestions

After drawing conclusion, the researcher would like to deliver some suggestions directing to the English teacher and other researchers who are interested in conducting the same research.

1. For English teachers, the researcher suggests that they use this kind of research as a new element in considering what methods, approach, techniques, media and teaching style are compatible with the students' needs.
2. For other researchers, the researcher suggests to analyze further and use a better research method. Since the researcher only analyzed the types of students' English learning style and the teachers' strategies in promoting students' English learning style, the researcher also suggests to analyze the internal and external factors that influence students' English learning style and the differences of English learning style between male and female's students. They may also use this research as a reference in doing related research.

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Appendix 1 (Research Matrix)

Title	Variable	Indicator	Source of Data	Research Methods	General Question
English Learning Style of Eighth Graders in SMPN 2 Rambipuji Jember	English Learning Style	<ol style="list-style-type: none"> 1) Types of Students' English Learning Style 2) Teacher's Strategies in Promoting Students' English Learning Style 	<ol style="list-style-type: none"> 1. Questionnaire The eighth grade students of SMPN 2 Rambipuji Jember 2. Interview <ol style="list-style-type: none"> 1. The English teacher of SMPN 2 Rambipuji Jember 2. The eighth grade students of SMPN 2 Rambipuji Jember 3. Document Review <ol style="list-style-type: none"> 1. Interview transcript 2. Screenshot of the online English learning process 	<ol style="list-style-type: none"> 1. Research Approach Qualitative Approach 2. Types of Research Descriptive Analysis 3. Technique of Data Collection: <ol style="list-style-type: none"> a. Questionnaire b. Interview c. Document Review 4. Data analysis: <ol style="list-style-type: none"> 1. Data Condensation 2. Data Display 3. Conclusion Drawing or Verification 5. Validaty of data: <ol style="list-style-type: none"> 1. Source Triangulation 2. Technique Triangulation 	<ol style="list-style-type: none"> 1. What types of English Learning Styles of eighth graders in SMPN 2 Rambipuji Jember? 2. What are the teacher's strategies in promoting the English learning styles of eighth graders in SMPN 2 Rambipuji Jember?

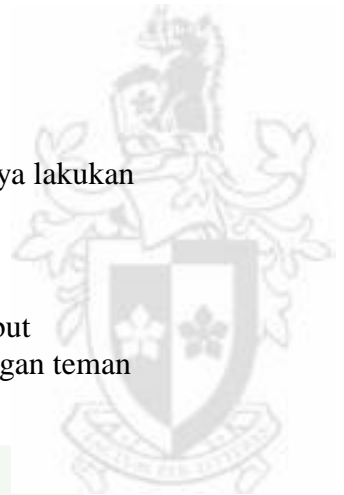
Appendix 2 (Questionnaire)

VAK Learning Styles Self-Assessment Questionnaire

1. Ketika saya menggunakan peralatan baru, biasanya saya:
 - a. membaca instruksi terlebih dahulu
 - b. mendengar penjelasan dari seseorang yang telah menggunakan
 - c. langsung menggunakannya saja, saya akan mengerti selama saya menggunakannya
2. Ketika saya membutuhkan petunjuk dalam perjalanan biasanya saya:
 - a. melihat peta
 - b. bertanya pada seseorang
 - c. mengikuti hati nurani dan mungkin menggunakan kompas
3. Ketika saya mencoba memasak makanan baru, saya suka:
 - a. mengikuti resep yang tertulis
 - b. menelepon seorang teman untuk menjelaskan
 - c. mengikuti insting saya, mencoba selama saya memasak
4. Apabila saya mengajari seseorang tentang hal yang baru, saya cenderung untuk:
 - a. menuliskan instruksi untuk mereka
 - b. memberikan mereka penjelasan secara langsung
 - c. mempraktekkannya terlebih dahulu lalu membiarkan mereka untuk mencoba
5. Saya cenderung berkata:
 - a. lihat, bagaimana saya melakukannya
 - b. dengar, saya menjelaskan
 - c. coba saja
6. Di waktu luang, saya suka:
 - a. pergi ke museum dan pameran seni
 - b. mendengarkan musik dan ngobrol dengan teman saya
 - c. berolahraga atau mengerjakan kerajinan tangan
7. Ketika saya membeli pakaian, saya cenderung:
 - a. membayangkan bagaimana saat mereka (pakaian) itu dikenakan
 - b. berdiskusi dengan pegawai toko tersebut
 - c. mencoba untuk mengenakannya



8. Ketika saya memilih tujuan liburan, saya biasanya:
 - a. membaca banyak brosur
 - b. mendengar rekomendasi dari beberapa teman
 - c. membayangkan bagaimana bila berada disana
9. Apabila saya membeli sebuah mobil baru, saya akan:
 - a. membaca review di koran dan majalah
 - b. berdiskusi tentang apa yang saya butuhkan dengan teman saya
 - c. test-drive dengan berbagai tipe mobil yang berbeda
10. Ketika saya mempelajari kemampuan baru, saya sangat nyaman:
 - a. memperhatikan bagaimana guru melakukannya
 - b. bicara langsung dengan guru tentang apa yang seharusnya saya lakukan
 - c. memberikan kesempatan pada diri saya untuk mencoba
11. Apabila saya memilih makanan dari menu, saya cenderung:
 - a. membayangkan bagaimana rupa (wujud) dari makanan tersebut
 - b. bicara tentang pilihan (makanan) lainnya dalam hati atau dengan teman
 - c. membayangkan bagaimana rasa makanan tersebut
12. Ketika saya mendengar suatu grup musik, saya selalu:
 - a. melihat anggota grup dan para penonton
 - b. mendengarkan lirik dan nada
 - c. menari sesuai dengan irama music
13. Ketika saya berkonsentrasi, saya terbiasa:
 - a. fokus pada kata atau gambar di depan saya
 - b. berdiskusi tentang masalah dan solusi yang memungkinkan di kepala saya
 - c. bergerak, memainkan pensil atau pulpen dan memegang sesuatu
14. Saya memilih perabotan rumah karena saya suka:
 - a. warna dan bentuk mereka
 - b. gambaran yang diberikan oleh si penjual
 - c. permukaan dan tekstur dari perabotan tersebut
15. Sesuatu yang saya ingat pertama kali adalah:
 - a. melihat sesuatu
 - b. membicarakan sesuatu
 - c. melakukan sesuatu



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

17. Saya merasa terikat terutama dengan orang lain karena:
 - a. bagaimana perawakan mereka
 - b. apa yang mereka katakan
 - c. bagaimana cara mereka mengerti saya

18. Ketika saya harus mengulang ujian, saya biasanya:
 - a. menulis banyak catatan perbaikan dan bagan
 - b. berdiskusi dengan catatan saya, sendiri atau dengan orang lain
 - c. membayangkan tentang suatu perubahan atau membuat rumus

19. Apabila saya menjelaskan pada seseorang, saya cenderung:
 - a. menunjukkan pada mereka apa yang saya maksud
 - b. menjelaskan pada mereka dengan cara yang berbeda sampai mereka mengerti
 - c. mendorong mereka untuk mencoba dan mengungkapkan pendapat saya tentang apa yang mereka lakukan

20. Saya sangat menyukai:
 - a. menonton film, fotografi, melihat karya seni atau memperhatikan orang
 - b. mendengarkan musik, radio atau mengobrol dengan teman
 - c. ikut berpartisipasi dalam kegiatan olahraga, acara makan formal atau dansa

21. Kebanyakan waktu luang saya habiskan untuk:
 - a. menonton televisi
 - b. mengobrol dengan teman-teman
 - c. melakukan aktivitas fisik atau membuat sesuatu

22. Ketika saya berinteraksi dengan orang baru, saya sering:
 - a. menyusun pertemuan langsung
 - b. berbicara dengan mereka lewat telepon
 - c. mencoba untuk melakukan sesuatu bersama-sama, seperti suatu aktifitas atau sekedar makan

23. Yang pertama kali saya perhatikan bagaimana orang:
 - a. berpenampilan dan berpakaian
 - b. suara dan gaya bicaranya
 - c. berdiri dan bertindak



24. Apabila marah, saya cenderung:
- tetap mengulang-ulang dalam pikiran apa yang telah membuat saya marah
 - meninggikan suara saya dan mengatakan pada orang-orang bagaimana perasaan saya
 - menghentakkan kaki, membanting pintu, dan menunjukkan kemarahan saya secara langsung
25. Saya menemukan cara termudah untuk mengingat:
- wajah
 - nama
 - sesuatu yang telah saya kerjakan
26. Saya pikir kamu dapat mengetahui seseorang berbohong apabila:
- mereka menghindari kontak mata denganmu
 - suara mereka berubah
 - mereka gemetaran
27. Ketika saya bertemu teman lama:
- saya berkata “senang sekali bertemu denganmu!”
 - saya berkata “senang bisa mendengar kabarmu!”
 - saya memeluk atau menyalami mereka
28. Saya mengingat sesuatu sangat baik dengan:
- menulis catatan atau menyimpan cetakan rinci
 - mengucapkan dengan lantang atau mengulang kata atau poin tertentu dalam kepala saya
 - mengerjakan dan mempraktekkan aktifitas atau membayangkan itu telah selesai
29. Apabila saya ingin mengeluh tentang suatu barang, saya sangat nyaman:
- menulis sepucuk surat
 - mengeluh melalui telepon
 - mengembalikan barang tersebut ke toko atau mengirimnya ke kantor pusat
30. Saya cenderung berkata:
- saya mengerti apa maksudmu
 - saya mendengar apa yang kamu ucapkan
 - saya tahu apa yang kamu rasakan



VAK Learning Styles Self-Assessment Questionnaire

1. When I operate new equipment I generally:
 - a. read the instructions first
 - b. listen to an explanation from someone who has used it before
 - c. go ahead and have a go, I can figure it out as I use it
2. When I need directions for travelling I usually:
 - a. look at a map
 - b. ask for spoken directions
 - c. follow my nose and maybe use a compass
3. When I cook a new dish, I like to:
 - a. follow a written recipe
 - b. call a friend for an explanation
 - c. follow my instincts, testing as I cook
4. If I am teaching someone something new, I tend to:
 - a. write instructions down for them
 - b. give them a verbal explanation
 - c. demonstrate first and then let them have a go
5. I tend to say:
 - a. watch how I do it
 - b. listen to me explain
 - c. you have a go
6. During my free time I most enjoy:
 - a. going to museums and galleries
 - b. listening to music and talking to my friends
 - c. playing sport or doing DIY
7. When I go shopping for clothes, I tend to:
 - a. imagine what they would look like on
 - b. discuss them with the shop staff
 - c. try them on and test them out
8. When I am choosing a holiday I usually:
 - a. read lots of brochures
 - b. listen to recommendations from friends
 - c. imagine what it would be like to be there



9. If I was buying a new car, I would:
- read reviews in newspapers and magazines
 - discuss what I need with my friends
 - test-drive lots of different types
10. When I am learning a new skill, I am most comfortable:
- watching what the teacher is doing
 - talking through with the teacher exactly what I'm supposed to do
 - giving it a try myself and work it out as I go
11. If I am choosing food off a menu, I tend to:
- imagine what the food will look like
 - talk through the options in my head or with my partner
 - imagine what the food will taste like
12. When I listen to a band, I can't help:
- watching the band members and other people in the audience
 - listening to the lyrics and the beats
 - moving in time with the music
13. When I concentrate, I most often:
- focus on the words or the pictures in front of me
 - discuss the problem and the possible solutions in my head
 - move around a lot, fiddle with pens and pencils and touch things
14. I choose household furnishings because I like:
- their colours and how they look
 - the descriptions the sales-people give me
 - their textures and what it feels like to touch them
15. My first memory is of:
- looking at something
 - being spoken to
 - doing something
16. When I am anxious, I:
- visualise the worst-case scenarios
 - talk over in my head what worries me most
 - can't sit still, fiddle and move around constantly



17. I feel especially connected to other people because of:
- how they look
 - what they say to me
 - how they make me feel
18. When I have to revise for an exam, I generally:
- write lots of revision notes and diagrams
 - talk over my notes, alone or with other people
 - imagine making the movement or creating the formula
19. If I am explaining to someone I tend to:
- show them what I mean
 - explain to them in different ways until they understand
 - encourage them to try and talk them through my idea as they do it
20. I really love:
- watching films, photography, looking at art or people watching
 - listening to music, the radio or talking to friends
 - taking part in sporting activities, eating fine foods and wines or dancing
21. Most of my free time is spent:
- watching television
 - talking to friends
 - doing physical activity or making things
22. When I first contact a new person, I usually:
- arrange a face to face meeting
 - talk to them on the telephone
 - try to get together whilst doing something else, such as an activity or a meal
23. I first notice how people:
- look and dress
 - sound and speak
 - stand and move
24. If I am angry, I tend to:
- keep replaying in my mind what it is that has upset me
 - raise my voice and tell people how I feel
 - stamp about, slam doors and physically demonstrate my anger



25. I find it easiest to remember:
- faces
 - names
 - things I have done
26. I think that you can tell if someone is lying if:
- they avoid looking at you
 - their voices changes
 - they give me funny vibes
27. When I meet an old friend:
- I say “it’s great to see you!”
 - I say “it’s great to hear from you!”
 - I give them a hug or a handshake
28. I remember things best by:
- writing notes or keeping printed details
 - saying them aloud or repeating words and key points in my head
 - doing and practising the activity or imagining it being done
29. If I have to complain about faulty goods, I am most comfortable:
- writing a letter
 - complaining over the phone
 - taking the item back to the store or posting it to head office
30. I tend to say:
- I see what you mean
 - I hear what you are saying
 - I know how you feel

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

A’s = B’s = C’s =

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

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

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





Questionnaire English Learning Styles

Kuisisioner Gaya Belajar Bahasa Inggris
Siswa Kelas 8(C, D & E) SMPN 2 Rambipuji
Jember.

Kuisisioner ini dibuat bertujuan untuk
penelitian ilmiah oleh Ismi Rosita
(Mahasiswi IAIN Jember)

Dimohon untuk mengisi dengan jujur,
kuisisioner ini tidak mempengaruhi nilai
pelajaran Bahasa Inggris anda disekolah.

*** Required**

Nama Lengkap *

Your answer

Kelas *

- 8C
- 8D
- 8E

Jenis Kelamin *

- Laki-laki
- Perempuan

1. Ketika saya menggunakan
peralatan baru, biasanya saya:

- membaca intruksi terlebih dahulu
- mendengar penjelasan dari
seseorang yang telah
menggunakannya
- langsung menggunakannya saja,
saya akan mengerti selama saya
menggunakannya

2. Ketika saya membutuhkan
petunjuk dalam perjalanan biasanya
saya:

- melihat peta
- bertanya pada seseorang
- mengikuti hati nurani dan mungkin
menggunakan kompas

3. Ketika saya mencoba memasak
makanan baru, saya suka:

- mengikuti resep yang tertulis
- menelpon seorang teman untuk
menjelaskan
- mengikuti insting saya, mencoba
selama saya memasak

4. Apabila saya mengajari seseorang
tentang hal yang baru, saya
cenderung untuk:

Appendix 3 (Validity Instrument of Questionnaire)

(Validity Instrument of Questionnaire)

No	Indicator	Scoring Scale				Information
		1	2	3	4	
1.	The meanings of words, phrases, clauses and sentences are accurately transferred to the source language			✓		Several words need to be revised
2.	The use of letters, words, phrases, clauses, absorption elements and punctuation are in accordance with the rules of Indonesian language			✓		change the capital letter for each option
3.	Translated words, phrases, clauses and sentences can be easily understood by the reader.				✓	Good
4.	There is no distortion of meaning (double meaning translation) and removed meaning.			✓		
5.	The translation feels natural, the terms commonly used by the readers.				✓	Good

Note:
4 = Excellent
3 = Good
2 = Fair
1 = Poor

Jember, 11 September 2020

Validator



(Praptika Septi Familia, M.Pd)

Appendix 4 (Interview with selected students from A, D and E class)

- 1) Menurut kamu pelajaran bahasa Inggris di kelas menyenangkan atau tidak?
- 2) Menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?
- 3) Apakah guru menjelaskan materi dengan menggunakan media yang menarik?
- 4) Apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?
- 5) Strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?
- 6) Apa yang kamu ketahui tentang gaya belajar?
- 7) Setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?

Appendix 5 (Interview with the English teacher)

1. What strategies do you use in teaching English?
2. What media do you use in teaching English?
3. Are there any differences among students in understanding English materials?
4. How do you accommodate those differences?
5. Have you ever checked the students English learning styles?
6. Is it important to know students learning styles in teaching and learning process?
7. Are there any difficulties caused by differences of students' English learning styles?
8. What strategies do you used to promoting students English learning styles?

Appendix 6 (Interview Scripts Between the Researcher with the Students)

Activities : Interview Visual Learners
 Topic : Teacher's Strategies in Promoting Students English Learning Style
 Date : 18 November 2020
 Time : 14.00 – 16.00 pm
 Place : Boarding House (Interviewer) and House (Interviewee)
 Informant : 1. Zuyyinah Putri Rizqiyah (8A)
 2. Muhammad Daniel Saputra (8D)
 3. Vhirella Arnelyn (8E)

1. Zuyyinah Putri Rizqiyah (Visual learner from 8A class)

The researcher : *“menurut kamu pelajaran bahasa Inggris menyenangkan atau tidak?”*
 Putri : *“menyenangkan sekali miss”*
 The researcher : *“apa yang membuat kamu senang belajar bahasa inggris?”*
 Putri : *“saya suka baca teks bahasa inggris miss, seru apalagi yang banyak gambarnya”*
 The researcher : *“selama covid ini, sudah pernah belajar dikelas belum?”*
 Putri : *“belum miss”*
 The researcher : *“owalah, online terus ya.menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?”*
 Putri : *“jelas miss”*
 The researcher : *“apakah guru menjelaskan materi dengan menggunakan media yang menarik?”*
 Putri : *“kalau menurut saya menarik sih miss”*

- The researcher : *“biasanya pakai media apa belajarnya?”*
 Putri : *“dikasih teks bacaan lewat WA miss, kadang disuruh liat video”*
 The researcher : *“apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?”*
 Putri : *“membaca dan mendengarkan miss”*
 The researcher : *“strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?”*
 Putri : *“saya suka kalau belajar dibuku yang ada gambarnya, jadi kalau gak tau maksudnya bisa langsung liat gambar biar ngerti miss”*
 The researcher : *“apa yang kamu ketahui tentang gaya belajar?”*
 Putri : *“cara setiap individu dalam belajar miss. Saya gaya belajarnya kan suka lihat gambar-gambar gitu miss, berarti gaya belajarnya apa dah miss?”*
 The researcher : *“visual Putri. Sudah tau belum bedanya ketiga gaya belajar yang miss Ita jelaskan kemarin?”*
 Putri : *“tau miss, tapi gak hafal nama-namanya hehe”*
 The researcher : *“iya Putri, setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?”*
 Putri : *“sesuai miss. Bu Rini lumayan sering ngasih gambar-gambar yang bisa buat kita lebih paham sama pelajaran. Apalagi dibuku paket banyak gambarnya”*
 The researcher : *“oke, terimakasih ya atas waktunya”*
 Putri : *“sama-sama miss”*

2. Muhammad Daniel Saputra (Visual learner from 8D class)

- The researcher : *“menurut kamu pelajaran bahasa Inggris menyenangkan atau tidak?”*
 Daniel : *“menurut saya menyenangkan kalau belajar dikelas miss, kalau belajar online gak terlalu menyenangkan”*
 The researcher : *“menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?”*
 Daniel : *“jelas miss”*

- The researcher : *“apakah guru menjelaskan materi dengan menggunakan media yang menarik?”*
 Daniel : *“kadang menarik, kadang membosankan miss”*
 The researcher : *“yang menurut kamu menarik itu seperti apa Daniel?”*
 Daniel : *“kalau pas belajar yang banyak gambar-gambar, sama yang gak banyak hafalannya”*
 The researcher : *“apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?”*
 Daniel : *“menyimak, mencatat yang perlu dicatat dan mengerjakan tugas yang diberikan miss”*
 The researcher : *“strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?”*
 Daniel : *“saya suka belajar dengan gambar-gambar miss, jadi mudah dipahami kalau pakai gambar.
 Saya juga suka belajar membaca miss”*
 The researcher : *“kemarin miss Ita minta kamu isi kuisioner tentang gaya belajar, apa yang kamu ketahui tentang hal itu Daniel?”*
 Daniel : *“cara belajar setiap murid dikelas miss”*
 The researcher : *“iya betul, kamu tahu gaya belajarmu apa?”*
 Daniel : *“tau miss, visual”*
 The researcher : *“nah, setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?”*
 Daniel : *“sudah sesuai miss”*

3. Vhirella Arnelyn (Visual learner from 8E class)

- The researcher : *“menurut kamu pelajaran bahasa Inggris menyenangkan atau tidak?”*
 Vhirel : *“menyenangkan miss”*
 The researcher : *“selama covid ini, sudah pernah belajar dikelas belum?”*
 Vhirel : *“belum pernah miss, online terus”*
 The researcher : *“belajarnya lewat media apa Vhirel?”*
 Vhirel : *“kadang dikasih teks, kadang disuruh menyimak video miss. Kalau tugas itu kadang Bu Rini pakai google, kadang disuruh tulis dibuku tulis miss”*

- The researcher : *“menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?”*
- Vhirel : *“terkadang jelas, terkadang juga nggak begitu jelas miss”*
- The researcher : *“apakah guru menjelaskan materi dengan menggunakan media yang menarik?”*
- Vhirel : *“terkadang menarik, terkadang nggak miss. Kalo sudah pakai gambar-gambar saya suka miss”*
- The researcher : *“apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?”*
- Vhirel : *“mencatat materi di buku tulis dan mengerjakan perintah guru miss”*
- The researcher : *“strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?”*
- Vhirel : *pembelajaran yang pakai video sama gambar-gambar miss, jadi gampang dipahami.*
- The researcher : *apa yang kamu ketahui tentang gaya belajar?*
- Vhirel : *cara belajar siswa ya miss?*
- The researcher : *iya, kemarin miss Ita minta kamu isi kuisisioner itu kamu paham tidak fungsinya untuk apa?*
- Vhirel : *“untuk mengetahui gaya belajarnya ya miss?”*
- The researcher : *“iya betul. Gaya belajar kamu itu visual vhirel, karena kamu sukanya belajar dengan menggunakan gambar-gambar dan video juga. Nah, setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?”*
- Vhirel : *“lumayan miss, saya lebih suka diajar kakak ppl karena sering pakai video dan gambar-gambar kalau ngajar, kalau Bu Rini keseringan pakai teks gitu, terus siswa nya disuruh ngerjakan tugas di google form terus dikumpulkan minggu depan”*

Activities : Interview Auditory Learners
 Topic : Teacher's Strategies in Promoting Students English Learning Style
 Date : 18 November 2020
 Time : 16.30 – 19.40 pm
 Place : Boarding House (Interviewer) and House (Interviewee)
 Informant : 1. Sonya Youshin Ramadhani (8A)
 2. Mohammad Fajar Abdillah (8D)
 3. Rade Danuarta (8E)

1. Sonya Youshin Ramadhani (Auditory learner from 8A class)

The researcher : *“menurut kamu pelajaran bahasa Inggris menyenangkan atau tidak?”*
 Sonya : *“lumayan menyenangkan miss”*
 The researcher : *“menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?”*
 Sonya : *“jelas miss”*
 The researcher : *“apakah guru menjelaskan materi dengan menggunakan media yang menarik?”*
 Sonya : *“iya menarik”*
 The researcher : *“apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?”*
 Sonya : *“mendengarkan dan mengerjakan soal-soal”*
 The researcher : *“strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?”*
 Sonya : *“belajar materi yang dijadikan video dan lagu-lagu gitu miss”*
 The researcher : *“bu Rini sering ngasih pembelajaran menggunakan video ya?”*
 Sonya : *“kadang-kadang miss, keseringan ngasih teks biasa”*

- The researcher : *“apa yang kamu ketahui tentang gaya belajar?”*
 Sonya : *“gaya dalam belajar miss”*
 The researcher : *“kamu tahu gaya belajar yang kamu miliki?”*
 Sonya : *“auditori miss”*
 The researcher : *“setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?”*
 Sonya : *“kurang sesuai miss. Saya keseringan gak paham sama pelajaran”*

2. Mohammad Fajar Abdillah (Auditory learner from 8D class)

- The researcher : *“menurut kamu pelajaran bahasa Inggris menyenangkan atau tidak?”*
 Fajar : *“menyenangkan”*
 The researcher : *“menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?”*
 Fajar : *“jelas”*
 The researcher : *“apakah guru menjelaskan materi dengan menggunakan media yang menarik?”*
 Fajar : *“kadang menyenangkan kadang nggak miss”*
 The researcher : *“apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?”*
 Fajar : *“memahami pelajaran, menulis dibuku dan dibaca kapan-kapan kalau sudah mau ulangan”*
 The researcher : *“strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?”*
 Fajar : *“diskusi online miss. Saya sering gak paham kalau cuma disuruh baca sendiri terus ngerjakan sendiri soal-soal nya gitu miss”*
 The researcher : *“apa yang kamu ketahui tentang gaya belajar?”*
 Fajar : *“cara belajar miss, saya auditori learner”*
 The researcher : *“setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?”*

Fajar : *“kadang sesuai miss, keseringan Bu Rini pakai teks bacaan gitu. Tapi pernah juga dijelaskan lewat voice notes”*

3. Rade Danuarta (Auditory learner from 8E class)

The researcher : *“menurut kamu pelajaran bahasa Inggris menyenangkan atau tidak?”*

Rade : *“menyenangkan sekali miss”*

The researcher : *“menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?”*

Rade : *“jelas”*

The researcher : *“apakah guru menjelaskan materi dengan menggunakan media yang menarik?”*

Rade : *“kurang menarik”*

The researcher : *“apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?”*

Rade : *“menyimak dengan baik dan mentaati perintah guru”*

The researcher : *“strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?”*

Rade : *“strategi belajar dengan cara diskusi dan tanya jawab. Karena dari diskusi kita bisa tahu informasi dari teman lainnya dan menambah wawasan saya miss”*

The researcher : *“apa yang kamu ketahui tentang gaya belajar?”*

Rade : *“gaya belajar siswa ya miss?”*

The researcher : *“iya betul, kamu sudah tau kan gaya belajarmu?”*

Rade : *“iya tau, auditory learner”*

The researcher : *“nah, setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?”*

Rade : *“sesuai sudah miss”*

Activities : Interview Kinesthetic Learners
 Topic : Teacher's Strategies in Promoting Students English Learning Style
 Date : 19 November 2020
 Time : 15.30 – 18.40 pm
 Place : Boarding House (Interviewer) and House (Interviewee)
 Informant : 1. Wardah (8A)
 2. Vita Amalia (8D)
 3. Ryan Armanda Saputra (8E)

1. Wardah (Kinesthetic learner from 8A class)

The researcher : *“menurut kamu pelajaran bahasa Inggris menyenangkan atau tidak?”*
 Wardah : *“tidak begitu menyenangkan miss”*
 The researcher : *“menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?”*
 Wardah : *“kurang jelas miss, keseringan membosankan menurut saya”*
 The researcher : *“apakah guru menjelaskan materi dengan menggunakan media yang menarik?”*
 Wardah : *“kalau menurut saya kurang menarik miss, sulit dipahami”*
 The researcher : *“apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?”*
 Wardah : *“memahami miss”*
 The researcher : *“strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?”*
 Wardah : *“strategi belajar pakai game miss”*
 The researcher : *“selama ini bu Rini pernah ngasih materi dengan game tidak?”*
 Wardah : *“belum pernah miss, teks terus”*

The researcher : *“apa yang kamu ketahui tentang gaya belajar?”*
 Wardah : *“cara dalam belajar miss”*
 The researcher : *“setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?”*
 Wardah : *“kurang sesuai miss”*

2. Vita Amalia (Kinesthetic learner from 8D class)

The researcher : *“menurut kamu pelajaran bahasa Inggris menyenangkan atau tidak?”*
 Vita : *“kurang menyenangkan miss”*
 The researcher : *“menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?”*
 Vita : *“kurang jelas miss, karena online. Dirumah saya susah sinyal”*
 The researcher : *“apakah guru menjelaskan materi dengan menggunakan media yang menarik?”*
 Vita : *“kurang menarik miss”*
 The researcher : *“dari segi apa yang menjadikan pelajaran Bahasa Inggris ini kurang menarik?”*
 Vita : *“susah miss. Dari cara penyampaiannya dan dari yang dipelajari juga miss. Saya susah untuk memahami. Saya gak suka baca dan Bu Rini sering ngasih teks bacaan”*
 The researcher : *“apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?”*
 Vita : *“menyimak dan mencatat seperlunya miss”*
 The researcher : *“strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?”*
 Vita : *“game miss, tapi Bu Rini gak pernah ngasih game. Paling cuma disuruh buat mind mapping tentang benda di sekitar gitu miss. Kalau kakak ppl kadang ngasih video kadang game juga”*
 The researcher : *“kamu masih ingat kuisisioner yang miss Ita kasih kemarin tentang gaya belajar?”*
 Vita : *“masih miss”*

The researcher : *“setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?”*

Vita : *“kurang sesuai”*

3. Ryan Armanda Saputra (Kinesthetic learner from 8E class)

The researcher : *“menurut kamu pelajaran bahasa Inggris menyenangkan atau tidak?”*

Ryan : *“kurang begitu menyenangkan miss”*

The researcher : *“menurut kamu ketika pelajaran berlangsung apakah guru menjelaskan materi dengan jelas?”*

Ryan : *“tidak miss, saya kurang suka sama cara mengajarnya”*

The researcher : *“apa yang menurut kamu perlu dievaluasi dari cara mengajar nya Bu Rini?”*

Ryan : *“gaya mengajarnya seperti itu-itu saja miss, ngasih teks, terus disuruh kerjakan soal, kurang begitu paham saya”*

The researcher : *“apakah guru menjelaskan materi dengan menggunakan media yang menarik?”*

Ryan : *“kurang menarik menurut saya miss”*

The researcher : *“apa yang kamu lakukan ketika guru menjelaskan materi pembelajaran?”*

Ryan : *“membaca, menyimak, dan mendengarkan miss”*

The researcher : *“strategi seperti apa yang kamu sukai dalam pembelajaran Bahasa Inggris?”*

Ryan : *“buat sesuatu karya gitu miss, kayak disuruh buat undangan bagus-bagusan gitu saya suka miss”*

The researcher : *“o gitu ya, lalu apa yang kamu ketahui tentang gaya belajar?”*

Ryan : *“cara belajar. Saya kinesthetic kan ya miss?”*

The researcher : *“iya, sudah paham betul ya Ryan..setelah mengetahui gaya belajar yang kamu miliki, apakah strategi mengajar gurumu sudah sesuai dengan kebutuhanmu?”*

Ryan : *“lumayan sesuai kadang-kadang miss”*

Appendix 7 (Interview Scripts Between the Researcher with the Teacher)

Activities : Interview English Teacher

Topic : Teacher's Strategies in Promoting Students English Learning Style

Date : 29 November 2020

Time : 09.00 – 10.25 am

Place : Boarding House (Interviewer) and House (Interviewee)

Informant : Rini Widyastuti, S. Pd

The researcher : “what strategies do you use in teaching English?”

Mrs. Rini : “sometimes I use audio lingual, discovery and demonstration strategy”

The researcher : “what media do you use in teaching English?”

Mrs. Rini : “I use pdf or word file to share the material in Whatsapp group. Sometimes I use video learning, voice notes and Google form to distribute the assignment”

The researcher : “have you ever asked the students to making group learning or ask them to have online discussion or making the game based learning?”

Mrs. Rini : “no, I implemented simple learning as possible because of the limitations that students have”

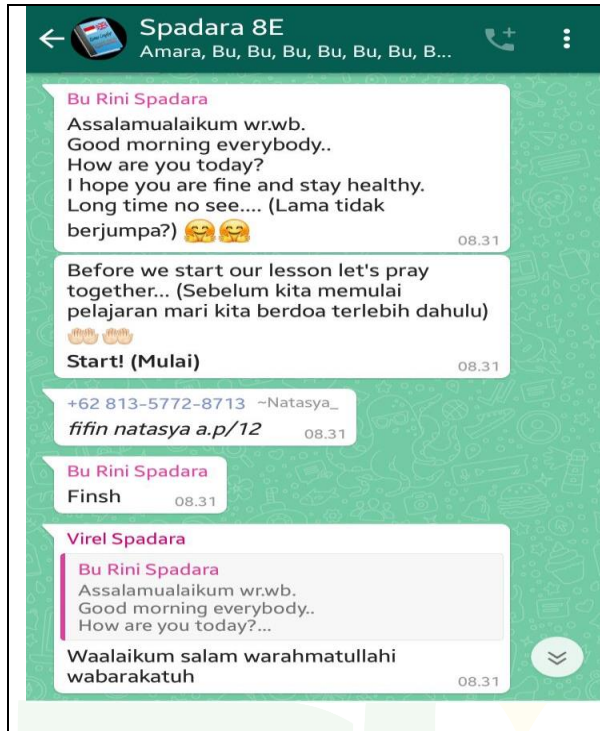
The researcher : “are there any differences among students in understanding English materials?”

Mrs. Rini : “I think there are differences among students in understanding English materials, because during English online learning some of the students are focus and some of them didn't focus. It can be seen when some of them sometimes chatting me to ask the lesson during online learning”

- The researcher : “what strategies do you used to promoting those differences?”
- Mrs. Rini : “I used some different strategies or media that students prefer as much as possible. But in this condition, I can’t do much”
- The researcher : “have you ever checked the students’ English learning styles?”
- Mrs. Rini : “no, I haven’t. I have no much time to check it one by one”
- The researcher : “is it important to know students’ English learning styles in teaching and learning process?”
- Mrs. Rini : “yes, by knowing students’ learning style, the teacher can determine to use what technique or media in English teaching and learning process”
- The researcher : “are there any difficulties caused by differences of students’ English learning styles?”
- Mrs. Rini : “sure, during the pandemic covid-19 I feel difficult to applying various teaching methods, lack of communication networks, limited time and tools to support online learning. Caused these limitations, I feel difficult to facilitate teaching and learning process. Some of them can facilitate properly, and the other not”

IAIN JEMBER

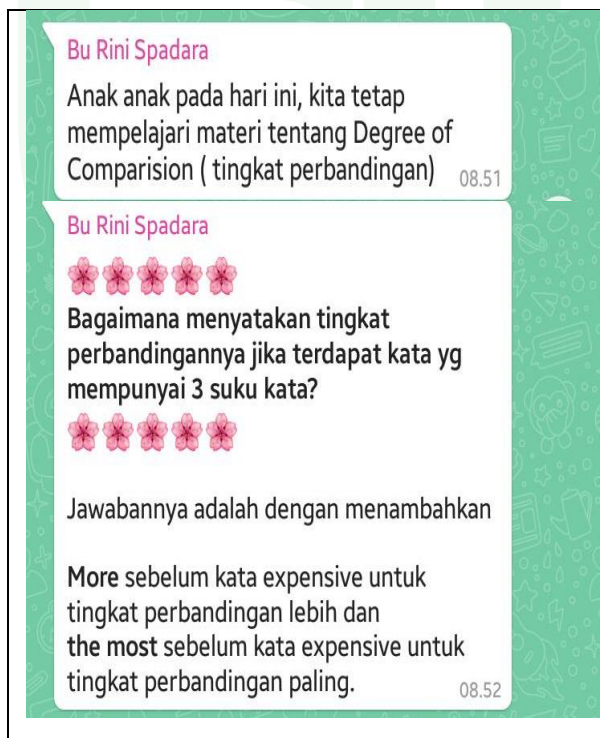
Appendix 8 (Screenshot Process of online English Learning During Pandemic)



The screenshot shows a WhatsApp chat interface with a contact named 'Spadara 8E'. The chat history includes:

- A message from 'Bu Rini Spadara' with the text: "Assalamualaikum wr.wb. Good morning everybody.. How are you today? I hope you are fine and stay healthy. Long time no see.... (Lama tidak berjumpa?) 😊😊" (08.31)
- A message from 'Bu Rini Spadara' with the text: "Before we start our lesson let's pray together... (Sebelum kita memulai pelajaran mari kita berdoa terlebih dahulu) 🙏🙏" (08.31)
- A message from 'Bu Rini Spadara' with the text: "Start! (Mulai)" (08.31)
- A forwarded message from '+62 813-5772-8713 ~Natasya_' with the text: "fifin natasya a.p/12" (08.31)
- A message from 'Bu Rini Spadara' with the text: "Finsh" (08.31)
- A message from 'Virel Spadara' with the text: "Bu Rini Spadara Assalamualaikum wr.wb. Good morning everybody.. How are you today?..." (08.31)
- A message from 'Virel Spadara' with the text: "Walaikum salam warahmatullahi wabarakatuh" (08.31)

Before start the lesson, Mrs. Rini asks the students to pray and fill the attendance first




The screenshot shows a WhatsApp chat interface with a contact named 'Spadara 8E'. The chat history includes:


- A message from 'Bu Rini Spadara' with the text: "Anak anak pada hari ini, kita tetap mempelajari materi tentang Degree of Comparision (tingkat perbandingan)" (08.51)
- A message from 'Bu Rini Spadara' with the text: "Bagaimana menyatakan tingkat perbandingannya jika terdapat kata yg mempunyai 3 suku kata?" (08.52)
- A message from 'Bu Rini Spadara' with the text: "Jawabannya adalah dengan menambahkan More sebelum kata expensive untuk tingkat perbandingan lebih dan the most sebelum kata expensive untuk tingkat perbandingan paling." (08.52)

Mrs. Rini starts the lesson. She explains the material that was discussed previously in the last week.

WhatsApp chat interface with contact 'Spadara 8E' (Amara, Bu, Bu, Bu, Bu, Bu, Bu, B...).

Bu Rini Spadara
Tugas hari ini buka hal 138. Kerjakan dan salin di buku tulis. 09.45

Bu Rini Spadara
 09.46

Bu Rini Spadara
Bu Rini Spadara
Foto  09.48

Cari 10 adjective yg terdiri dari 3 suku kata. di paket ada 7 adjective sisa cari di kamus 09.48

Jika selesai jawabannya silahkan dikirim diketik at di foto 09.48

Mrs. Rini asks the students to open the textbooks, and she gives some assignment to do.

WhatsApp chat interface with contact 'Spadara 8E' (Amara, Bu, Bu, Bu, Bu, Bu, Bu, B...).

Bu Rini Spadara
Alhamdulillah....

Pembelajaran B.Ing hari ini berjalan lancar....
Sebelum pembelajaran hari ini ibu akhiri, Ibu ucapkan terima kasih sudah bersemangat dalam belajar di pagi ini....

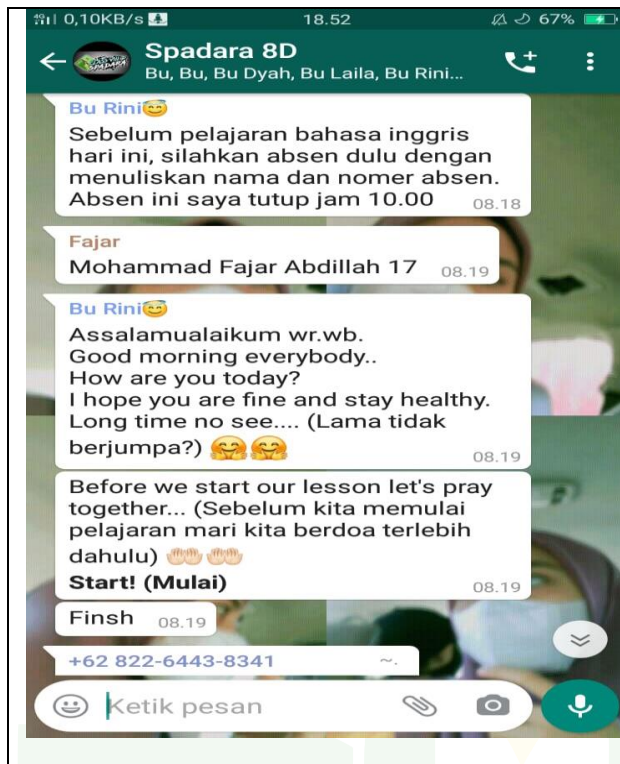
Bagi yang belum selesai tugas hari ini, Ibu tunggu yaa...,
Cukup sekian dulu pembelajaran B.Ing hari ini, semoga apa yang kita pelajari bisa bermanfaat, dan....sampai ketemu lagi di pembelajaran B.Ing berikutnya....

Tetap semangat, jaga kesehatan, dan tetap dirumah saja ya.... 🥰

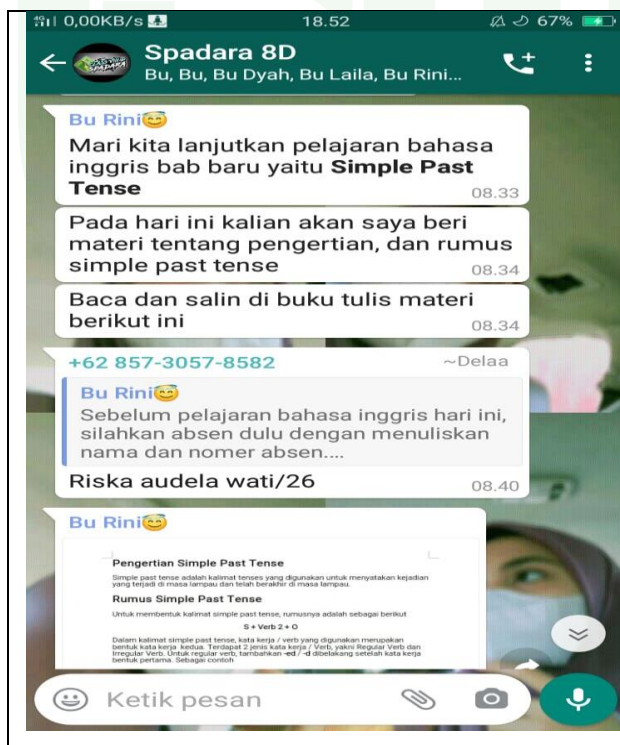
Wassalamualaikum.... 10.06

Walaikumsalam Wr.Wb 10.07 ✓

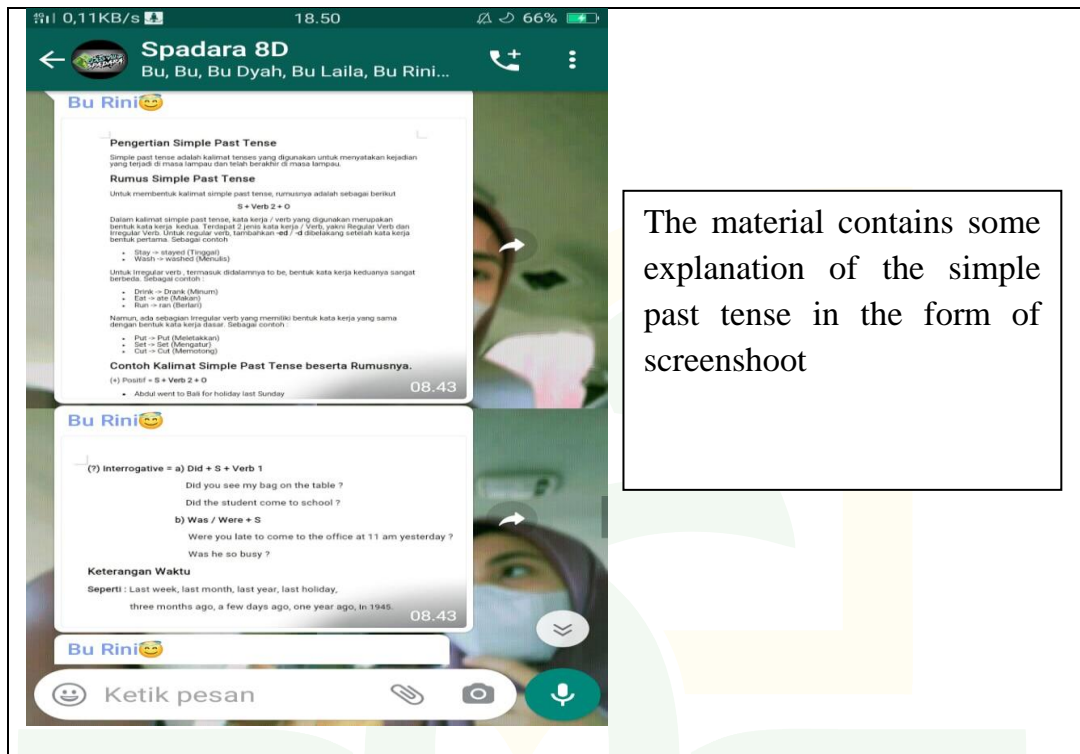
Mrs. Rini finished the lesson, and say thanks.



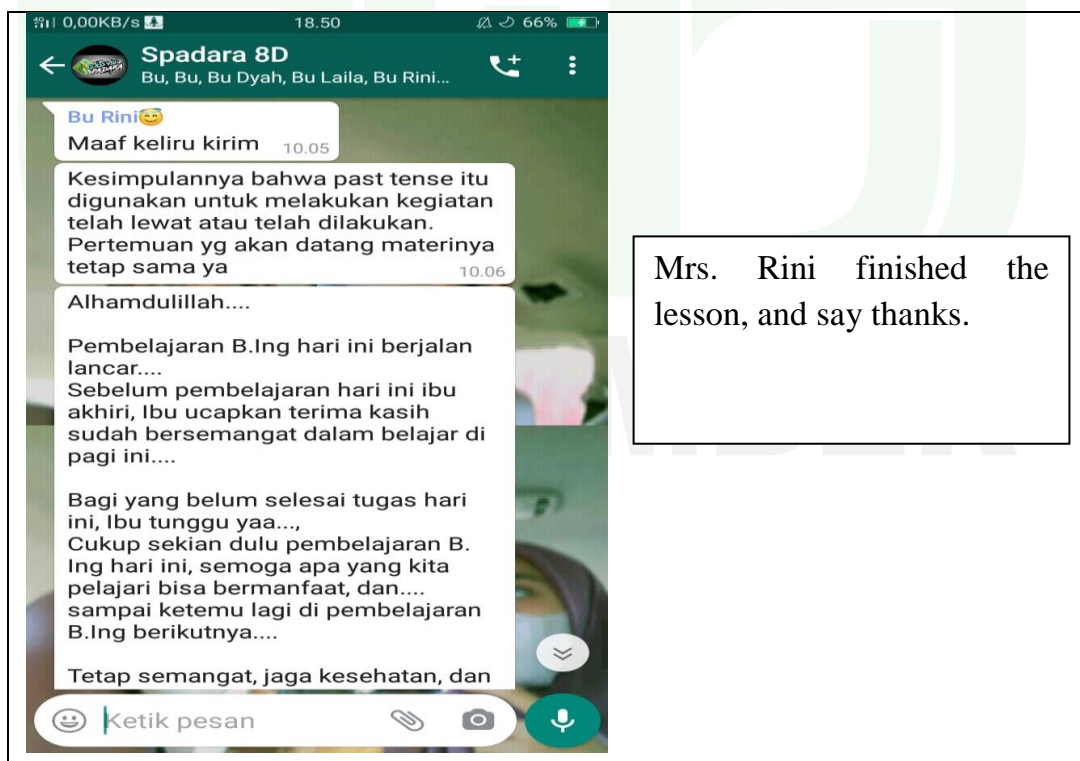
Before start the lesson, Mrs. Rini asks the students to pray and fill the attendance first



Mrs. Rini starts the lesson. She sent the material to the group and asks the students to read and copy the material into their notebooks



The material contains some explanation of the simple past tense in the form of screenshot



Mrs. Rini finished the lesson, and say thanks.

Appendix 9 (Screenshot Responses of Student’s Questionnaire in Google Form)

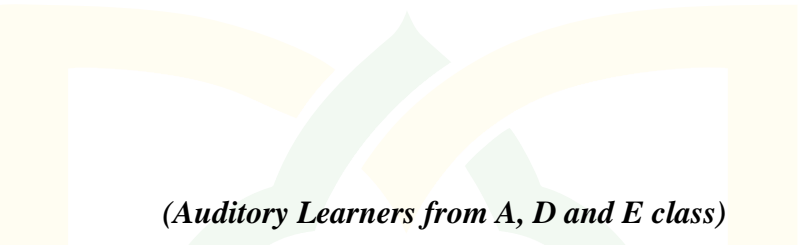
(Visual Learners from A, D and E class)

English Learning Styles (Responses)

Perubahan disimpan



A	B	C	D	E	F
Timestamp	Nama Lengkap	Nomor Absen	Kelas	Jenis Kelamin	1. Ketika saya meng
10/9/2020 20:27:11	Muhammad Daniel S.	18 8D		Laki-laki	membaca intruksi terle
10/19/2020 13:37:56	VHIRELLA ARNELYN	30 8E		Perempuan	membaca intruksi terle
12/24/2020 14:35:26	Zuyyinah Putri Rizqiyah	34 8A		Perempuan	membaca intruksi terle
3. Ketika saya mence	2. Ketika saya memb	4. Apabila saya meni	5. Saya cenderung b	6. Di waktu luang, sa	7. Ketika saya memb
mengikuti resep yang te	bertanya pada seseorang	memberikan mereka pe	lihat, bagaimana saya n	berolahraga atau meng	mencoba untuk menger
mengikuti resep yang te	melihat peta	memberikan mereka pe	dengar, saya menjelask	mendengarkan musik d	membayangkan bagaim
mengikuti resep yang te	melihat peta	memberikan mereka pe	lihat, bagaimana saya n	pergi ke museum dan p	membayangkan bagaim
8. Ketika saya memil	9. Apabila saya mem	10. Ketika saya mem	11. Apabila saya mei	12. Ketika saya menc	13. Ketika saya berkc
membayangkan bagaim	membaca review di kor	bicara langsung dengar	membayangkan bagaim	melihat anggota grup d	fokus pada kata atau ga
membaca banyak brosu	membaca review di kor	memberikan kesempta	membayangkan bagaim	melihat anggota grup d	fokus pada kata atau ga
membaca banyak brosu	membaca review di kor	memperhatikan bagaim	membayangkan bagaim	melihat anggota grup d	bergerak, memainkan p
14. Saya memilih pe	15. Sesuatu yang say	16. Ketika saya gelisa	17. Saya merasa teril	18. Ketika saya haru	19. Apabila saya mei
warna dan bentuk mere	melihat sesuatu	tidak bisa duduk tentan	apa yang mereka kataka	membayangkan tentang	menunjukkan mereka a
permukaan dan tekstur	melihat sesuatu	bicara dalam hati apa y	bagaimana cara mereka	menulis banyak catatan	menjelaskan pada mere
warna dan bentuk mere	melihat sesuatu	membayangkan akhir c	bagaimana perawakan r	menulis banyak catatan	menunjukkan mereka a
20. Saya sangat men	21. Kebanyakan waki	22. Ketika saya berin	23. Yang pertama kal	24. Apabila marah, s	25. Saya menemukan
menonton film, fotograf	menonton televisi	menyusun pertemuan l	suara dan gaya bicaran	meninggikan suara say	wajah
menonton film, fotograf	melakukan aktivitas fisi	mencoba untuk melakul	cara berdiri dan bertind	tetap mengulang-ulang	wajah
menonton film, fotograf	menonton televisi	menyusun pertemuan l	berpenampilan dan ber	tetap mengulang-ulang	wajah
26. Saya pikir kamu	27. Ketika saya berte	28. Saya mengingat	29. Apabila saya ingi	30. Saya cenderung b	
mereka menghindari ko	saya berkata "senang bi	mengucapkan dengan l	menulis sepucuk surat	saya mendengar apa yang	kamu ucapkan
mereka menghindari ko	saya berkata "senang s	mengerjakan dan memp	mengembalikan barang	saya tahu apa yang kamu	rasakan
mereka menghindari ko	saya berkata "senang s	menulis catatan atau m	menulis sepucuk surat	saya mengerti apa maksudmu	



(Auditory Learners from A, D and E class)

English Learning Styles (Responses)

Perubahan disimpan



A	B	C	D	E	F
Timestamp	Nama Lengkap	Nomor Absen	Kelas	Jenis Kelamin	1. Ketika saya meng
12/24/2020 15:39:08	MOHAMMAD FAJAR AB	17	8D	Laki-laki	mendengar penjelasan
12/24/2020 14:45:33	RADE DANUARTA	20	8E	Laki-laki	membaca intruksi terle
10/19/2020 19:03:21	Sonya Youshin Ramadh	30	8A	Perempuan	membaca intruksi terle
3. Ketika saya mence	2. Ketika saya memb	4. Apabila saya meni	5. Saya cenderung b	6. Di waktu luang, sa	7. Ketika saya memb
menelpn seorang tem	bertanya pada seseoran	memberikan mereka pe	dengar, saya menjelask	mendengarkan musik d	berdiskusi dengan peng
mengikuti resep yang te	bertanya pada seseoran	memberikan mereka pe	dengar, saya menjelask	mendengarkan musik d	berdiskusi dengan peng
mengikuti resep yang te	bertanya pada seseoran	mempraktekkannya terk	dengar, saya menjelask	mendengarkan musik d	mencoba untuk menger
8. Ketika saya memil	9. Apabila saya mem	10. Ketika saya mem	11. Apabila saya mei	12. Ketika saya mence	13. Ketika saya berkc
mendengar rekomadasi	berdiskusi tentang apa	bicara langsung dengar	bicara tentang pilihan (r	mendengarkan lirik dan	berdiskusi tentang mas
mendengar rekomadasi	berdiskusi tentang apa	bicara langsung dengar	bicara tentang pilihan (r	mendengarkan lirik dan	berdiskusi tentang mas
membayangkan bagaim	berdiskusi tentang apa	memberikan kesempatan	membayangkan bagaim	menari sesuai dengan li	berdiskusi tentang mas
14. Saya memilih pe	15. Sesuatu yang say	16. Ketika saya gelisa	17. Saya merasa teril	18. Ketika saya haru	19. Apabila saya mei
gambaran yang diberika	membicarakan sesuatu	tidak bisa duduk tentan	bagaimana cara mereka	berdiskusi dengan cata	menjelaskan pada mere
gambaran yang diberika	membicarakan sesuatu	bicara dalam hati apa ya	apa yang mereka kataka	berdiskusi dengan cata	menjelaskan pada mere
warna dan bentuk mere	melihat sesuatu	membayangkan akhir c	bagaimana perawakan r	berdiskusi dengan cata	menunjukkan mereka a
20. Saya sangat men	21. Kebanyakan waki	22. Ketika saya berin	23. Yang pertama kal	24. Apabila marah, s	25. Saya menemukan
mendengarkan musik, r	menonton televisi	berbicara dengan merek	suara dan gaya bicaran	meninggikan suara say	nama
menonton film, fotograf	menonton televisi	menyusun pertemuan la	suara dan gaya bicaran	meninggikan suara say	nama
mendengarkan musik, r	melakukan aktivitas fisi	menyusun pertemuan la	berpenampilan dan ber	meninggikan suara say	wajah
26. Saya pikir kamu	27. Ketika saya berte	28. Saya mengingat	29. Apabila saya ingi	30. Saya cenderung b	
suara mereka berubah	saya berkata "senang bi	mengucapkan dengan k	mengeluh melalui telep	saya mendengar apa yang	kamu ucapkan
suara mereka berubah	saya berkata "senang bi	mengucapkan dengan k	mengembalikan barang	saya mendengar apa yang	kamu ucapkan
mereka gemeteran	saya memeluk atau mer	menulis catatan atau m	mengembalikan barang	saya tahu apa yang kamu	rasakan

(Kinesthetic Learners from A, D and E class)

English Learning Styles (Responses)

Perubahan disimpan



A	B	C	D	E	F
Timestamp	Nama Lengkap	Nomor Absen	Kelas	Jenis Kelamin	1. Ketika saya meng
10/20/2020 14:10:11	Ryan Armanda saputra	24	8E	Laki-laki	membaca intruksi terle
10/18/2020 8:33:05	Vita Amalia	30	8D	Perempuan	membaca intruksi terle
10/18/2020 8:46:05	Wardah	32	8A	Perempuan	langsung menggunak
3. Ketika saya mencc	2. Ketika saya memb	4. Apabila saya meni	5. Saya cenderung b	6. Di waktu luang, sa	7. Ketika saya memb
menelpn seorang tem	bertanya pada seseoran	memberikan mereka pe	dengar, saya menjelask	berolahraga atau meng	mencoba untuk menger
mengikuti resep yang te	melihat peta	mempraktekkannya terk	lihat, bagaimana saya n	mendengarkan musik d	mencoba untuk menger
mengikuti insting saya,	bertanya pada seseoran	mempraktekkannya terk	lihat, bagaimana saya n	berolahraga atau meng	membayangkan bagaim
8. Ketika saya memil	9. Apabila saya mem	10. Ketika saya mem	11. Apabila saya mei	12. Ketika saya menc	13. Ketika saya berkc
mendengar rekomadasi	berdiskusi tentang apa	memberikan kesempatan	membayangkan bagaim	mendengarkan lirik dan	fokus pada kata atau ga
mendengar rekomadasi	test-drive dengan berba	memberikan kesempatan	membayangkan bagaim	mendengarkan lirik dan	berdiskusi tentang mas.
membayangkan bagaim	membaca review di kor	memberikan kesempatan	membayangkan bagaim	mendengarkan lirik dan	fokus pada kata atau ga
14. Saya memilih pe	15. Sesuatu yang say	16. Ketika saya gelisa	17. Saya merasa teril	18. Ketika saya haru:	19. Apabila saya mei
permukaan dan tekstur	melihat sesuatu	tidak bisa duduk tentan	bagaimana cara mereka	membayangkan tentang	menjelaskan pada mere
permukaan dan tekstur	melihat sesuatu	bicara dalam hati apa ya	bagaimana cara mereka	membayangkan tentang	menjelaskan pada mere
permukaan dan tekstur	melihat sesuatu	bicara dalam hati apa ya	bagaimana cara mereka	membayangkan tentang	menjelaskan pada mere
20. Saya sangat men	21. Kebanyakan waki	22. Ketika saya berin	23. Yang pertama kal	24. Apabila marah, s	25. Saya menemukan
ikut berpartisipasi dalam	melakukan aktivitas fisi	mencoba untuk melakul	berpenampilan dan ber	tetap mengulang-ulang	sesuatu yang telah saya
mendengarkan musik, r	melakukan aktivitas fisi	mencoba untuk melakul	cara berdiri dan bertind	tetap mengulang-ulang	sesuatu yang telah saya
ikut berpartisipasi dalam	melakukan aktivitas fisi	mencoba untuk melakul	suara dan gaya bicaran	tetap mengulang-ulang	sesuatu yang telah saya
26. Saya pikir kamu	27. Ketika saya berte	28. Saya mengingat	29. Apabila saya ingi	30. Saya cederung b	
suara mereka berubah	saya memeluk atau mer	mengerjakan dan memp	mengembalikan barang	saya mengerti apa maksudmu	
mereka menghindari ko	saya berkata "senang s	mengucapkan dengan l	mengembalikan barang	saya tahu apa yang kamu rasakan	
mereka gemetar	saya memeluk atau mer	menulis catatan atau m	mengembalikan barang	saya tahu apa yang kamu rasakan	

Appendix 10 (Research Journal Activities)

RESEARCH JOURNAL ACTIVITIES

Name : Ismi Rosita
 SRN : T20166022
 Title : English Learning Style of Eighth Graders in SMPN 2 Rambipuji Jember
 Location : SMPN 2 Rambipuji Jember

No	Date	Activity	Initials
1.	21 th September 2020	The researcher asking for a research license letter to the headmaster	<i>I</i>
2.	23 rd September 2020	The researcher meets the English teacher to talk about research planning	<i>RS</i>
		The teacher gives some supporting documents such as list of students names and link of Whatsapp group of each class needed for research	<i>RS</i>
3.	25 th September - 10 th October 2020	The researcher gives online questionnaire by using Google Form to the eighth graders in A, D and E class	<i>RS</i>
4.	19 th - 24 th October 2020	The researcher conducts interviews with the selected students from A, D and E class	<i>RS</i>
5.	25 th October 2020	The researcher conducts interviews with the English teacher	<i>RS</i>
6.	27 th October 2020	The researcher asking for a research finished letter	<i>I</i>

Rambipuji, 27th October 2020

The Headmaster



Moh. Rokhim, M. Pd

NIP. 19680113198901001

Appendix 11 (Screenshot Videocall Interview with the students)

**(Whatsapp Videocall
Interview with Ryan
Armanda Saputra,
kinesthetic learner
from 8E class)**

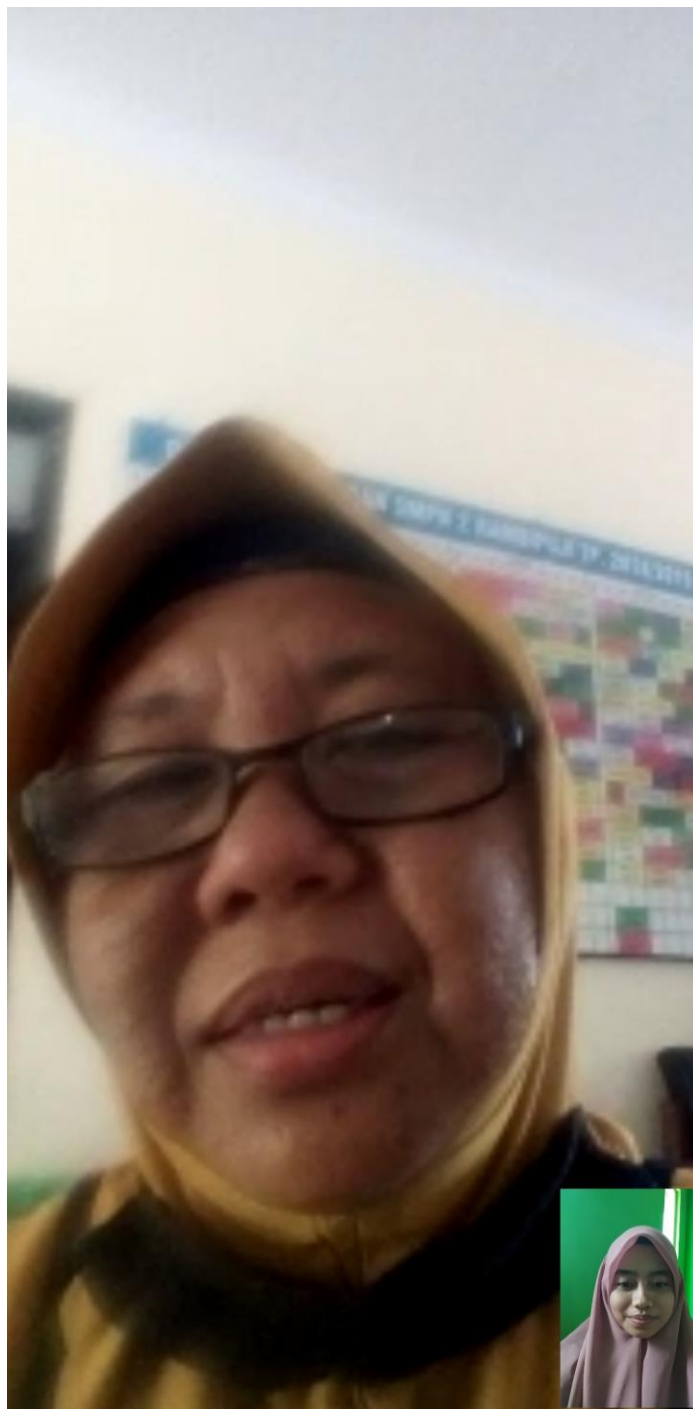
IAIN JEMBER



**(Whatsapp Videocall
Interview with Putri,
visual learner from 8A
class)**

Appendix 12 (Screenshot Videocall Interview with the teacher)

IAIN JEMBER



The researcher conducts the interview with the English teacher

Appendix 13 (Maps of School SMPN 2 Rambipuji Jember)



Appendix 14 (Research License Letter)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
 Website : [www.http://fik.iain-jember.ac.id](http://fik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 0763/In.20/3.a/PP.00.9/09/2020 18 September 2020
 Sifat : Biasa
 Lampiran : -
 Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 2 RAMBIPUJI
 Jl. Widuri No. 1 Pecoro Rambipuji Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Ismi Rosita
 NIM : T20166022
 Semester : IX
 Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai *English Learning Style of Eighth Graders in SMPN 2 Rambipuji Jember* selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Rokhim, M. Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Kepala Sekolah

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
 Wakil Dekan Bidang Akademik,

 Mashudi

Appendix 15 (Research Finished Letter)



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 2 RAMBIPUJI
 Jalan Widuri 1 Telp (0331) 711411 Rambipuji



SURAT - KETERANGAN
No. 800 / 517/ 413.16.20523862/2021

Yang bertanda tangan dibawah ini :

N a m a : **MOH. ROKHIM , M.Pd**
 N I P : 19680113 198901 1 001
 Jabatan : Kepala Sekolah
 Unit Kerja : SMP Negeri 2 Rambipuji

Menerangkan dengan sebenarnya bahwa nama tersebut dibawah ini :

N a m a : **ISMI ROSITA**
 N I M : T20166022
 Program /Jurusan : Tadris Bahasa Inggris
 Jenjang : Strata (S.1)
 Fakultas : Tarbiyah dan Ilmu Keguruan

Terhitung Tanggal 21 September sampai dengan 27 Oktober 2020 yang bersangkutan telah selesai melaksanakan penelitian di SMP Negeri 2 Rambipuji , dengan judul Tesis : “

English Learning Style Of Eighth Graders in SMP Negeri 2 Rambipuji Jember “

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.



Rambipuji, 21 April 2021
 Kepala Sekolah

MOH.ROKHIM, M.Pd
 NIP.19680113 198901 1 001

Appendix 16 (Declaration of Authenticity)**DECLARATION OF AUTHENTICITY**

The undersigned below:

Name : Ismi Rosita
SRN : T20166022
Program : English Education
Faculty : Education and Teacher Training
Institution : IAIN Jember

State that thesis entitled "English Learning Style of Eighth Graders in SMPN 2 Rambipuji Jember" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact: I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 23rd April 2021



Ismi Rosita
SRN. T20166022

Appendix 17 (Guidance Letter)

KARTU KONSULTASI
BIMBINGAN SKRIPSI PROGRAM S1
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) JEMBER

Nama : Ismi POSITA
 No. Induk Mahasiswa : T20166022
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan/Prodi : Pendidikan Bahasa / Tadris Bahasa Inggris
 Judul Skripsi : English Learning Style of Eighth Graders in SMP 2 Rambipuji - Jember
 Pembimbing : Praptika Septi Fenilia, M.Pd
 Tanggal Persetujuan : Mulai Tanggal 14 Januari 2020 s.d. 26 April 2021

NO.	KONSULTASI PADA TANGGAL	MASALAH YANG DIBICARAKAN	TANDA TANGAN PEMBIMBING
1.	14 Januari 2020	Konsultasi Judul	Jsg
2.	02 Juli 2020	Pengajuan Matrix Penelitian	Jsg
3.	10 Juli 2020	Revisi Matrix dan acc	Jsg
4.	29 Juli 2020	Konsultasi Bab 1	Jsg
5.	25 Agustus 2020	Revisi Bab 1 dan lanjut garap Bab 1-3	Jsg
6.	07 September 2020	Konsultasi Bab 1-3	Jsg
7.	16 September 2020	Acc Seminar Proposal	Jsg
8.	16 Februari 2021	Konsultasi Bab 4-5	Jsg
9.	29 Maret 2021	Revisi Bab 4-5	Jsg
10.	09 April 2021	Revisi Bab 4-5	Jsg
11.	12 April 2021	Revisi Bab 4-5	Jsg
12.	20 April 2021	Konsultasi Bab 1-5	Jsg
13.	23 April 2021	Revisi skripsi	Jsg
14.	28 April 2021	Acc bidang skripsi	Jsg
15.			Jsg

Jember, 28 April 2021
 Ketua Jurusan, TBI

Praptika Septi Fenilia
 Praptika, M.Pd.1
 NIP. 197609152065011004

Catatan : Kartu Konsultasi Ini Harap Dibawa Pada Saat Konsultasi Dengan Dosen Pembimbing Skripsi

Appendix 18 (Researcher's Biodata)**BIODATA**

Name : Ismi Rosita

Place, date of birth : Probolinggo, 02nd March 1998

Address : Kedungsari-Maron-Probolinggo

Gmail Address : ismirosita2016@gmail.com

Educational Background :

1. MI Raudlatul Ulum (2005-2010)
2. MTs Walisongo 2 (2010-2013)
3. SMAS Zainul Hasan (2013-2016)