

**THE STUDENTS' LEARNING STYLE IN LEARNING SPEAKING
USED BY THE EIGHTH GRADE OF SMP N 02 COLOMADU
IN ACADEMIC YEAR 2022/2023
THESIS**

Submitted as a Partial Requirements
for the degree of *Sarjana*



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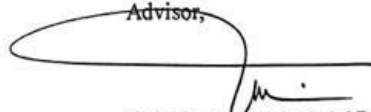
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Thank you for the attention.

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DEDICATION

This thesis is dedicated to:

1. My beloved parents Meylana Wasumah and Winartono Nurfuad who give love, support and prayers in my journey
2. My advisor, Muh. Husin Al Fatah, M.Pd., who give me advice and support in finishing my thesis
3. My friends, Farhan, Anisah, Lisda, Sayyid and all my friends who give me support in finishing my thesis.
4. My Almamater UIN Raden Mas Said Surakarta

MOTTO

Our duas are never rejected, they are answered in different ways.

PRONOUNCEMENT

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "THE STUDENTS' LEARNING STYLE IN LEARNING SPEAKING USED BY THE EIGHTH GRADE OF SMP N 02 COLOMADU IN ACADEMIC YEAR 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are sign by citation and referred in the bibliography. If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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ABSTRACT

Oki Wulan Sari. 2022. *The Students' Learning Style In Learning Speaking Used By The Eighth Grade Of SMP N 02 Colomadu In Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

Every students has their own pattern in learning but some of them did not know their preferred learning style that match with themselves. This study aims to find out the students' learning style in learning speaking used by the eighth grade of SMP N 02 Colomadu. The objectives of the study is : "To find out the students' learning style in learning speaking used by the Eighth Grade of SMP N 2 Colomadu in academic year 2022/2023".

In this research the researcher used descriptive qualitative research. The subject of this study was 29 students of eighth grade of SMP N 02 Colomadu. The researcher used instruments, namely questionnaire and interview. VAK questionnaire was utilized in this study to know the students' learning styles. Interview was also conducted in collecting some additional information regarding the students' learning. In analyzing data, the researcher used the theory of Miles and Huberman: reducing the data, data display, and drawing conclusion and verification. To test the trustworthiness of the data, the researcher used technical triangulation.

The results of this study showed that as many as 45% of 29 respondents prefer auditory learning style, that means 13 students as auditory learner, 32% prefer visual learning style, which mean 9 of 29 students as an visual learner and 24% students prefer kinesthetic learning style, which mean 7 of 29 as a kinesthetic learner. Based on the questionnaire result above, it can be concluded that most students prefer an auditory learning style.

Keywords : VAK Learning style, Learning, Speaking.

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Brown (2001), the aims of English learning are to enable students to participate in short conversation, ask and answer questions, find the way to express the idea, and collect information from others. The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies, Pearse, 2000). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field. Speaking is one of the four primary English skills taught in junior high schools. When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth.

Speaking skill is often ignored in some teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English. Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Bashir, Azeem, Dogar, 2011). The most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important

of the four language skills. Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, Madrid, McLaren, 2006). Speaking skills are the most successful since speech is used for the bulk of communication. As a result, speaking abilities are the most crucial mode of communication. There is no doubt that expertise in each skill is required to become a well-rounded communicator, but the capacity to communicate fluently gives the speakers with various significant benefits in communicating effectively with others.

One of the most important elements influencing students' performance in studying a topic is their learning style. Learning style is one of the educational tools that may properly define the learning process, which is why Torre (2013) believes that the teacher should be able to grasp students' learning styles in order to assess the students' specific preferences. Understanding a student's learning style allows the teacher and even the students to identify the simplest approach to learn.

Hung (2014) in his study “Improving EFL Classroom Interaction by understanding students’ learning styles ” The study described that it is important for the teacher to understand students’ learning style in order to help them improve their language competencies to the most. Teachers can use appropriate strategies and activities in language classes if they have a good understanding of the learning styles of their students.

Hassani (2012) conducted “The Relationship between Learning Style and Iranian Intermediate EFL Learners’ Speaking Performance”. The

result of this research indicated that auditory learning style was the most preferred learning style, followed by kinesthetic learning style and visual learning style. The result also indicated that there was significant correlation between learning styles and speaking achievement.

According to the discussion above the researcher wants to reveal the students' learning styles in learning speaking at the eighth grade of SMP N 2 Colomadu in academic year 2022/2023. The reason why the researcher choosing this school is based on the questionnaire in pre-observation result some students did not know their English patterns in learning English language especially in learning speaking. By knowing students' learning style the researcher assume it can be useful for the students to help them to solve their obstacles in learning speaking. It is due to a reason which can impact students' capacity to learn, particularly their speaking skills. Therefore, this research is very worthy to be done.

The researcher focuses on the students' learning styles used in learning speaking. There are three kinds of learning styles: visual, auditory, and kinesthetic. Students will be given a questionnaire in this study to investigate their Learning Style in Learning Speaking. For this reason, researcher interest to conduct research entitled "THE STUDENT'S LEARNING STYLE IN LEARNING SPEAKING USED BY THE EIGHTH GRADE OF SMP N 02 COLOMADU IN ACADEMIC YEAR 2022/2023".

B. Identification of the Problems

According to the background of the study above, the researcher identifies the problems as follows :

1. Most students do not realize their individual learning patterns, and certain obstacles develop throughout the learning process.
2. The students' ability to comprehend and absorbs the speaking lessons are in various levels.
3. Some students choose to remain silent rather than participate in class

C. Limitation of the Problems

Based on the identification of problem above, it is clear that the research constraints are connected to students' learning styles in learning speaking. The research subject of the study is the Eighth Grade of SMP N 2 Colomadu in Academic Year 2022/2023 particularly A class consist of 29 students. This study aims to find out students' learning styles in learning speaking at the eighth grade of SMP N 2 Colomadu in academic year 2022/2023.

D. Formulation of the Problems

Based on the background of the study and limitations of the problems above then formulation of the problems in this study is : “What are the students' learning style in learning speaking used by the eighth grade of SMP N 2 Colomadu in academic year 2022/2023?”

E. Objective of the Study

The objectives of the study is : “To find out the students’ learning style in learning speaking used by the Eighth Grade of SMP N 2 Colomadu in academic year 2022/2023”.

F. Benefits of the Study

From this study, it is expected that the result of the research can give a contribution to the language teaching and learning activity in relation to the learning style and learning speaking.

1. Theoretical Benefits

Theoretically, the result of this reserch can give a description about learning style in learning speaking at SMP N 02 Colomadu in Academic Year 2022/2023.

G. Practical Benefits

a. The Teacher

The researcher expects this study can be an additional input in teaching learning process related to the English learning style for the eighth grade student of SMP N 2 Colomadu. As a result, teachers may assist students in learning how to solve their obstacles and their English speaking skills.

a. The Students

It is intended that this research would provide feedback to students, allowing them to solve their difficulty of enhancing their speaking success.

b. The researcher

The research findings will improve the researcher's knowledge and experience on students' learning styles in speaking skills connection to the growths of English Speaking and the barriers that students confront in increasing English Speaking. When the researcher becomes a teacher, the researcher will use the findings of the whole the study to create instructional programs.

c. Other Researcher

From this research, it is expected that this research can be referred the further researcher that concern with teaching for deaf and hard of hearing students. This research is also expected to be continued by other researcher in another focus.

H. Definition of Key Terms

Before beginning the thesis, the researcher will define several key terms.

1. Speaking

Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the

ability to perform a conversation in the language (Nunan, 1995). Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). Brown (2001:257) said that speaking is literary to say things, express, thought aloud, and uses the voice. Definition of speaking based on Suharyati and Suryanto (2003) in Arjulayana (2021) that the essence of speaking is a moving process from one source to another. It means that speaking as result of getting information through people's mind then they will perceive in words and keep in their mind and at the end of the processing is produced the words in orally, called speaking.

2. Learning

According to Brockett & Roger (1994), learning is a personal act of individual to make full use of his potential. It is a process of self actualization to its maximum level. According to Brockett & Roger (1994), learning is a personal act of individual to make full use of his potential. It is a process of self actualization to its maximum level. According to Vaill (1996), learning is a way of being. It is an ongoing set of attitudes/temperaments and actions by the individual and groups which they employ to keep abreast of the surprising, novel/new, ambiguous, obtrusive and recurring events.

3. Learning style

According to Pashler, et. al .in Soflano and Hainey (2015: 4) learning style was "the concept that individuals differ in regard to what

mode of instruction or study is most effective for them". Learning style is sensory and mental simultaneously which is affected by personality type, educational specialization, career choice, and current job role and tasks. Another definition of learning style by Kocinski in Soflano and Hainey (2015: 4) is the strategy preferred by a learner to perceive, interact and respond to the learning environment. In essence, learning styles are a consistent manner that students' capture the stimuli or knowledge, how to memorize, analyze, and solve the problems.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Concept of Speaking

a. Definition of Speaking

Speaking is one of the language competence parts of language learning. Speaking as a communication process, the process of converting a concept or feeling into an utterance or fully meaning speech. Speaking is an action that involves interacting with others, has a unique meaning, and is supported by a basic structural framework that is obvious and easy to grasp. Speaking is a type of human activity that makes substantial use of physical factors, neurologists, semantics, and linguistics. Brown (2001:257) said that speaking is literary to say things, express, thought aloud, and uses the voice. Definition of speaking based on Suharyati and Suryanto (2003) in Arjulayana (2021) that the essence of speaking is a moving process from one source to another. It means that speaking as result of getting information through people's mind then they will perceive in words and keep in their mind and at the end of the processing is produced the words in orally, called speaking.

According to Keraf and Slamet (2009) in Arjulayana (2021) they divided the speaking into 3 categories are; *persuative*; supporting, convincing and action. Need listener's reaction in getting inspiration or evoke emotion to get the opinion conformity, intellectual, and even acts

of listeners. *instructive*; inform to gain the reaction from our listener correctly, and *recreative* ; pleasant, require the interaction from our listener such as interest and happy. Sahara, Zulaikah, and Jelita (2021) defined speaking as the action of delivering sounds or words to communicate with others to share a few thoughts or data orally. Thoughts and data are involved in communication through speaking. Besides, core speaking skill also refers to the capacity to negotiate speech (e.g. building on previous utterances, monitoring understanding, repairing communication breakdown, giving feedback), and the capacity to manage the flow of speech as it occurs (Mutaat, 2022). Speaking has many aspects in it; grammar, pronunciation, fluency, and etc.

According to the definition above, speaking is the ability of a person to express their ideas, feelings, or something in their minds in order to communicate with others.

There are 5 concepts in speaking skill based on Brown, are; (1) speaking skill as the most important in communication, (2) speaking skill is a creative process, (3) speaking skill is a learning outcome, (4) speaking skill as a media to make a wide knowledge, (5) language skill can be develop by any kind of ways. Brown (2001:168) stated that there are some components should be recognized by learner in learning speaking:

a. Pronunciation

Thornbury in Arjulayana (2021) stated that pronunciation refers to the Student's ability to produce comprehensible utterances to

fulfill the task requirements. It refers to production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning.

b. Grammar

Harmer in Arjulayana (2021) said that grammar of a language is the description of the ways in which words can change their forms and combine into sentence in that language. It helps the learners to combine the words, to produce sentence correctly. In speaking, grammar could help the learners will to different the formal and informal expression or polite and impolite expression.

c. Vocabulary

Vocabulary is one of important element in speaking. Without vocabulary, learners cannot say something. The learners can make a sentence or communicate effectively what they want to say. One cannot communicative effect or express their idea both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which used in communication.

d. Fluency

Fluency is used to measure capable or incapable someone in using the language. Fluency is extent to which speakers use the language quickly and confidently, with few hesitations, or natural pauses, false start, word search, etc. (Nunan, 2003:55).

e. Comprehension

In learning English, comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning sentences. (Brown, 2007:226). It requires someone can understand what other speakers say automatically in oral communication.

According to the theory above, speaking is the activity of uttering words or utilizing a language by producing a speech in ordinary voice to convey one's thoughts, ideas, feelings, and willingness. Pronunciation, grammar, vocabulary, fluency, and understanding are the five components of speaking competence. When speaking, the speaker employs speech sound as a signal to transmit the message.

b. Problems on Speaking Skill

There are some problems from speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother tongue. Lai-Mei leong and seyedeh Masoumeh Ahmadi stated on their research about problems on speaking skill such as :

- a. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes fearful of criticism. They are ashamed of the other students attention towards themselves.
- b. The second problem is that learners complain that they cannot remember anything to say and they do not have anything motivation to

express themselves. This is supported by Rivers, who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about it. According to Baker and Wastrop also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

c. The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him or her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

d. The last problem related to speaking ability is that when some learners share some mother-tongue, they try to use it in the speaking class because it is very easy for them. According to Harmer, there are some reasons why learners use mother-tongue in their speaking class. The first reason is that when their teacher asks them to talk about a topic they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother tongue is very natural for learners to use. If their teacher does not urge them to talk in English, learners will automatically use their first language to explain something

to their classmates. The final reason refers to the fact that if learner's 15 mother language, they will feel comfortable to do so in their speaking skill.

c. The nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. According to Widdowson, speaking as an instance of use, therefore, is a part of reciprocal exchange in which both reception and production play a part which involves both receptive and productive participation. He also added that speaking refers to the realization of language as use in spoken interaction and visual media since it is an activity which makes a good use of gesture, and facial expression.

While Scott Thornbury states that speaking is a part of daily life what we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politician may produce even more than that.¹⁰ Furthermore, Johnson and Morrow say that speaking which is popular with the term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners.

Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.¹²

The speakers say words to the listener not only to express what in his mind but also to Express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

d. Kinds of Speaking Activities

There are six broad types of oral communication activities that might be incorporated into curricula in many fields of study. Most are conducive to either formal or informal assignments. Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well.

On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). Incorporated more systematically into a broader curriculum or major, they can together help move students to become more proficient in learning to speak. The kinds of speaking activities as follows:

1. One-on-One Speaking (Student-Student or Student-Teacher)

This is can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

2. Small-Group or Team-Based Oral Work

In smaller scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.

3. Full-Class Discussions (Teacher- or Student-Led)

In this activity usually less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

4. Class Debates and Deliberations

A structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production can range from two participants to a lecture hall.

5. Speeches and Presentations

Usually, a speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

6. Oral Examinations

This activity can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficult if it used in large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.

2. The Concept of Learning

a. Definition of Learning

According to Brockett and Rogger (1994) learning is a personal act of individual to make full use of his potential. It is a process of self actualization to its maximum level. According to Driscoll (2000) Learning is a process to continuous change in human performance or performance potential. It must come about as a result of the learner's experience and interaction with the world around him. According to Vaill (1996), learning is a way of being. It is an ongoing set of attitudes/temperaments and actions by the individual and groups which

they employ to keep abreast of the surprising, novel/new, ambiguous, obtrusive and recurring events.

Learning as a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning. There are three critical components to this definition:

- a) Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.
- b) Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.
- c) Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences-conscious and unconscious, past and present.

Based on the above explanation that learning is a process of change of behaviour of human to be more adults, attitude, belief, mindset and learning also an activity to improve knowledge.

b. The Principle of Learning

The principle of learning is divided into two parts, namely:

1. General Learning Principles

That learning produces changes in the behavior of students that are relatively permanent; students have the potential, infatuation and abilities that are natural seeds for growth and development, change or achievement of ideal qualities that do not grow naturally linear in the life process. (Akhiruddin et al. 2019)

2) Specific Learning Principles

Specific Learning Principles is divided into seven (Hasniyati, 2014), namely:

- a) The principle of attention and motivation
- b) Liveliness
- c) Direct / experienced involvement
- d) Repetition
- e) Challenge
- f) Feedback and reinforcement
- g) The principle of individual difference

c. The behaviourists were led by Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman and Skinner. They believe that learning is a permanent change in behaviour as a result of experience (Thorndike, 1928). However, not all changes in behaviour resulting from experience involve learning. The concept of learning has been applied on those changes that got the capacity to generate new knowledge and prepare the

learner to solve the problems of life. The behaviour includes both of the overt and introvert actions of the individual. It also involves the changes in the ways people understand or experience or conceptualize the world around them. The key point and the focus of behaviourists is gaining knowledge or ability through the use of experience (Ramsden, 1992).

According to Thorndike (1928), the process of learning depends upon the relationship between stimulus and response. He conducted many experiments on dogs and cats by designing a number of wooden crates that required various combinations of levers, strings and buttons to open them. He set the animal on the same task again and again and measured the time it took to solve it. He was interested in discovering whether the animals under the experiment learn their tasks through imitation or observation. He compared the learning curves of cats that had been given the opportunity of observing the escaping animals from a box with those who had never looked the box problem being solved. He found no difference in the rate of learning of both of the groups. He obtained the same results with dogs. He even showed the animals the methods of opening a box by putting their paws on the requisite levers, but he found no improvement in the performance. He revealed that learning is the result of trial and error. Sometimes, an animal performs an action by chance which solve the box problem and frees it from the box. The animal repeats the same action again when it find itself in the same position. The reward of freedom from the box somehow

strengthens an association with the stimulus. He concluded from his experiments that animal learns to solve the puzzle-box problem not by reflecting on possible actions and using insight but by a mechanical development of actions through trial and error which is originally made by chance. Among the responses made to the same situation to solve the problem those which beget satisfaction for the animal will, they are firmly connected with the situation. The greater is the satisfaction of the animal will or discomfort, the greater will be the strengthening or weakening of the bond between stimulus and response.

As a result of his experiments, he formulated this notion into the laws of learning that have lasting impacts for the coming educational psychologists. His primary laws include law of readiness, law of exercise, law of effect, law of belongingness and law of spread of effects. Thorndike maintained that, in combination with the law of exercise, the notion that associations are strengthened by use and weakened with disuse. These laws include three major elements of learning: the stimulus element which involve environmental event, the response element that includes behavioural act and the formation of the connection or bond. His theory of learning is named as connectionism, trial and error learning, learning by selecting and connecting and instrumental learning. The principles of learning can be used to teach children desirable behaviors like non-disruptive classroom conduct. For instance, rewarding positive peer interactions is likely to increase the frequency of such behavior

whereas ignoring disruptive behavior is likely to decrease its occurrence (Joyce, 1997).

3. The Concept of Learning Style

a. Definition of Learning Style

Learning is the process of modifying human activity to make it better than it was before. It is also the process of changing one's thoughts, feelings, and attitude. Learns as well as human processing to comprehend all that God made. As humans or as god's servants, we may be oblivious to what God has done for us. The process of learning is the most important for the learner, because the goal of learning will be achieved if the process of learning is maximized, and if the process of learning is minimized, the goal of learning will be unachieved.

According to Pashler, et. al .in Soflano and Hainey (2015: 4) learning style was "the concept that individuals differ in regard to what mode of instruction or study is most effective for them". Another definition of learning style by Kocinski in Soflano and Hainey (2015: 4) is the strategy preferred by a learner to perceive, interact and respond to the learning environment. Learning style is described as individualistic differences in approach within the process of information receiving and processing Kolb in Cabi and Serpil (2012: 4460) in Indah (2019).

According to Keefe in Astuti (2017: 337) defines learning styles as a composite of characteristics of several cognitive, effective and psychological factors that become indicators of how a person makes perceptions and interacts and responds to the natural surroundings

In addition Chatib in Astuti (2017: 340) stated that Learning style of children like the opening door. Every item of information that enters through the door is wide open, making it easier for children to understand the information. In essence, learning styles are a consistent manner that pupils capture stimuli or knowledge, how to memorize, understand, and solve problems. Everyone has an own sense of style. Each one differs, yet the researchers can classify it. This learning style is directly tied to a personality, which is impacted by his education and developmental history.

b. Types of Learning Style

Many researcher classified learning styles into several types, however the most often used categorization is reffered to in Fleming, N.D., Mills, C. (1992) categorizez learning style into three types namely The Vak model. The VAK model is proposed by Fleming (2001). VAK is in the category of instructional preference because it deals with perceptual modes". VAK stands for Visual (V), Aural (A), and Kinesthetic (K).

1. Visual

Visual learning is a teaching and learning style in which ideas, concepts, data and other information are associated with images and techniques. It is one of the three basic types of learning styles in the widely-used Fleming VAK model.

Characteristics of Visual Learners: Individuals who prefer this style of learning are those who learn through seeing things. They prefer to see information & instructions and may forget information that has only been heard. With the ability to visualize, they tend to see pictures and images when they remember things and may use mind maps. They have a predisposition for writing, drawing, imagining and prefer to create their own notes and to read for themselves. They have an inclination to see a concept as whole rather than individual parts. They benefit from seeing the aims and objectives of learning sessions or from understanding the purpose of the session. Relying heavily on their senses and enjoying working in groups where they observe non-verbal cues from colleagues, they learn through role play and watching others perform or demonstrate a skill. Moreover, they also tend to have good control over sign language.

While visual learners tend to be good at spelling, they may forget names. Preferring a less formal setting to learn, a traditional classroom environment may not be highly beneficial to them. They are usually organized and observant but can be distracted by

movement of others when they are trying to concentrate. With a tendency to daydream while reading, they are likely to visualize what they are hearing. Visual Learners tend to be fascinated with colour and have the ability to understand complex maps, graphs and charts. Hence, they may use colour coding, diagrams and symbols to revise and help recall, or by re-writing pieces of text or other information in their own style.

Suggestions for Visual Learners:

- Write things down
- Jot down key points on post-it notes and display around the house
- Copy what's on the board
- Sit near the front of the classroom to see instructor clearly
- Write key words
- Create visual reminders of auditory info
- Use mind maps to summarize large tracts of information
- Take notes
- Make lists
- Watch videos
- Use flashcards
- Use highlighters, underlining, etc.

Preferred Test Styles for Visual Learners: Essays, Diagramming, Maps, Demonstrating a process.

Weaknesses of Visual Learner

- Visual Learner Most visual learner have poor auditory skills and weak verbal abilities.
- Visual learners difficult to blend sounds and discriminate short vowel sounds.
- Most visual learner poor spellers Visual learners easy to remember information presented in pictures, charts, or diagrams.
- Visual learners often pay close attention to the body language of others (facial expressions, eyes, stance, etc.)
- Visual learner often do not remember information given orally without being able to see it. They memorize using visual clue

2. Auditory

Auditory learning is a learning style in which an individual learns through listening. An auditory learner depends on hearing and speaking as the primary style of learning. Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are written. They also use their listening and repeating skills to sort through the information that is sent to them.

Characteristics: They may struggle to understand a chapter they have read, but then experience a full understanding as they listen to the class lecture. They have the ability to follow verbal instructions readily and prefer to hear information rather than read it. With a tendency to adopt a theoretical style of learning, they need

to understand small parts and the relationships between these parts in order to create a bigger picture and gain a deeper understanding. An auditory learner is skill oriented, memorizes tasks well and benefits from traditional styles of teaching /lectures/ question and answer sessions. While they are able to orally communicate well, they may have difficulty communicating in written form.

Auditory learners are good at writing responses to lectures they have heard. They are also good at oral exams and learn effectively by listening to information delivered orally, in lectures, speeches, and oral sessions. They may be reluctant to make their own notes or conduct personal research and may prefer delivering presentations to a written report. Auditory learners tend to have a knack for ascertaining the true meaning of someone's words by listening to audible signals like changes in tone. When memorizing a phone number, an auditory learner will say it out loud and then remember how it sounded to recall it. They tend to recall accurately what has been spoken, but may gain little benefit from additional reading or writing out facts. They enjoy explaining their learning to others in the group and learn from discussion. Proponents claim that when an auditory/verbal learner reads, it is almost impossible for the learner to comprehend anything without sound in the background. In these situations, listening to music or having different sounds in

the background (TV, people talking, etc.) will help learners work better.

Suggestions for Visual Learners:

- Record class notes and then listen to the recording, rather than reading notes.
- Use audiotapes for learning languages.
- Remember details by trying to "hear" previous discussions.
- Participate in class discussions and group activities.
- Ask questions and volunteer in class.
- Read out loud.
- Repeat facts with eyes closed.
- Ask questions.
- Avoid auditory distractions.
- Whisper new information when alone or describe aloud what is to be remembered.
- Put information into rhythmic patterns, such as a song or poem.
- An auditory learner may also be benefited by using the speech recognition tool available on PCs.

Preferred test styles for auditory learners: Writing responses to lectures, oral exams.

Weaknesses of Auditory Learning Style

- Auditory learners tend to have poor visual skills, so graphs, maps and charts may present a challenge to the auditory learner.
- Auditory learners often reverse words, for example: from, for, form and was, saw.
- Auditory learners tend to have poor handwriting and small motor skills.

3. Kinesthetic

Kinesthetic learning is a learning style in which learning takes by the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. It is also referred to as tactile learning. People with a kinesthetic learning style are also commonly known as do-ers.

Characteristics: According to Fleming's learning style theory, students who have a predominantly kinesthetic learning style are thought to be natural discovery learners. They prefer learning by doing as opposed to having thought first before initiating action. With a tendency to prefer exploring concepts through experimentation, they may not benefit from learning by reading or listening. Moreover, such students need few verbal or written instructions and are confident in participating in hands on activities. Thus, kinesthetic learners would enjoy making things and learning through practical activities and learn best in a laboratory, workshop, gymnasium, simulated or real environments

where they can be active. The kinesthetic learner usually does well in things such as chemistry experiments, sporting activities, art and acting. They also may listen to music while learning or studying. It is common for them to focus on two different things at the same time. Kinesthetic learners' short- and long-term memory is strengthened by their use of their own body's movements. They will often remember things by going back in their minds and visualizing their own body's movements. They also have very high hand-eye coordination and very quick receptors. In an elementary classroom setting, these students may stand out because of their constant need to move; high levels of energy which may cause them to be agitated, restless and/or impatient; fidgeting a lot but may be unaware of this and not distracted by their own 'fidgeting'.

Suggestions for Kinesthetic learners:

- Create a model.
- Demonstrate a principle.
- Practice a technique.
- Participate in simulations.
- Engage in hands-on activities.
- Study in comfortable position, not necessarily sitting in a chair.

Preferred Test Styles for Kinesthetic Learners: Multiple choice, short definitions fill in the blanks.

Weaknesses of Kinaesthteic Learner

- Tends to be difficult to understand information if it is not practiced
- Tends to be weak in terms of theoretical concepts
- Tends to get bored and frustrated easily when sitting studying for a long time

c. The Benefits of Understanding Learning style

Understanding learning styles is the best way to maximize the learning in the classroom. Students' learning styles cannot be modified; nevertheless, after students grasp the learning style anticipated by the teacher, they may optimize their own learning style that corresponds to each learning style.

Some of these benefits in Nihayah (2011: 11) include:

1. Academic Benefits

- 1) Maximize learning potential
- 2) Achieving at all levels of education
- 3) Understand how to learn best and get better grades on
- 4) exams and tests
- 5) Overcome the limitations of learning in the classroom
- 6) Reduce students' frustration and stress levels
- 7) Develop an efficient and effective learning strategy

2. Personal Benefits

- 1) Enhance self-esteem and self-esteem

- 2) Learn how to best use the superiority of the brain
- 3) Gain insight into your strengths and weaknesses
- 4) Learn how to enjoy learning more deeply
- 5) Develop motivation to learn
- 6) Learn how to maximize your skills and skills natural

3. Professional Benefits

- 1) Stay up to date on professional topics
- 2) Superior in competition / competition
- 3) Manage the team in a more effective way
- 4) Learn how to give presentations more effectively
- 5) Improving skills in selling
- 6) Increase productivity Keep in mind that there is no right or wrong way to learn.

Remember that there is no correct or incorrect method to study. Everyone is unique and each learning method has advantages as well as disadvantages. Understanding your personal learning style might assist you in learning and working more effectively.

d. The Advantages of Learning Styles

There are several ways a teacher can use to help students maximize their learning styles. First, explain to them (students) that

people learn in a variety of methods, all of which are as effective. Each approach has its own strength. It also assists pupils in being aware of their individual learning methods. Once students understand their learning style, share the following advice from De Porter and Hernacki in Nihayah (2011: 11):

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

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

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

B. Previous Related Studies

In previous related studies the researcher discovered several earlier studies from other research that were relevant to the current research as a comparison, as follows:

1. Arjulayana (2021), in his study entitled "*Indonesian Students' Learning Style in English Speaking Skill*" found that "English speaking skill can be learned by all various learner regarding with their learning style. Learning style also can be used as a teacher's guideline to gain the objectives of study effectively, because the teacher can match their classroom strategy and method regard to students' learning style. Based on the questionnaire data the most suitable learning style in student speaking skill is auditory learner, because auditory learners absorb the information through hearing, while hearing is the most effective way to add vocabulary, pronounce the words and getting the information clearly and effectively".
2. Jumrah (2022) in his study entitled "Students Learning Style By Using Neil Fleming's Vark Model" The result of the quantitative data through the questionnaire showed that Visual learning style was the most dominant language learning style used, and the visual learning style has the highest value in achievement, students' language learning style has influenced their achievement.
3. Sapira (2022) conducted "The learning style of students in learning English at eighth grade of SMP N 1 Tembilahan Hulu" The result is the eight SMP N 1 Tembilahan Hulu pay less attention to their learning style.

Tabel 2.1 Previous Study

No.	Title	Appellative	Similarities	Differences
1.	<i>Indonesian Students' Learning Style in English Speaking Skill</i>	Arjulayana (University of Muhammadiyah Tangerang)	The research was conducted through qualitative descriptive research method	This research is to gain students learning style in learning speaking and what kinds of learning styles are the most popular in students learning speaking.
2.	Students Learning Style By Using Neil Fleming's VAK Model	Jumrah (University of Muhammadiyah Makassar)	This study use Fleming's theory as the main theory	to found the influence of students learning style toward their achievement in learning English
3.	The learning style of students in learning English at eighth grade of	Sapira (Islamic University of Indragiri)	The data collection method used is a questionnaire.	This research investigate the students' learning

	SMP N 1 Tembilahan Hulu			style in learning speaking.
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CHAPTER III

RESEARCH METODOLOGY

A. Research Design

According to Denzin and Lincoln (2009) in moloeng (2013) Qualitative research is research that uses a scientific background, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods. In this study the researcher used descriptive qualitative research design. The researcher was finding the data from the result of questionnaire and interview. Thus, in this research the data found in the field by the researcher, the questionnaire and interview result.

B. Research Setting

1. Setting of Place

In this research, the researcher chose SMP N 2 Colomadu as a place of the research. The location of this school is on Nanasan, Malangjiwan, Colomadu, Karanganyar, Central Java. This school has three grades, they are the seventh grade, the eighth grade and the ninth grade. The participant of the research are the eighth grade students particularly A class.

2. Setting of Time

The researcher conducted the research from August 2021, while the research schedule carried out by researcher was as follows :

Table 3.1 Time of Research

Activities	Month/Week					
	July	August	Sept	Oct	Nov	Des
Proposal Writing and Guidance						
Proposal Seminar						
Research Data Collection						
Report Writing and Guidance						
Thesis Examination						

C. Research Subject

Subject is a person or thing where the data for the variables attached and in question (Arikunto, 1990:116). The subject of the research is the eighth grade of SMP N 02 Colomadu. In this grade consist of 4 class namely

8A, 8B, 8C, and 8D. The researcher choose 8A for this research. In this class consist of 29 students. The researcher choose this class because this class is a superior class in its grade where they are easy to receive instructions from the teacher. Moreover, this class also has a higher score than other classes.

D. Data and Source of the Data

1. Data

The data in this study is information about the students' learning style in learning speaking used by the eighth grade of SMP N 02 Colomadu in Academic Year 2022/2023.

2. Source of The Data

While source of the data of this research is the eighth grade students of SMP N 02 Colomadu In Aacademic Year 2022/2023 especially A class.

E. Research Instrument

According to Sugiyono (2017:148) research instrument was a tool used to measure the natural and social phenomena observed. The researcher used questionnaire and interview as the instrument to collect the data. The questionnaire was closed questionnaire. It means that the respondents were asked to choose one of the options by giving mark or checklist. The questions were made based on the indicators of students learning style by Nail Fleming's theory. This questionnaire is in Bahasa.

F. Technique of Collecting the Data

In order to get relevant and needed data the researcher use some techniques as follows :

1. Questionnaire

The researcher used closed questionnaire. It means that respondents were asked to select one of the options by using a mark. Each questionnaire had 30 questions with three answers. Questionnaires are deployed offline in the classroom. This questionnaire is in Bahasa.

2. Interview

According to Esterberg (2002) in Sugiyono (2014) defines an interview as a meeting of two people to exchange information and ideas through question and answer, therefore, meaning can be constructed in a particular topic. In this research, the researcher used structured interview with 6 students of 8A of the eighth grade of SMP N 02 Colomadu. Each type of learning style was represented by 2 students as gender representasion (female and male students). The interviews conduct to collect data about the students' learning style in learning speaking used by the eighth grade of SMP N 02Colomadu In Academic Year 2022/2023.

G. Trustworthiness of the Data

According to Moleong (1988), data validity is an important concept that is updated from the concepts of validity and reliability according to the positivism version and adapted to the demands of knowledge, criteria, and the paradigm itself. William Wiersma on Sugiyono (2019) state that triangulation is a qualitative cross validation. It assesses the data sufficiency according to the convergence of multiple data sources or multiple data collection procedures.

As stated by Sugiono (2014) there are three types of triangulation as follows:

1. Source Triangulation According to Sugiyono, (2014) Triangulation of sources to test the credibility of the data is done by checking the data that has been obtained through several sources. Source triangulation can be interpreted as comparing, re-checking the information obtained through different sources. For example, in addition to conducting interviews and observations, researchers can use participant observation, written documents, archives, historical documents, official records, personal notes or writings and pictures or photos. Each of these methods will produce different evidence or data, which in turn will provide different insights about the phenomenon under study.

2. Technical Triangulation As mention by Sugiyono, (2014) Triangulation techniques are used to assess the data's trustworthiness by comparing to the same sources using different techniques. For instance the

data is gathered through interviews, which is then verified by observation, documentation, or questionnaires. If each data credibility assessment approach yields different results, the researcher consults relevant data sources or others to determine which data is correct or in certain cases all correct from a different perspective.

3. Time Triangulation Sugiono (2014) argued that time also often affects the credibility of the data. Data collected by interview technique in the morning when the interviewee is still fresh, will provide more valid data so that it is more credible. This study uses time triangulation by making an agreement in advance with the speakers, either in the morning, afternoon, or evening. As a result, in order to test the credibility of the data, it can be done by checking with observation, interviews, or other techniques in different times or situations. In this research, the researcher used technical triangulation. In this research, researcher obtained data from questionnaire, then checked with interview. Then, the researcher compared and checked credibility of information found in the data of questionnaire with interview result. Then, the researcher conducted further discussion with the relevant data source to ensure the validity of data.

H. Techniques of Analyzing the Data

The data analysis technique used by researcher refers to the qualitative data analysis developed by Miles and Huberman. According to Miles and Huberman (1994), we see analysis as three concurrent flows of

activity, there are data condensation, data display, and conclusion drawing/verification.

1. Reducing the Data

Data reduction is a process of selecting, focusing, discarding, and arranging data towards drawing conclusions. The data was selected and reduced so that only relevant data is used. The analysis is carried out to determine the students' learning style in learning speaking.

2. Data Display

Data display is a group of information that organized and compressed assembly that allows conclusion drawing and action. By data display, it helps the researcher to understand what is happening and to do something either analyze further / take action based on the understanding. The analysis is carried out to determine the students' learning style in learning speaking.

3. Drawing and Verifying Conclusions

Drawing conclusion involves a step back to consider what the data being analyzed means and to assess the implications for the questions at hand. Verification, which is integrally related to drawing conclusions, requires reviewing, as much data as necessary to cross check or verify conclusions that arise. In the final step researcher makes preliminary conclusions about students' learning style in learning speaking used by the eighth grade of SMP N 02 Colomadu

in academic year 2022/2023. The initial conclusions are drawn from questionnaire and interview.

Table 3.2 Blueprint Learning Style Questionnaire

No.	Indicators	Types of Learning Style
1.	<p>Has a preference for seen or observed things, including pictures, diagrams, displays, handouts, films, flip-chart, etc.</p> <p>These people will use phrases such as ‘show me’, ‘let’s have a look at that’ and will be best able to perform a new task after reading the instructions or watching someone else do it first.</p> <p>These are the people who will work from lists and written directions and instructions.</p>	Visual
2.	<p>Has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.</p> <p>These people will use phrases such as ‘tell me’, ‘let’s talk it over’ and will be best able to perform a new task after listening to instructions from an expert.</p>	Auditory

	<p>These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!</p>	
<p>3.</p>	<p>Has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences.</p> <p>These people will use phrases such as ‘let me try’, ‘how do you feel?’ and will be best able to perform a new task by going ahead and trying it out, learning as they go.</p> <p>These are the people who like to experiment, hands-on, and never look at the instructions first!</p>	<p>Kinesthetic</p>

Table 3.3 Learning Style Interview Guidelines**Interviewer :****Informant :****Time :****Place :**

No.	Indicator	Question
1.	<i>Visual Learning Styles</i>	<ol style="list-style-type: none"> 1. Are you a good speller and can you see the words in your mind? 2. Do you remember more what was seen than heard? 3. Do you just look at it? 4. Do you have trouble remembering verbal commands except by writing them down and do you often ask others to repeat their words?
2.	<i>Gaya Belajar Auditory</i>	<ol style="list-style-type: none"> 1. Do you like to read aloud and listen? 2. Do you learn through hearing and remembering what is discussed rather than what is seen? 3. Would you rather spell aloud than write it down?

		4. Are you easily distracted by the fuss?
3.	<i>Kinesthetic Learning Styles</i>	1. Are you more able to learn by practice? 2. Do you use pointing fingers when reading? 3. Can't you sit quietly for a long time? 4. Do you tap on the pen, move your fingers or feet while listening?

Table 3.4 Interview Transcript Coding

No.	Code	Description
1.	S	Student
2.	INT	Interview
3.	A	Answer

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The findings of this study were to verify the formulation of the problem proposed by the researcher in Chapter I. It was aimed to investigate students' learning style in learning speaking used by the eighth grade of SMP N 02 Colomadu in academic year 2022/2023.

The Students' learning style in learning speaking

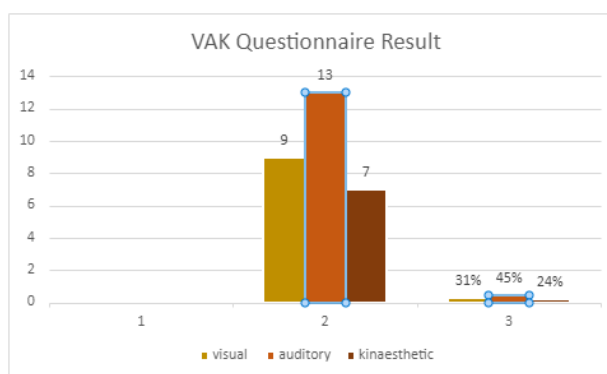
Students had been given a questionnaire which consist of 30 questions related to the use of their Learning style. Then the researcher checked and counted each questionnaire sheet that had already been answered by the students to figure the students learning style. If the student chose mostly A's she/he have a Visual learning style. If the student chose mostly B's she/he have an Auditory learning style. If the student chose mostly C's she/he have a Kinesthetic learning style.

After distributing the VAK questionnaires to the participants, the researcher classified students into three type of learning style. Those are visual learning style, auditory learning style and kinesthetic learning style. The researcher found that auditory learning style as the most preferred learning style that used by the eighth grade of SMP N 02 Colomadu in academic year 2022/2023. In the table below, the researcher shows the result of questionnaire.

No.	Name	Type of Learning style
1.	Students 1	Kinaesthetic
2.	Students 2	Kinaesthetic
3.	Students 3	Auditory
4.	Students 4	Visual
5.	Students 5	Visual
6.	Students 6	Visual
7.	Students 7	Kinaesthetic
8.	Students 8	Kinaesthetic
9.	Students 9	Visual
10.	Students 10	Auditory
11.	Students 11	Auditory
12.	Students 12	Visual
13.	Students 13	Kinaesthetic
14.	Students 14	Kinaesthetic
15.	Students 15	Auditory
16.	Students 16	Auditory
17.	Students 17	Auditory
18.	Students 18	Visual
19.	Students 19	Visual
20.	Students 20	Visual
21.	Students 21	Auditory

22.	Students 22	Auditory
23.	Students 23	Visual
24.	Students 24	Visual
25.	Students 25	Auditory
26.	Students 26	Kinaesthetic
27.	Students 27	Auditory
28.	Students 28	Auditory
29.	Students 29	Auditory

Table 4.1 VAK Questionnaire Result



The table show that as many as 45% of 29 respondents prefer auditory learning style, that means 13 students as auditory learner, 32% prefer visual learning style, which mean 9 of 29 students as an visual learner and 24% students prefer kinesthetic learning style, which mean 7 of 29 as a kinesthetic learner. Based on the questionnaire result above, it can be concluded that most students prefer an auditory learning style.

The result of VAK questionnaire supported by interview. Interview are given to the six students as a representative of each learning style to obtain additional information and a thorough analysis of their learning styles. Each two of them are represent one learning style.

Auditory Learning Style

a. Questionnaire

According to the VAK questionnaire result as many as 45 % which means 13 of 29 students prefer auditory learning style.

Table 4.2 Auditory Learning Style Results

No.	Name	Answer Option			Classification
		Visual	Auditory	Kinesthetic	
1.	Student 3	11	12	8	Auditory
2.	Student 10	1	17	12	Auditory
3.	Student 11	8	12	10	Auditory
4.	Student 15	10	14	6	Auditory
5.	Student 16	11	13	16	Auditory
6.	Student 17	5	14	11	Auditory
7.	Student 21	9	14	7	Auditory
8.	Student 22	6	15	9	Auditory
9.	Student 23	11	12	7	Auditory

10.	Student 25	9	11	10	Auditory
11.	Student 27	13	14	12	Auditory
12.	Student 28	4	16	1	Auditory
13.	Student 29	11	14	5	Auditory

Based on the table above, it could be concluded that 13 students at eighth grade of SMP N 02 Colomadu were chose mostly B's in learning activities related to auditory learning style. This could be seen from the total scores of the auditory learning style statements from the questionnaires that have been distributed.

b. Interview

Student 3 and 11 identified as an auditory learner.

Student 3

No.	Researcher	Interview Data Finding	Code
1.	Apakah anda suka membaca keras-keras dan mendengarkan?	<i>“Ya, saya suka membacakeras-keras”.</i>	S3/INT/A1
2.	Apakah anda belajar melalui mendengar dan mengingat apa yang didiskusikan	<i>“Saya biasanya mendengarkan seseorang berbicara sampai saya mengerti apa maksudnya,</i>	S3/INT/A2

	daripada yang dilihat?	<i>atau apa yang mereka bicarakan.”</i>	
3.	Apakah anda lebih suka mengeja keras-keras daripada menuliskannya?	<i>“Saya bisa belajar dari hal-hal yang ada gambarnya”.</i>	S3/INT/A3
4.	Apakah anda mudah terganggu keributan?	<i>“Ya, harus sepi dan konsentrasi”.</i>	S3/INT/A4

Student 3 was identified as an auditory learner after completing the VAK questionnaire. The researcher then interviewed the respondent to obtain additional information about his learning style. According to the interview results, auditory learners typically write down the lesson delivered by the teachers after listening to it. He usually listens to someone speak until she/he understands what she/he is saying. Outside of school, he can learn visually, but he must sit quietly and concentrate.

Fleming stated that an auditory learner depends on hearing and speaking as the primary style of learning. Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are written. They also use their

listening and repeating skills to sort through the information that is sent to them. The researcher also asked whether he feels better by learning English from listening and writing down what she heard in a paper. She agreed that by doing listening and constantly writing down what he heard did help him. He added if that way is one of his strategy to make him easier to remember the topic than the teacher ask him to read the book.

Auditory learners tend to have a knack for ascertaining the true meaning of someone's words by listening to audible signals like changes in tone. When memorizing a phone number, an auditory learner will say it out loud and then remember how it sounded to recall it. When faced with a new learning situation, an aural learner chose listening as his method because it allows him to gain a lot of new information.

Student 11

No.	Researcher	Interview Data Finding	Code
1.	Apakah anda suka membaca keras-keras dan mendengarkan?	<i>"Terkadang iya"</i> .	S11/INT/A1
2.	Apakah anda belajar melalui mendengar dan	<i>"Saya lebih suka belajar lewat mendengarkan,</i>	S11/INT/A2

	mengingat apa yang didiskusikan daripada yang dilihat?	<i>lebih mudah dipahami materinya”.</i>	
3.	Apakah anda lebih suka mengeja keras-keras daripada menuliskannya?	<i>“Ya, itu sedikit mempermudah saya dalam mengingat”.</i>	S11/INT/A3
4.	Apakah anda mudah terganggu keributan?	<i>“Kadang saat pembelajaran di kelas saya merasa kesulitan saat terlalu banyak paragraf dalam PPT yang disajikan pak guru dan akhirnya saya sulit untuk berkonsentrasi”.</i>	S11/INT/A4

As an auditory learner student 11 was asked about her difficulties with the media used by teachers in classroom activities, and whether she has any difficulty understanding how the teacher teaches using the media. She responded that she had some difficulties whenever the teacher used a power point presentation

with so many paragraphs. This condition made it difficult for her to concentrate on the material. Moreover, if the teacher does not add the variations on the presentation, it will make her difficult to digest the topic.

When faced with a new learning situation, an aural learner chose listening as her method because it allows her to gain a lot of new information. Student 11 realized she was better at listening as an aural when she was in junior high school. According to Fleming's (1992) theory, auditory learners prefer to learn through verbal instructions from themselves or others.

Visual Learning Style

a. Questionnaire

According to the VAK questionnaire result as many as 31 % which means 9 of 29 students prefer visual learning style.

Table 4.3 Visual Learning Style Results

No.	Name	Answer Option			Classification
		Visual	Auditory	Kinesthetic	
1.	Student 4	11	10	9	Visual
2.	Student 5	12	9	9	Visual
3.	Student 6	14	8	8	Visual
4.	Student 9	13	8	9	Visual

5.	Student 12	13	10	7	Visual
6.	Student 18	12	7	11	Visual
7.	Student 19	16	7	7	Visual
8.	Student 20	14	9	7	Visual
9.	Student 24	11	10	9	Visual

Based on the table above, it could be concluded that 9 students at eighth grade of SMP N 02 Colomadu were chose mostly A's in learning activities related to visual learning style. This could be seen from the total scores of the visual learning style statements from the questionnaires that have been distributed.

a. Interview

Student 6 and 12 (Visual Learner)

Student 6 and 12 was classified as visual learner.

Student 6

No.	Researcher	Interview Data Finding	Code
1.	Apakah anda pengeja yang baik dan apakah anda dapat melihat kata-kata dalam pikiran anda?	<i>“Iya, membayangkan kata-kata dalam pikiran biar kita punya gambaran terhadap sesuatu apapun itu”.</i>	S6/INT/A1

2.	Apakah anda lebih mengingat apa yang dilihat daripada yang didengar?	<i>“Ya, saya lebih mengingat apa yang dilihat daripada didengar, karena lebih nyata”.</i>	S6/INT/A2
3.	Apakah anda menghafal hanya dengan melihat saja?	<i>“Saya dapat belajar lebih efektif dan cepat dengan melihat gambar dan menonton film. Saya mendapatkan kosakata baru dan saya jadi mengetahui berbagai aksen bahasa Inggris dan belajar cara mengucapkan kata-kata dengan benar. Teknik ini juga meningkatkan kemampuan bahasa saya, terutama kemampuan berbicara”.</i>	S6/INT/A3
4.	Apakah anda sulit mengingat perintah lisan kecuali dengan	<i>“tergantung perintahnya sih, tapi kadang-kadang iya”.</i>	S6/INT/A4

	dituliskan dan apakah anda sering minta orang lain ucapannya?		
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Student 6 argued that she remember more what was seen than heard. She told the researcher that she can learn more effectively and quickly by looking at pictures and watching movies. She earned new vocabularies and she became acquainted with various english accents and learned how to properly pronounce words. This technique also improved her english skills, particularly her speaking ability.

Individuals who prefer this style of learning are those who learn through seeing things. They prefer to see information & instructions and may forget information that has only been heard. With the ability to visualize, they tend to see pictures and images when they remember things and may use mind maps. They have a predisposition for writing, drawing, imagining and prefer to create their own notes and to read for themselves. They have an inclination to see a concept as whole rather than individual parts. (Fleming,1992).

Student 6 was also asked which method she preferred in the teaching and learning process. Because there are so many different

ways to learn English, visual learners tend to be fascinated with colour and have the ability to understand complex maps, graphs and charts. Hence, they may use colour coding, diagrams and symbols to revise and help recall, or by re-writing pieces of text or other information in their own style. When adapting to a new learning situation, a visual learner may choose to observe the classroom conditions or browse as much information as she can while remaining silent at first, and then, when she feels ready, she may begin to blend with the new learning situation. DP also argued that she learns well by observing and watching.

Student 12

No.	Researcher	Interview Data Finding	Code
1.	Apakah anda pengeja yang baik dan apakah anda dapat melihat kata-kata dalam pikiran anda?	<i>“Saya mudah dalam mengeja dan dapat melihat kata-kata di pikiran, membayangkan sebelum mengucapkannya”.</i>	S12/INT/A1
2.	Apakah anda lebih mengingat apa yang dilihat daripada yang didengar?	<i>“Saya ingat apa yang telah ditulis, bahkan jika hanya membacanya sekali”</i>	S12/INT/A2

3.	Apakah anda menghafal hanya dengan melihat saja?	<i>“Saya suka menuliskan arahan dan lebih memperhatikan para guru jika mereka menjelaskan. NS saya lebih mudah mengingat informasi yang disajikan dalam gambar, dan lainnya dengan media visual”.</i>	S12/INT/A3
4.	Apakah anda sulit mengingat perintah lisan kecuali dengan dituliskan dan apakah anda sering minta orang lain mengulangi ucapannya?	<i>“Tidak”.</i>	S12/INT/A4

Student 12 argued that he is a good speller and can see the words in his mind. He said that he remembers what has been written down, even if he has only read it once. He likes to write down directions and pays more attention to the teachers if they watch

them. NS also said that he more easy to remember information presented in pictures, and other with visual media.

As stated in Fleming (1992) theory, Visual learners tend to be good at spelling, they may forget names. Preferring a less formal setting to learn, a traditional classroom environment may not be highly beneficial to them. They are usually organized and observant but can be distracted by movement of others when they are trying to concentrate. With a tendency to daydream while reading, they are likely to visualize what they are hearing.

Visual learner have a predisposition for writing, drawing, imagining and prefer to create their own notes and to read for themselves. Student 12 also added that he prefer to learn through role play and watching videos like movies with subtitle and watch a videoclip of song with lyrics. Furthermore, the researcher asked about the media used by teachers in classroom activities and whether he had any difficulties understanding how the teachers taught using the media. He claimed that understanding the lesson through the media provided by the teachers was not difficult because he was quite familiar with the technology or media used in class, particularly power point.

Kinesthetic Learning Style

a. Questionnaire

According to the VAK questionnaire result as many as 24 % which means 7 of 29 students prefer kinesthetic learning style.

Table 4.4 Kinesthetic Learning Style Results

No.	Name	Answer Option			Classification
		Visual	Auditory	Kinesthetic	
1.	Student 1	5	11	14	Kinesthetic
2.	Student 2	6	10	14	Kinesthetic
3.	Student 7	6	9	15	Kinesthetic
4.	Student 8	7	8	15	Kinesthetic
5.	Student 13	10	9	11	Kinesthetic
6.	Student 14	7	10	13	Kinesthetic
7.	Student 26	8	9	13	Kinesthetic

Based on the table above, it could be concluded that 7 students at eighth grade of SMP N 02 Colomadu were chose mostly C's in learning activities related to kinesthetic learning style. This could be seen from the total scores of the kinesthetic learning style statements from the questionnaires that have been distributed.

b. Interview

Student 1 and 2 was kinesthetic learners.

Student 1

No.	Researcher	Interview Data Finding	Code
1.	Apakah anda lebih bisa belajar dengan praktek?	<i>“Ya, saya suka praktek, saya sih lebih suka belajar lewat permainan, sama praktek buat mahami materi”.</i>	S1/INT/A1
2.	Apakah anda menggunakan jari menunjuk saat membaca?	<i>“Menurut saya itu mempermudah saya memahami materi yang tadinya terasa sulit”.</i>	S1/INT/A2
3.	Apakah anda tidak bisa duduk tenang untuk waktu yang lama?	<i>“Iya kadang-kadang, saat sudah bosan”.</i>	S1/INT/A3
4.	Apakah anda mengetuk ngetuk pena, menggerakkan jari atau kaki saat mendengarkan?	<i>“Kadang mengetuk pena ke kepala”.</i>	S1/INT/A4

Student 1 was categorized as kinesthetic learner. He argued that he prefer to use games and role play to gain comprehension of

the material. In his opinion to make the material got easier and speaking more simplify it should be by practicing.

According to Fleming's learning style theory, students who have a predominantly kinesthetic learning style are thought to be natural discovery learners. They prefer learning by doing as opposed to having thought first before initiating action. With a tendency to prefer exploring concepts through experimentation, they may not benefit from learning by reading or listening. Moreover, such students need few verbal or written instructions and are confident in participating in hands on activities.

Kinesthetic learners' short- and long-term memory is strengthened by their use of their own body's movements. They will often remember things by going back in their minds and visualizing their own body's movements. Visual learners are typically self-directed learners. They would rather learn something in their own way and then practice it to fully grasp it. Student 1 also stated that he is unable to sit quietly for long periods of time because she prefers movement while learning, such as grouping or practicing in pairs.

Student 2

No.	Researcher	Interview Data Finding	Code
1.	Apakah anda lebih bisa belajar dengan praktek?	<i>"Iya saya kalo belajar kadang2 sukanya di depan kaca, atau harus gerak buat praktek".</i>	S2/INT/A1
2.	Apakah anda menggunakan jari menunjuk saat membaca?	<i>"iya, kadang juga kalo baca suka kenceng, kalo pak guru tidak memberi contoh saya kurang paham".</i>	S2/INT/A2
3.	Apakah anda tidak bisa duduk tenang untuk waktu yang lama?	<i>"Iya saya merasa bosan kalo duudk terus".</i>	S2/INT/A3
4.	Apakah anda mengetuk ngetuk pena, menggerakkan jari atau kaki saat mendengarkan?	<i>"Iya kadang, mungkin karena kebiasaan ya kak, tapi itu bisa membantu mengingat".</i>	S2/INT/A4

While Student 2 as a kinesthetic learner argued that she occasionally likes to practice English in front of a mirror. Outside of the classroom, she frequently expresses herself through movement. In order to understand the material, she frequently read the text aloud. Sometimes, whenever the teacher explains without giving any examples, he feels uncomfortable. She claimed that such activities would help her remember the material better.

Kinesthetic learners would enjoy making things and learning through practical activities and learn best in a laboratory, workshop, gymnasium, simulated or real environments where they can be active. The kinesthetic learner usually does well in things such as chemistry experiments, sporting activities, art and acting. They also may listen to music while learning or studying. It is common for them to focus on two different things at the same time.

When the researcher asked about her feelings about learning English by practicing and demonstrating, student 2 completely agreed. Learning by doing, in her opinion, is preferable to receiving explanations with practicing or demonstrating. Kinesthetic learners encountered no difficulties with the media used by the teacher in the classroom. It is possible to conclude that the kinesthetic learner is someone who prefers to practice, discuss, and learn something new. Student 2 contended that if the teacher shows her an example or

allows her to practice the explanation, she will be able to grasp the information more easily.

B. Discussion

Before looking deeper into the research findings, the researcher have to initially acknowledge some of the study's weaknesses. This study only looked at which learning styles students preferred and relied on the result of questionnaire and interview only. This study was only conducted in one class, which does not represent all of the students at SMP N 02 Colomadu. The researcher focuses on the VAK learning styles model, which includes Visual, Auditory, and Kinaesthetic models by Fleming (1987). As a result, the findings concentrated primarily on the VAK model. The VAK dimensions were chosen for the study in order to concentrate on the main learning styles that are commonly used by students in English learning in Indonesia. For example, teacher usually use visual aids such as flash cards, movies, and photos. Teachers often use songs, sound effects, or even teachers to pique students' interest in learning speaking. In terms of kinesthetic learning style, teachers may teach by drawing, highlighting important notes, or copying notes directly from the board, to name a few methods.

According to the outcomes of the questionnaire, the researcher concluded that auditory learning style is the most preferred learning style. While, visual learning style is the second most preferred, and kinesthetic learning style is the third. Based on the findings, it can be deduced that

auditory learning style was the most preferred among the eighth grade students at SMP N 02 Colomadu In Academic Year 2022/2023. Many students in the classroom have an auditory learning style. It is in line with Fleming (1987) who stated that someone with an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert.

a. Auditory learners

The interview result has been identified that student who has an auditory learning style prefer to learn by listening and writing down important information that she heard from the lecturer. Auditory learners would rather listen to the lecturer or a tape recorder than watch the power point. Learners prefer to explain new ideas to others, discuss topics with other students and teachers, record lectures, and use jokes in group discussions. To learn, people prefer lists, essays, reports, textbooks, definitions, printed handouts, readings, web pages, and taking notes (Fleming, 1992). By analyzing student 3 and 11 response, the researcher can conclude that Auditory learners prefer to learn by listening to someone speak and writing it down to remember later. The lecturer can employ some entertaining techniques to instruct aural learners who prefer to listen and take notes. This information can help the lecturer tailor his or her teaching style to the aural learner since auditory learning style is the most favourite

learning style. The result showed that 45% of the students prefer to auditory learning style.

b. Visual learners

While student 6 and 12 has identified as a visual learner which mean they prefer to use visual aids when he/she learn. Most visual learners enjoy watching movies, videos, pictures, and other visual demonstrations. They remember what has been written down, even if they do not read it more than once. They prefer to write down the directions and pay better attention to lectures if they watch them. Whereas learners who are visual-spatial usually have difficulty with the written language, but do better with charts, demonstrations, videos, and other visual materials. They easily visualize the faces and places by using their imagination and seldom get lost in new surroundings (Fleming, 1992). According to the student 6, visual learners will benefit from visual demonstrations in class such as movies, videos, PPT, and so on. They feel more comfortable learning with this type of visual demonstration. The teacher should also consider using a teaching style that is compatible with visual learners.

c. Kinesthtetic learners

Student 1 and 2, who identified as kinesthetic learners, argued that practicing the material provided by the teacher will make it easier for them to understand and remember it. The researcher concluded from their responses that kinesthetic learners prefer to learn by moving. According to the student 1, she likes to practice English using a mirror.

Kinaesthetic learner also prefers to learn something by doing. It is proven by her answer that she likes it when the lecturer uses a role play technique in the classroom activity. It is in line with the theory which is said that kinesthetic learners do best by touching and moving. Students tend to lose their focus or attention easier if there is no external stimulation or movement given by the teacher. When listening to lectures, students might take notes for the sake of moving their hands. When reading, they like to scan the material first, then focus on the details to get the big picture. According to the 5th and 6nd respondent, kinesthetic learner learns best by doing. It will provide information for the lecturer to present the material in the classroom by using appropriate technique to kinesthetic learner such as role play, reading aloud, presentation, games, and many others technique that support student movement.

d. Strength and Weaknesses of VAK Learning Style

1. Strengths

Visual learners easy to remember information presented in pictures, charts, or diagrams. It can evidenced with the interview respons from the student 6 that said she remember more what was seen than heard. Visual learners tend to have good control over sign language. Visual learner tend to be good at spelling, in this research it can be found in statement of student 12 that said he is a good speller and can see words in his mind. Visual learners also can make

detail information of what they have read. Student 12 also argued that he remember what has been written down, even if he has only read it once.

Auditory learners learn best by hearing information. They can usually remember information more accurately when it has been explained to them orally. Student 3 argued that he usually listen to someone speak until he understand what they said. Auditory learners have strong language skills, which include a well- developed vocabulary and appreciation for words. Auditory learners have a good language skills often lead to good oral communication skills. They are usually talented at giving speeches, oral reports and articulating the ideas. Auditory learners may have musical talents.

Kinesthetic learners work well with their hands. Kinesthetic learners may be good at art, sculpting, and working with various tools, learning in lab situations or learning by computer. Kinesthetic learners usually does well in things such as chemistry experiments, sporting activities, art and acting. It is in line the statement of student 1 that argued he prefer to use games and role play to gain comprehension of the material. Kinescthetic learners have very high hand-eye coordination and very quick receptors. As an example student 2 argued that she frequently expresses herself through movement.

2. Limitations

Visual Learners have poor auditory skills and weak verbal abilities. Visual learners find it difficult to blend sounds and discriminate short vowel sounds. Visual learners often pay close attention to the body language of others (facial expressions, eyes, stance, etc.) Visual learners often do not remember information given orally without being able to see it. Student 3 argued that he memorizes using visual clues.

Auditory learners tend to have poor visual skills, so graphs, maps and charts may present a challenge to the auditory learner. Auditory learners often reverse words, for example: from, for, form and was, saw. Auditory learners tend to have poor handwriting and small motor skills. Student 12 argued that she must sit quietly and concentrate.

Kinesthetic learners tend to be difficult to understand information if it is not practiced. Student 2 argued that learning by doing, in her opinion, is preferable to receiving explanations with practicing or demonstrating. Kinesthetic learners tend to be weak in terms of theoretical concepts. Kinesthetic learners tend to get bored and frustrated easily when sitting studying for a long time.

Based on the results described above, it could be seen the difference between the three, in which the auditory learning style was more prominent

than the other two, while the visual and kinesthetic were with a different score. It could be said that kinesthetic was the weakest category in this research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Finally, the research findings provide some information about students' preferred learning styles in learning speaking. As many as 45% of 29 respondents prefer auditory learning style, that means 13 students as auditory learners, 32% prefer visual learning style, which mean 9 of 29 students as an avisual learner and 24% students prefer kinesthetic learning style, which mean 7 of 29 as a kinesthetic learner. Based on the result above, it can be concluded that most students prefer an auditory learning style.

B. Suggestion

Based on the study about the students' learning style in learning speaking used by the eighth grade of SMP N 02 Colomadu in academic year 2022/2023, the researcher would like to give several suggestion for :

1. Teacher

Understanding students' learning style is very important to do the process teaching and learning. After knowing students' learning style teacher can be easier to send the material suitable with their teaching method or teaching strategy. The researcher expect the teacher to make their students confidents to speak up any time. The teacher also can support the students to used learning style to increase speaking skill and give the

students chances to practice their speaking as much as possible so the students speaking skill will increase natural. The teacher should try use varieties teaching method to encourage all the students in teaching and learning process to improve students skill especially in speaking and finally the end of teaching process the objectives are achieved.

2. Students

For students at eighth grade of SMP N 02 Colomadu, Hopefully the students can increase their speaking skill they should apply learning style during the learning process. For it plays important in developing students speaking skill and solves some difficulties which faced by students while speaking in any conditional and situation.

3. Other Researcher

Based on the findings of this study, some recommendations are made to future researchers to use a larger sample from the population and to use a probability procedure. Second, it is suggested that future researchers expand on the research. They can divide the students into gender categories and the final step was for the researcher to recommend to future researchers that they conduct research on the relationship between learning style in learning English skills such as writing or reading.

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APPENDICES

Appendix 1

Kuesioner Gaya Belajar

Nama :

Kelas :

No. Absen :

Petunjuk :

1. Tuliskan nama, kelas dan nomor absen kalian
2. Berilah tanda silang pada jawaban yang paling mewakili bagaimana kamu biasanya berperilaku
 1. Ketika saya mengoperasikan peralatan baru, saya umumnya:
 - a) baca petunjuknya terlebih dahulu
 - b) mendengarkan penjelasan dari seseorang yang telah menggunakannya sebelumnya
 - c) silakan dan coba, saya bisa mengetahuinya saat saya menggunakannya
 2. Ketika saya membutuhkan petunjuk arah untuk bepergian, saya biasanya:
 - a) lihat peta
 - b) meminta petunjuk lisan
 - c) ikuti hidung saya dan mungkin menggunakan kompas
 3. Ketika saya memasak hidangan baru, saya suka:
 - a) ikuti resep tertulis
 - b) hubungi teman untuk meminta penjelasan
 - c) ikuti naluri saya, uji saat saya memasak
 4. Jika saya mengajari seseorang sesuatu yang baru, saya cenderung:
 - a) menuliskan instruksi untuk mereka
 - b) beri mereka penjelasan lisan

- c) mendemonstrasikan terlebih dahulu dan kemudian membiarkan mereka pergi
5. Saya cenderung mengatakan:
- a) perhatikan bagaimana saya melakukannya
 - b) dengarkan saya jelaskan
 - c) Anda telah mencoba
6. Selama waktu luang saya, saya paling menikmati:
- a) pergi ke museum dan galeri
 - b) mendengarkan musik dan berbicara dengan teman-teman saya
 - c) berolahraga atau melakukan DIY
7. Ketika saya pergi berbelanja pakaian, saya cenderung:
- a) bayangkan seperti apa penampilan mereka
 - b) mendiskusikannya dengan staf toko
 - c) Cobalah dan uji
8. Ketika saya memilih liburan, saya biasanya:
- a) membaca banyak brosur
 - b) mendengarkan rekomendasi dari teman
 - c) bayangkan bagaimana rasanya berada di sana
9. Jika saya membeli mobil baru, saya akan:
- a) membaca ulasan di surat kabar dan majalah
 - b) diskusikan apa yang saya butuhkan dengan teman-teman saya
 - c) uji coba banyak jenis yang berbeda
10. Ketika saya mempelajari keterampilan baru, saya paling nyaman:
- a) memperhatikan apa yang dilakukan guru
 - b) berbicara dengan guru persis apa yang harus saya lakukan
 - c) mencobanya sendiri dan menyelesaikannya saat saya pergi
11. Jika saya memilih makanan dari menu, saya cenderung:
- a) bayangkan seperti apa makanan itu nantinya

- b) berbicara melalui pilihan di kepala saya atau dengan pasangan saya
 - c) bayangkan seperti apa rasanya makanan itu
12. Ketika saya mendengarkan sebuah band, saya tidak dapat membantu:
- a) menonton anggota band dan orang lain di antara penonton
 - b) mendengarkan lirik dan ketukan
 - c) bergerak dalam waktu dengan musik
13. Ketika saya berkonsentrasi, saya paling sering:
- a) fokus pada kata-kata atau gambar di depan saya
 - b) mendiskusikan masalah dan kemungkinan solusi di kepala saya
 - c) banyak bergerak, mengutak-atik pena dan pensil dan menyentuh benda-benda
14. Saya memilih perabotan rumah tangga karena saya suka:
- a) warna mereka dan bagaimana mereka terlihat
 - b) deskripsi yang diberikan orang-orang penjualan kepada saya
 - c) teksturnya dan bagaimana rasanya menyentuhnya
15. Ingatan pertama saya adalah tentang:
- a) melihat sesuatu
 - b) diajak bicara
 - c) melakukan sesuatu
16. Ketika saya cemas, saya:
- a) memvisualisasikan skenario terburuk
 - b) bicarakan di kepala apa yang paling membuatku khawatir
 - c) tidak bisa duduk diam, mengutak-atik dan bergerak terus-menerus
17. Saya merasa sangat terhubung dengan orang lain karena:
- a) bagaimana tampilannya
 - b) apa yang mereka katakan kepada saya
 - c) bagaimana mereka membuat saya merasa
18. Ketika saya harus merevisi untuk ujian, saya biasanya:

- a) menulis banyak catatan revisi dan diagram
 - b) membicarakan catatan saya, sendirian atau dengan orang lain
 - c) bayangkan membuat gerakan atau membuat rumus
19. Jika saya menjelaskan kepada seseorang, saya cenderung:
- a) tunjukkan kepada mereka apa yang saya maksud
 - b) menjelaskan kepada mereka dengan cara yang berbeda sampai mereka mengerti
 - c) mendorong mereka untuk mencoba dan berbicara melalui ide saya saat mereka melakukannya
20. Saya sangat suka:
- a) menonton film, fotografi, melihat seni atau orang yang menonton
 - b) mendengarkan musik, radio atau berbicara dengan teman
 - c) mengambil bagian dalam kegiatan olahraga, makan makanan dan anggur berkualitas atau menari
21. Sebagian besar waktu luang saya dihabiskan:
- a) menonton televisi
 - b) berbicara dengan teman
 - c) melakukan aktivitas fisik atau membuat sesuatu
22. Ketika saya pertama kali menghubungi orang baru, saya biasanya:
- a) mengatur pertemuan tatap muka
 - b) berbicara dengan mereka di telepon
 - c) mencoba berkumpul sambil melakukan hal lain, seperti kegiatan atau makan
23. Saya pertama kali memperhatikan bagaimana orang:
- a) tampilan dan pakaian
 - b) suara dan ucapan
 - c) berdiri dan bergerak
24. Jika saya marah, saya cenderung:
- a) terus memutar ulang dalam pikiran saya apa yang membuat saya kesal

- b) meninggikan suara saya dan memberi tahu orang-orang bagaimana perasaan saya
 - c) mencap, membanting pintu dan secara fisik menunjukkan kemarahan saya
25. Saya merasa paling mudah untuk mengingat:
- a) wajah
 - b) nama
 - c) hal-hal yang telah saya lakukan
26. Saya pikir Anda dapat mengetahui apakah seseorang berbohong jika:
- a) mereka menghindari melihat Anda
 - b) suara mereka berubah
 - c) mereka memberi saya getaran lucu
27. Ketika saya bertemu seorang teman lama:
- a) Saya berkata "senang bertemu denganmu!"
 - b) Saya mengatakan "senang mendengar dari Anda!"
 - c) Saya memberi mereka pelukan atau jabat tangan
28. Saya paling mengingat hal-hal dengan:
- a) menulis catatan atau menyimpan detail cetak
 - b) mengucapkannya dengan keras atau mengulangi kata-kata dan poin-poin penting di kepala saya
 - c) melakukan dan mempraktekkan kegiatan atau membayangkannya sedang dilakukan
29. Jika saya harus mengeluh tentang barang yang salah, saya paling nyaman:
- a) menulis surat
 - b) mengeluh melalui telepon
 - c) membawa barang kembali ke toko atau mempostingnya ke kantor pusat
30. Saya cenderung mengatakan:
- a) Saya mengerti maksud Anda

- b) Saya mendengar apa yang Anda katakan
- c) Saya tahu bagaimana perasaan Anda

Appendix 2

Interview Guidelines

Interviewer :

Informant :

Time :

Place :

No.	Indicator	Question
1.	<i>Visual Learning Styles</i>	1. Are you a good speller and can you see the words in your mind? 2. Do you remember more what was seen than heard? 3. Do you just look at it? 4. Do you have trouble remembering verbal commands except by writing them down and do you often ask others to repeat their words?
2.	<i>Gaya Belajar Auditory</i>	i. Do you like to read aloud and listen?

		<ul style="list-style-type: none"> i. Do you learn through hearing and remembering what is discussed rather than what is seen? ii. Would you rather spell aloud than write it down? v. Are you easily distracted by the fuss?
3.	<i>Kinesthetic Learning Styles</i>	<ul style="list-style-type: none"> 1. Are you more able to learn by practice? 2. Do you use pointing fingers when reading? 3. Can't you sit quietly for a long time? 4. Do you tap on the pen, move your fingers or feet while listening?

Appendix 3

Questionnaire Result

No.	Statements	Answer Option		
		A	B	C
1.	<p>When I operate new equipment I generally:</p> <p>a) read the instructions first</p> <p>b) listen to an explanation from someone who has used it before</p> <p>c) go ahead and have a go, I can figure it out as I use it</p>	8	14	7
2.	<p>When I need directions for travelling I usually:</p> <p>a) look at a map</p> <p>b) ask for spoken directions</p> <p>c) follow my nose and maybe use a compass</p>	16	13	0
3.	<p>When I cook a new dish, I like to:</p> <p>a) follow a written recipe</p> <p>b) call a friend for an explanation</p> <p>c) follow my instincts, testing as I cook</p>	14	12	3

4.	<p>If I am teaching someone something new, I tend to:</p> <p>a) write instructions down for them</p> <p>b) give them a verbal explanation</p> <p>c) demonstrate first and then let them have a go</p>	3	23	3
5.	<p>I tend to say:</p> <p>a) watch how I do it</p> <p>b) listen to me explain</p> <p>c) you have a go</p>	14	10	5
6.	<p>During my free time I most enjoy:</p> <p>a) going to museums and galleries</p> <p>b) listening to music and talking to my friends</p> <p>c) playing sport or doing DIY</p>	1	23	5
7.	<p>When I go shopping for clothes, I tend to:</p> <p>a) imagine what they would look like on</p> <p>b) discuss them with the shop staff</p> <p>c) try them on and test them out</p>	13	3	13
8.	<p>When I am choosing a holiday I usually:</p> <p>a) read lots of brochures</p>	3	11	15

	<p>b) listen to recommendations from friends</p> <p>c) imagine what it would be like to be there</p>			
9.	<p>If I was buying a new car, I would:</p> <p>a) read reviews in newspapers and magazines</p> <p>b) discuss what I need with my friends</p> <p>c) test-drive lots of different types</p>	11	10	8
10.	<p>When I am learning a new skill, I am most comfortable:</p> <p>a) watching what the teacher is doing</p> <p>b) talking through with the teacher exactly what I'm supposed to do</p> <p>c) giving it a try myself and work it out as I go</p>	18	3	8
11.	<p>If I am choosing food off a menu, I tend to:</p> <p>a) imagine what the food will look like</p> <p>b) talk through the options in my head or with my partner</p> <p>c) imagine what the food will taste like</p>	9	6	14
12.	When I listen to a band, I can't help:			

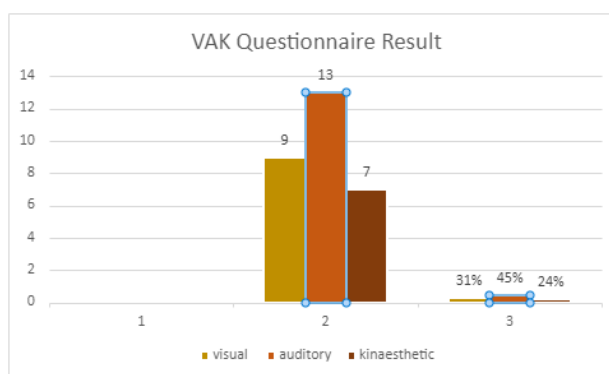
	<p>a) watching the band members and other people in the audience</p> <p>b) listening to the lyrics and the beats</p> <p>c) moving in time with the music</p>	12	10	7
13.	<p>When I concentrate, I most often:</p> <p>a) focus on the words or the pictures in front of me</p> <p>b) discuss the problem and the possible solutions in my head</p> <p>c) move around a lot, fiddle with pens and pencils and touch things</p>	14	8	7
14.	<p>I choose household furnishings because I like:</p> <p>a) their colours and how they look</p> <p>b) the descriptions the sales-people give me</p> <p>c) their textures and what it feels like to touch them</p>	6	11	12
15,	<p>My first memory is of:</p> <p>a) looking at something</p> <p>b) being spoken to</p> <p>c) doing something</p>	17	7	5
16.	When I am anxious, I:			

	<p>a) visualise the worst-case scenarios</p> <p>b) talk over in my head what worries me most</p> <p>c) can't sit still, fiddle and move around constantly</p>	4	18	7
17.	<p>I feel especially connected to other people because of:</p> <p>a) how they look</p> <p>b) what they say to me</p> <p>c) how they make me feel</p>	1	7	21
18.	<p>When I have to revise for an exam, I generally:</p> <p>a) write lots of revision notes and diagrams</p> <p>b) talk over my notes, alone or with other people</p> <p>c) imagine making the movement or creating the formula</p>	8	16	5
19.	<p>If I am explaining to someone I tend to:</p> <p>a) show them what I mean</p> <p>b) explain to them in different ways until they understand</p>	12	12	5

	c) encourage them to try and talk them through my idea as they do it			
20.	I really love: a) watching films, photography, looking at art or people watching b) listening to music, the radio or talking to friends c) taking part in sporting activities, eating fine foods and wines or dancing	11	15	3
21.	Most of my free time is spent: a) watching television b) talking to friends c) doing physical activity or making things	12	7	10
22.	When I first contact a new person, I usually: a) arrange a face to face meeting b) talk to them on the telephone c) try to get together whilst doing something else, such as an activity or a meal	1	16	12
23.	I first notice how people: a) look and dress b) sound and speak	6	23	0

	c) stand and move			
24.	<p>If I am angry, I tend to:</p> <p>a) keep replaying in my mind what it is that has upset me</p> <p>b) raise my voice and tell people how I feel</p> <p>c) stamp about, slam doors and physically demonstrate my anger</p>	16	10	3
25.	<p>I find it easiest to remember:</p> <p>a) faces</p> <p>b) names</p> <p>c) things I have done</p>	8	8	13
26.	<p>I think that you can tell if someone is lying if:</p> <p>a) they avoid looking at you</p> <p>b) their voices changes</p> <p>c) they give me funny vibes</p>	16	12	1
27.	<p>When I meet an old friend:</p> <p>a) I say "it's great to see you!"</p> <p>b) I say "it's great to hear from you!"</p> <p>c) I give them a hug or a handshake</p>	14	13	2
28.	I remember things best by:			

	<p>a) writing notes or keeping printed details</p> <p>b) saying them aloud or repeating words and key points in my head</p> <p>c) doing and practising the activity or imagining it being done</p>	3	8	18
29.	<p>If I have to complain about faulty goods, I am most comfortable:</p> <p>a) writing a letter</p> <p>b) complaining over the phone</p> <p>c) taking the item back to the store or posting it to head office</p>	2	12	15
30.	<p>I tend to say:</p> <p>a) I see what you mean</p> <p>b) I hear what you are saying</p> <p>c) I know how you feel</p>	9	6	14



No.	Name	Type of Learning style
1.	Students 1	Kinaesthetic
2.	Students 2	Kinaesthetic
3.	Students 3	Auditory
4.	Students 4	Visual
5.	Students 5	Visual
6.	Students 6	Visual
7.	Students 7	Kinaesthetic
8.	Students 8	Kinaesthetic
9.	Students 9	Visual
10.	Students 10	Auditory
11.	Students 11	Auditory
12.	Students 12	Visual
13.	Students 13	Kinaesthetic
14.	Students 14	Kinaesthetic
15.	Students 15	Auditory
16.	Students 16	Auditory
17.	Students 17	Auditory
18.	Students 18	Visual
19.	Students 19	Visual
20.	Students 20	Visual

21.	Students 21	Auditory
22.	Students 22	Auditory
23.	Students 23	Visual
24.	Students 24	Visual
25.	Students 25	Auditory
26.	Students 26	Kinaesthetic
27.	Students 27	Auditory
28.	Students 28	Auditory
29.	Students 29	Auditory

Appendix 4

Interview Transcript

No.	Data		Code
	Researcher	Student	
1.	Apakah anda suka membaca keras-keras dan mendengarkan?	<i>“Ya, saya suka membacakeras-keras”.</i>	S3/INT/A1
	Apakah anda belajar melalui mendengar dan mengingat apa yang didiskusikan daripada yang dilihat?	<i>“Saya biasanya mendengarkan seseorang berbicara sampai saya mengerti apa maksudnya, atau apa yang mereka bicarakan.”</i>	S3/INT/A2
	Apakah anda lebih suka mengeja keras-keras daripada menuliskannya?	<i>“Saya bisa belajar dari hal-hal yang ada gambarnya”.</i>	S3/INT/A3
	Apakah anda mudah terganggu keributan?	<i>“Ya, harus sepi dan konsentrasi”.</i>	S3/INT/A4
2.	Apakah anda suka membaca keras-keras dan mendengarkan?	<i>“Terkadang iya”.</i>	S11/INT/A1

	Apakah anda belajar melalui mendengar dan mengingat apa yang didiskusikan daripada yang dilihat?	<i>“Saya lebih suka belajar lewat mendengarkan, lebih mudah dipahami materinya”.</i>	S11/INT/A2
	Apakah anda lebih suka mengeja keras-keras daripada menuliskannya?	<i>“Ya, itu sedikit mempermudah saya dalam mengingat”.</i>	S11/INT/A3
	Apakah anda mudah terganggu keributan?	<i>“Kadang saat pembelajaran di kelas saya merasa kesulitan saat terlalu banyak paragraf dalam PPT yang disajikan pak guru dan akhirnya saya sulit untuk berkonsentrasi”.</i>	S11/INT/A4
3.	Apakah anda pengeja yang baik dan apakah anda dapat melihat kata-kata dalam pikiran anda?	<i>“Iya, membayangkan kata-kata dalam pikiran biar kita punya gambaran terhadap sesuatu apapun itu”.</i>	S6/INT/A1
	Apakah anda lebih mengingat apa yang	<i>“Ya, saya lebih mengingat apa yang dilihat daripada didengar, karena lebih nyata”.</i>	S6/INT/A2

	dilihat daripada yang didengar?		
	Apakah anda menghafal hanya dengan melihat saja?	<i>“Saya dapat belajar lebih efektif dan cepat dengan melihat gambar dan menonton film. Saya mendapatkan kosakata baru dan saya jadi mengetahui berbagai aksen bahasa Inggris dan belajar cara mengucapkan kata-kata dengan benar. Teknik ini juga meningkatkan kemampuan bahasa saya, terutama kemampuan berbicara”.</i>	S6/INT/A3
	Apakah anda sulit mengingat perintah lisan kecuali dengan dituliskan dan apakah anda sering minta orang lain ucapannya?	<i>“tergantung perintahnya sih, tapi kadang-kadang iya”.</i>	S6/INT/A4
4.	Apakah anda pengeja yang baik dan apakah anda dapat melihat	<i>“Saya mudah dalam mengeja dan dapat melihat kata-kata di pikiran, membayangkan sebelum mengucapkannya”.</i>	S12/INT/A1

	kata-kata dalam pikiran anda?		
	Apakah anda lebih mengingat apa yang dilihat daripada yang didengar?	<i>“Saya ingat apa yang telah ditulis, bahkan jika hanya membacanya sekali”</i>	S12/INT/A2
	Apakah anda menghafal hanya dengan melihat saja?	<i>“Saya suka menuliskan arahan dan lebih memperhatikan para guru jika mereka menjelaskan. NS saya lebih mudah mengingat informasi yang disajikan dalam gambar, dan lainnya dengan media visual”.</i>	S12/INT/A3
	Apakah anda sulit mengingat perintah lisan kecuali dengan dituliskan dan apakah anda sering minta orang lain mengulangi ucapannya?	<i>“Tidak”.</i>	S12/INT/A4
5.	Apakah anda lebih bisa belajar dengan praktek?	<i>“Ya, saya suka praktek, saya sih lebih suka belajar lewat</i>	S1/INT/A1

		<i>permainan, sama praktek buat mahami materi”.</i>	
	Apakah anda menggunakan jari menunjuk saat membaca?	<i>“Menurut saya itu mempermudah saya memahami materi yang tadinya terasa sulit”.</i>	S1/INT/A2
	Apakah anda tidak bisa duduk tenang untuk waktu yang lama?	<i>“Iya kadang-kadang, saat sudah bosan”.</i>	S1/INT/A3
	Apakah anda mengetuk ngetuk pena, menggerakkan jari atau kaki saat mendengarkan?	<i>“Kadang mengetuk pena ke kepala”.</i>	S1/INT/A4
6.	Apakah anda lebih bisa belajar dengan praktek?	<i>“Iya saya kalo belajar kadang2 sukanya di depan kaca, atau harus gerak buat praktek”.</i>	S2/INT/A1
	Apakah anda menggunakan jari	<i>“iya, kadang juga kalo baca suka kenceng, kalo pak guru tidak</i>	S2/INT/A2

	menunjuk saat membaca?	<i>memberi contoh saya kurang paham”.</i>	
	Apakah anda tidak bisa duduk tenang untuk waktu yang lama?	<i>“Iya saya merasa bosan kalo duudk terus”.</i>	S2/INT/A3
	Apakah anda mengetuk ngetuk pena, menggerakkan jari atau kaki saat mendengarkan?	<i>“Iya kadang, mungkin karena kebiasaan ya kak, tapi itu bisa membantu mengingat”.</i>	S2/INT/A4