EFL STUDENTS' LEARNING STYLES

(A Descriptive Study at the Seventh Grade of MTs. Miftahul Ulum Ngemplak Mranggen Demak in the Academic Year of 2015/2016)

THESIS

Submitted in Partial Fulfillment of the Requirement

for gaining the Degree of Bachelor of Education in English

Language Education

By

Riska Setiyani

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EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2019

DECLARATION

I Certify that this thesis is definetely my own work,unaided work. It is being submitted in partial fulfilment for degree of Bachelor of Education in UIN Walisongo, Semarang. It has not been submitted before for another degree or examination. Opinions or findings of others included in this thesis are qooted and cited in accordance with ethical standard.

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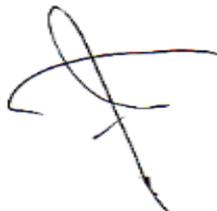
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ✥

"Sesungguhnya sesudah kesulitan itu ada kemudahan."
(Q.S. Al Insyirah (94):06)[1]

"Everyone is a teacher, every home is a school"
By
Ki Hajar Dewantara

"Be better than you were yesterday"
By
The researcher

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[1]Qomari, Al-Qur'an Terjemah Paralel Indonesia Inggris, (Solo: Qomari, 2012), p. 597

DEDICATION

With all sincerity and humility, I dedicate this thesis to:

1. *Both my parents (Sugito and Warsini) were very dear to me, who has devoted affection and love for me.*
2. *My beloved husband, M. Nurul Kafid*
3. *My beloved brothers and sister*
4. *My teachers who have educated and taught me.*

ABSTRACT

Title	: EFL Students' Learning Styles (A Descriptive Study at the Seventh Grade of MTs. Miftahul Ulum Ngemplak Mranggen Demak in Academic year 2015/2016)
Writer	: Riska Setiyani
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Every students learn different from the other in the way they learn English. This study deals with EFL students' learning styles. It is aimed to describe the type of learning style of EFL students, and how the teacher accommodates the EFL students' learning styles. This research was carried by using descriptive qualitative. The researcher used observation, documentation, and interview in collecting data. The data from documentation are classified into threetypes of learning style. There are visual style, auditory style, and kinesthetic style. The researcher observed at the seventh grade students of MTs. Miftahul Ngemplak Mranggen Demak. The researcher found different learning style on students. The total of visual learners are 60% (15 from 25 students), and the auditory learners are 16% (4 from 25 students), and the kinaesthetic learners are 24% (6 from 25 students). This research showed thatthe teacher accommodates students based on their learning styles by using different kind of technique such as discussion, role play, jigsaw, sing a song, and game. The teacher also uses some media in English learning such as pictures and flashcard of English vocabularies.

Keywords : Learning styles, English learning, visual learner

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3. All of the lecturers of English Education Department of WalisongoState Islamic University, who have given valuable knowledge andexperience during my study.

4. My beloved family; my father, my mother and my brother, thankyou for giving me never ending love, support, and understandingduring my study.

5. My beloved husband, M. Nurul Kafid for the best support

6. All of my friends who cannot be mentioned one by one, who have supported the writer to finish this thesis.

I realize this final project is still not perfect. For that reason, Iwill always look forward to get any feedbacks to make this final projectbetter. Finally, I hope this final project will give a great benefit for the readers.

Semarang, July 24th 2019

Riska Setiyani
NIM. 123411093

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning is a process of individual behavior changing through interaction to the all situation around the individual environment.[2] It can be also called as process of guidance to the objectives and doing through experiences, those are seeing, observing, and comprehending about something. It means that learning is something that people did in their activity and in we have all participated. When learning, people do many things like trying, researching, experiment, trial and error, and others as learning activity.

In learning activity, students do many activities to achieve the learning objectives for example mastering subject as preparation for the test, memorizing new vocabularies and categorizing them, doing assignment, developing material or skill that we mastered ever. Moreover, in learning language, students try to use language for purposeful communication and learning language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speaker of the language. From that definition, writer can take statement that people need to learn

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[2] Oemar Hamalik, *Kurikulum dan Pengajaran*, (Jakarta: Bumi Aksara, 2013), p.37

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language to express, create, and maintain social and interpersonal relationship in our daily activities.

Learning language activity is to direct students to express their feeling and communicate the feeling, ideas, and thought by using of conventionalized sign, sounds, gestures, or marks having understood meaning (Brown, 1980: 5). It means that students use the language actively to communicate and interact with other both in speaking as well as writing.

Language that are most used by people in every country is English. In Indonesia, English roles as a compulsory foreign language that must be learned by students form elementary until senior high school. Besides that, mastering English for students is important, they can learn many knowledges and skills with English.

In learning English, some students perform more successfully than the others for some reasons; those are social, aptitude, affective, personality, biological, and cognitive. All of them can affect the foreign language acquisition capability of learners. Besides that, the important variables in language learning are age, sex, motivation, attitude, aptitude, personality, learning strategies, and learning style.[3] Thus, some students perform different from the other in their

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[3] E-book: Journal of Language Teaching and Learning, *Individual Learner Differences and Second Language Acquisition,* (Finland: Academia Publisher, 2012), p.1

learning process which decisive their English learning outcomes.

Many teachers still do not realize that the ways students process and understand information are different. Teacher has to understand the importance of involving all of their students in learning process. They may take account of learning differences and increase the possibilities of success for all learners.

Hamalik stated there are several elements in learning process, such as: learning motivation, learning material, learning equipment/ aids, learning environment, and learning conditions.[4] Therefore, students and teacher must always create a good learning environment, challenging and exciting including to decide appropriate technique, strategy, or learning styles for processing learning materials.

Learning styles are different methods of learning or understanding new information, the way a person takes in, understands, expresses, and remembers information.[5] Thus, each learner has his own preferred ways in learning. It can be understood that learning styles influence the learning process which also influence students' learning outcomes. Learning style can be used by students to learn language, including

[4] Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2013), p.51
[5] E-book: Wilfrid Laurier University, *Understanding Your Learning style,* (Study skill and supplemental Instruction centre, 2008) p.2

English. They can select learning style that is suitable for them to learn and practice English by themselves. So, the students will learn best if taught in a method or strategic appropriate for the students' learning style.

Jensen and Nickelsen (2011: 35) divide learner types into three parts, such as visual learner, kinesthetic learner, and auditory learner. Each learner type displays several activities inside and outside classroom. Most of students may have some general idea about how to learn better. For example, they use visual guidance like short-card to memorize some vocabularies and use it as memory-card when they forget them. Another example they like listening English song and see the lyric of the song.

Each student has their own learning style. They use their learning style type to enhance their knowledge and skills in English learning process. They learn through seeing, hearing, or doing something. They do some learning activities in classroom which relate with their learning style, like making a group discussion, grouping for dialogue, and watching video or movie. In this case, students' learning style types help teachers to develop their classroom activity. The teacher can improve a good learning environment; challenging and exciting include deciding appropriate technique, strategy, or learning styles for processing learning materials to

overcome students' different learning style in English learning process.

Based on the description above, the researcher is interested to carry out a research entitled "EFL Students' Learning Styles (A Descriptive Study at The Seventh Grade of MTs. Miftahul Ulum Ngemplak Mranggen Demak in Academic Year of 2015/2016)".

B. Statement of the Problem

Based on the background of study above, in this paper researcher discusses about:

1. What kind of the learning styles of the seventh graders of MTs. Miftahul Ulum in academic year 2015/ 2016?

2. How does the teacher accommodate the students' learning styles in English Learning at the seventh grade of MTs. Miftahul Ulum in academic year 2015/ 2016?

C. Significances of the Study

This result of the study expected can give contributions for teacher, students, reader, and the researcher.

1. For the students

This study may help the students to recognize their own learning style types in order to find out better ways in English learning.

2. For the teacher

The result of the study will give contribution to English teacher to consider the strengths of learning style to be one of the considerations in determining various learners' needs in the English learning process, and to determine the suitable methods/ strategies and media in English learning.

3. For the reader

This research is expected giving more inspiration in English learning trough the own learning preference.

4. For the researcher

It hopes that the result of the study will give new knowledge and experience in English learning.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter highlight two main point (i) previous studies of research and (ii) review of related literatures which ideally discusses the scopes of learning styles.

1) **Previous Researches**

As the comparison matter in this research, the researcher examines some of previous research to avoid the same object in the research. The previous research that researcher referred such as:

1. The research of Afifatun Nisa (2015).The objective of this study is to find out the speaking skill and to find out whether or not there is significant correlation between students' auditory learning style and their speaking skill. The subject of this study consists of 25 students. The writer used quantitative approach with correlational method. This research using questionnaire, and test. In data analyzing, the data were analyzed using regression. The result showed that there was significant correlation between students' auditory learning style and the speaking skill.[6] There are some diffences and similarities about the previouse study to the researcher study. The similarity of

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[6]Afifatun Nisa, "*The Correlation between Students' Auditory Learning Style and Their Speaking Skill", Thesis,* (Semarang: Tarbiyah Faculty of UIN Walisongo, 2015)

this research is the concern about students' learning style. The differences are on setting, the object, and the feature in learning style to know speaking achievement, while the recent research is to know learning style of students. The other difference is the methodology of research, in the previous research, the writer used quantitative research, but in this research will use qualitative research.

2. The research of Hajar Yuliyani. This research analyzed about the kind of learning styles in English speaking. The writer found 67% visual learner, auditory learner 10%, and 23% are kinesthetic learner. Then the writer analyzed strategies in English speaking.[7] The similarities with the recent research are about the learning styles and using qualitative approach. While the differences are the subject, setting, and the feature in learning styles.

3. The research of Nahla M. Moussa. This research analyzed about various dimensions of learning styles to light their contribution to both the learning and teaching process.[8] The similarity with the recent study is concern about learning styles. While the differences are on the setting and the object of the study.

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[7] Hajar Yuliyani, *An Anlysis of Students' VAK (Visual, Audiotory, Kinesthetic) Learning Styles and Strategies in English Speaking of Second Grade of SMA Unggala Sidoarjo",* Thesis, (Faculty of Tarbiyah: IAIN Sunan Ampel Surabaya, 2012)

[8] Nahla M. Moussa, the Importance of Learning Style in Education, *Institute for Learning Styles Journal, Vol. I, 2014*, p. 19

4. The research of Hilyatun Nafis (231324400). This research analyzed the kind of learning style and the differences of language learning style between male and female. The writer found 46% of population is visual learners most of male students are visual, and for female learner, visual learner are minority.[9] The similarity with the recent study is concern about the learning style. While the difference is using quantitative research in this research, but in recent research use qualitative research.

2) Theoretical Framework

This theoretical framework explained about the concept of learning, language learning, and learning styles.

1. The Concept of Learning

a. Definition of Learning

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. People learn cognitive, linguistic, motor, and social skills, and these can take many forms. Learning is an enduring change in behavior, or in the capacity to

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[9] Hilyatun Nafis, *"Students' Preference of Language Learning Style in English Classroom"*, Thesis, (Faculty of Tarbiyah and Teacher Training: Ar-Raniry State Islamic University Darussalam, 2016), p. 46

behave in a given fashion, which results from practice or other forms of experience.[10]

According to Hamalik, learning is a combination of materials, amenities, equipment, and procedures that influence each other.[11] Human involved in the learning system that consist of students, teacher, and others such as materials, facility, equipment, and procedure. All of these included in the human learning process.

Learning also means something of which we all have an understanding and in which we have all participated.[12] Learning as a conscious process of rule internalization which result either from overt teaching or a self-study of linguistic rules.[13]

From definition above, it can be concluded that learning is every process in individual environment which influence individual behavior changing.

b. **The Characteristics of Learning**

Learning refers to change in the subject's behavior in certain situation causes of his repeated experiences and that behavior changes cannot be

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

[11] Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2013), p.57

[12] Alan Pritchard, *Ways of Learning: Learning Theories and Learning Styles in the Classroom,*(New York: Rouledge, 2009), 2nd Ed., p.1

[13] Nuril Huda, *Language Learning and Teaching: Issue and Trens*. (Malang: IKIP Malang Publisher, 1999), p.8

explained on the basis of the tendency for innate response, maturity, or subject condition.

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

a. Learning is different from maturity

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

b. Learning is different from physical and mental changes

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

The symptoms such as mental fatigue, concentration becomes less, weakening of memory, the occurrence of tiring, can all cause changes in

behavior, such as stop learning, into confusion, a sense of failure, and so on.

c. Learning outcome relatively remained

Learning happens in the form of training and experience. The resulting behavior is settled and in accordance with its intended purpose. Behavior in the form of real can be observed. Such a person does not know something that needs to be done, but also committed itself is real.[14]

From the explanation above, it indicates that in learning process there are some factors, not only from inside but also from the outside.

c. **The Elements of Learning Process**

Learning is complex process. Learning can be observe based on the behavior changes that produced by learning process. Hamalik states there are several elements in learning process,[15] there are:

1) Learner's motivation

Motivation is the encouragement that causes a specific action. Learning action occurs because of the motivation that drives a person to do something to learn. The encouragement can appear from the learner

[14] Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2013), p.49-50

[15] Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2013), p.50

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

2) Learning materials

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

3) Learning equipments/aids

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

With the help of various tools, the learning will be more interesting, be concrete and easy to understand, save time, and more meaningful learning outcomes. Learning equipments or aids or are also called learning media. For example in the form of printed materials, the tools that can be seen (visual media), a tool that can be heard (audio media), and tools that can be heard and seen (audio-visual aids), as well as community or society resources that can experienced directly.

4) Learning environment

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

5) Learner's condition

Learner or student conditions also determine the process of learning activities and learning success. Students or learners can learn efficiently and effectively in healthy body condition, have good enough intelligence, ready to undertake learning activities, has a special talent, and experiences related to learning, and have a passion for learning. Students or learners who have an unhealthy body, low intelligence, are not ready to learn, no talent to learn something, and do not have adequate learning experience would affect the smoothness and the quality of learning outcomes.[16]

From the explanation above, some elements in learning process can influences the way students learning and understanding knowledge. It also can influence students' outcomes.

d. **Language learning**

Language is tool of communication. Every human being in this world needs language to communicate with others. Language is a primary meant of communicating thoughts from one person to another.[17]

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[16] Oemar Hamalik, *Kurikulum dan Pengajaran*, (Jakarta: Bumi Aksara, 2013), p.50-52

[17] Syaiful Bahri Djamarah, *Psikologi Belajar,* (Jakarta: Rineka Cipta, 2008), p. 46

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Language that are most used by people in every country is English. In Indonesia, English roles as a compulsory foreign language that must be learned by students. English is taught for eight or nine years from primary scholl through high scholl. The main objective is to provide reading skills to enable Indonesians to read science-related materials in English. The good of learning is the learning itself makes the learners become good people. By learning, the learners are expected to have not only been better understanding to certain knowledge but also a better personality.

2. Learning style

a. Definition of Learning Style

Learning styles are a combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like.[18] In other source, learning style means habits, strategies, or mental behaviors concerning learning, particularly deliberate educational learning that an individual displays.[19]

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

[19] Alan Pritchard, *Ways of Learning: Learning Theories and Learning Styles in the Classroom,* (New York: Rouledge, 2009), 2nd Ed., p.41

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

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

a. Everyone has different strength, but every different person has different strength also.

b. Everyone has their own way in learning.

c. Teacher can use some learning style as an opinion in learning.

d. Many students can learn better using their own learning style.[20]

Learning styles are divided into three parts,[21] they are:

1. Visual style (visual learner)

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

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[20] Esti Ismawati and Faraz Umaya, *Belajar Bahasa di Kelas Awal*, (Yogyakarta: Ombak, 2012), p. 183

[21] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p.44

objects and have a tendency to look upwards when thinking or recalling information. [22]

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

There are some characteristic of visual style, as follow; they respond to using visual media, such as picture, film, video, diagram, etc. visual learners have a desire to teacher so the student can see the teacher's body language. They write down the materials and asking hand-outs. They prefer write a story and drawing then listening. They memorize by seeing and they are easy to learn material if there is a picture. They also have good handwriting [23]

There are also some strategies to facilitate the visual learners, as follows; using visual material such as pictures, diagrams, maps, flash cards, graph etc. in learning process. Guide students to read the books. Guide students to illustrate or draw their ideas into pictures.[24]

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[22] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p.44

[23] Esti Ismawati and Faraz Umaya, *Belajar Bahasa di Kelas Awal*, (Yogyakarta: Ombak, 2012), p. 184-185

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

2. Auditory style

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussing, teaching, interviewing, hearing stories and audio tapes, etc. These individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Rather than written reports, auditory learners tend to do better on oral presentations and reports. [25]

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

There are some characteristic of auditory style, as follow; auditory learners participate in discussion or debate in a class. They like talking and presenting, and they like read text loudly. They create a song to help their learning. They also like telling story. They are easy to learn material repeatedly. They often whisper to self while reading. [26]

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[25] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p.44-45

[26] Esti Ismawati and Faraz Umaya, *Belajar Bahasa di Kelas Awal*, (Yogyakarta: Ombak, 2012), p. 185

There are some strategies to facilitate the auditory learners as follows; invite students to join discussion in the class. Ask students to do presentation in front of the class. Using song in learning process. Let the student record the materials.[27]

3. Kinesthetic style (kinesthetic learner)

Kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. This means that they learn best through moving, doing, acting out and touching. [28] They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience.

There are some characteristics of kinesthetic style, as follow; kinesthetic learner need a rest when they are learning. They do something or move to learn new matters (with games, walk, etc.). They prefer do skimming when read a text. They also learn material with practice it. They are reading with appoint to text. They use hands while talking, and they touch people when talk to them.[29]

There some strategies to facilitate the kinesthetic learners as follow; do not force the students to learn too

[27] Muhammad Thobroni dan Arif Mustofs, *Belajar dan Pembelajaran,* (Yogyakarta: Ar-Ruzz Media, 2012), p. 263-264

[28] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p.44-45

[29] Esti Ismawati and Faraz Umaya, *Belajar Bahasa di Kelas Awal*, (Yogyakarta: Ombak, 2012), p. 186

long time. Invite students to learn materials with practice it.[30]

Moreover, Sudirman stated that determining the purpose of learning, actually should be connected and suited with the learners' characteristics.[31] He adds that having knowledge about learners' characteristics will be very useful in selecting the accurate ways in learning. Viewing learners' needs are important enough to promote language learning; students preferred ways of learning become main consideration of many recent investigation.

Learning styles in education are the systematic differences in individuals' natural or habitual pattern of acquiring and processing information in learning situation.[32] Therefore, understanding learning style types can ease students to learn, understanding, and interpret some knowledge. And by understanding what kind of students are, a teacher can gain a better perspective on how to implement these learning styles into better study techniques or strategies in English learning process.

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[30] Muhammad Thobroni dan Arif Mustofs, *Belajar dan Pembelajaran,* (Yogyakarta: Ar-Ruzz Media, 2012), p. 266

[31] Sardiman, *Interaksi dan Motivasi Belajar,* (Jakarta: Rajawali Pers, 1992) p. 120

[32] Muhammad Nafi Annury, Students' Language Learning Styles: An Ethnographic Case Study at UIN Walisongo Semarang, *Journal Vision, Vol. 5 No. 1; April 2016,* p. 135

b. Strategies for VAK Learning Style

Strategies are specific methods of approaching a problem or task[33], it also an action or series of action for achieving an aim. In this study, strategies are the step or action how students get easy and enjoy to dealing with certain information. The strategies based on students learning styles.

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

1. Visual Learner

There are some strategies for visual learner as follows:

a. Visual learners often have poor auditory skills and weak verbal abilities.

b. Visual learners often have difficulty blending sounds and discriminating short vowel sounds.

c. Visual learners easily remember information presented in pictures, charts, or diagrams.

d. Visual learners can make "movies in their minds" of information they are reading.

e. Visual learners often pay close attention to the body language of others (facial expressions, eyes,stance,

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[33] H. Douglas Brown, *Principle of Language*, p. 113

etc.) Be aware of your body language and use it to emphasize important points you to make during class.

f. Use videos and overheads as part of your lectures. Visual learners may tune out spoken directions.

g. They often do not remember information given orally without being able to see it. They memorize using visual clues.

2. Auditory learner

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

a. Auditory learners can remember quite accurately details of information they hear during conversations or lectures

b. Auditory learners have strong language skills, which include a well developed vocabulary and appreciation for words. Strong language skills often lead to strong oral communication skills. They are usually talented at giving speeches, oral reports and articulating the ideas.

c. Auditory learners tend to have poor visual skills, so graphs, maps and charts may present a challenge to the auditory learner.

d. They do best with oral directions and assignments.

e. Auditory learners tend to have poor handwriting and small motor skills.

f. Auditory learners like do story-telling.

g. Working in groups

h. Participating in class discussions

i. Remember most easily if saying something repeatedly.

3. Kinesthetic learner

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

a. Kinesthetic learners often wiggle, tap their feel or move their legs when they sit. Many were called "hyperactive" as children.

b. Kinesthetic learners work well with their hands.

c. They may be good at art, sculpting, and working with various tools, learning in lab situations or learning by computer.

d. Kinesthetic learners need to take notes and highlight important information. They are using their small muscles to remember information.
e. Kinesthetic learners work well by games or phisycal activities.

CHAPTER III
RESEARCH METHOD

This chapter is an overview chapter of the method of the research. It plays an urgent role in research since it affected the finding as well as the discussion. Before conducting the study, the researcher had to refer and apply the appropriate method to find the accurate data.

Here the researcher presents a clear description design time, and setting of the research, subject of the study, instrument, technique of data collection, and technique of data analysis.

A. Research design

Research methodology plays an important role in the research. In this research, the researcher uses qualitative research as type of this research. This is based on the purpose of the research and the nature of the problem. Qualitative research is an approach to research that produces descriptive data in the form of data written or spoken of the people and the agents were observed.[34] The form of research is descriptive research which is conducted only intended to describe the state or status of the phenomenon in certain situations. In another source, descriptive

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[34] Lexy J. Moleong, *Metode Penelitian Qualitative*, (Bandung: Pt Remaja Rosdakarya, 2004), p.6

is a study that intends to conduct inspections and measurements to certain symptoms.[35]

In this research, the researcher analysed the students' written text about learning style at the seventh grade students of MTs. Miftahul Ulum. Then, the researcher analysed more from the interview to know how the teacher accommodate the students' learning style in English learning at the seventh grade students of MTs. Miftahul Ulum.

B. Research Setting

The primary data for this research are students and documents. Those data were derived from participants of this study that were students at the seventh grade of MTs. Miftahul Ulum in academic year 2015/ 2016. This research conducted at 25 April 2016 until 25 May 2016.

C. Subject of the Study

Subject of this study is the written text about learning styles of the seventh grade students of MTs. Miftahul Ulum in academic year 2015/ 2016. The researcher identified their written text about learning style to know what type of students' learning style, then analysed the interview has done to know how the teacher

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[35] Abdurrohman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi.* (Jakarta: PT. Rineka Cipta, 2006) p.97

accommodate the students' learning styles in English learning process.

D. Technique of Collecting Data

Data means the information which is gotten by a specific measurement; it is used as the underlayment in arrange logic argumentation to be fact.[36] In the methodology there are several techniques in collecting data, such as observation, interview, questionnaire, documentation and test.

In this research, the researcher used some techniques to obtain the data, there are questionnaire and interview. Questinnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents.[37] Interview is the process of getting explanation by asking some questions face to face between researcher and respondent using interview guide.[38] In the interview, the researcher used semi-structural interview.[39]

There are some steps in questionnaire to collect data. First step is the researcher collected data directly with joining the class, and then the researcher asked the students to fill the

[36] Abdurrohman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi,* (Jakarta: PT. Rineka Cipta, 2006) p.104

[37]https://en.m.wikipedia.org/wiki/questionnaire, accessed on July 30, 2019 at 8 p.m.

[38] Moh Nazir, *Metode Penelitian,* (Jakarta: Ghalia Indonesia, 1999), cet. II, p. 129

[39] M. Iqbal Hasan, *Pokok-Pokok Metode Penelitian dan Aplikasinya,* (Jakarta: Ghalia Indonesia, 2002), p.85

questionnaire about learning styles that had been determined by the researcher. After the questionnaire had been collected, the next step is identifying their written text. The researcher identified the types of students' learning style found in the seventh grade of MTs. Miftahul Ulum in academic year 2015/ 2016. After identifying data, the next step is classification. The data that had been identified then be classified based on the learning style types.

In this research, the researcher also did interview with the students and the teacher to know how the teacher accommodate the students' learning styles in English learning, how the way students learn, what the method/ strategy used in the class, and what material/ tools are used.

E. Technique of Data Analysis

After the data collected, the researcher analyzed the data as soon as possible. In the outline, there are three steps I data analysis. The three steps are preparation, tabulation, and the application of the data according to the research approach.[40] In this research, the researcher analyzed the object of analysis about the learning styles on students and how the teacher accommodate the students' learning styles in English learning at the seventh grade of MTs. Miftahul Ulum in academic year 2015/ 2016.

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[40] Suharsimi Arikunto, *Prosedur Penelitian; Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013) p. 278

There are some steps that researcher did in analyzing the data. Firstly, the researcher make list of the types of learning styles and its characteristics as the equipment to identify the students as the object. It conducted to get purpose of knowing about learning style on students which researcher wanted to find out in this study based on the statement of the problem.

The second step is after knowing the kinds/ types of the learning styles, the researcher analyzed the written text about learning styles of the seventh grade students of MTs. Miftahul Ulum. To analyze the written text of the seventh grade students of MTs. Miftahul Ulum, the researcher make indicators.

The first indicator of the types of learning style is Visual style. Visual style learns through seeing. Visual learners have a tendency to describe everything that they see in terms of appearances.[41] The second indicator of the types of learning style is auditory style. Auditory style prefers to learn by listening. They have good auditory memory and benefit from discussing, teaching, interviewing, hearing stories and audio tapes, etc.[42] The third indicator is kinaesthetic style. Kinaesthetic style prefers to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory.[43]

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[41] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p.44

[42] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p.44

[43] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p. 45

The researcher described three types of learning style on students. The describing types of learning types will make easy to know the types of learning style on students well. The indicator of types of learning style is as follows:

Table 3.1 : Indicator of Learning Styles

Inisial	Learning Style	Characteristics
V	Visual	1. Respond to using visual media, such as picture, diagram, etc 2. Easy to learn with reading the materials/ likes to read 3. Write down the materials and asking hand-outs. 4. Prefer write a story and drawing then listening 5. Memorizing by seeing pictures 6. Easy to learn material with pictures 7. Has good handwriting 8. Good speller
A	Auditory	1. Participate in discussion or debate in a class. 2. Prefer talking and presenting than writing. 3. Talk loudly 4. Create a song to help their learning.

		5. Like telling story
		6. Easy to learn material repeatedly
		7. Whispers to self while reading
		8. Easy to learn if there is a verbal instructions.
K	Kinaesthetic	1. Move to learn new matters (with games, walk, etc.)
		2. Poor speller.
		3. Learn material with practice it.
		4. Reading with appoint to text
		5. Appoint something when describe it
		6. Use hands while talking
		7. Likes to touch people when talking to them
		8. Taps pencil or foot while studying

Then, after identifying the learning style of the students, the researcher calculated the number of students' learning style to distinguish each student. In calculating, the researcher employed the following formula:

$$P = \frac{n1}{\sum N} \times 100\%$$

in which;

P : percentage of each type of learning style

$n1$: total of students' learning style

$\sum N$: total of the whole students

By calculating, the researcher could identify the most frequent and the least frequent of learning style on students. Then, the researcher made tables to show the result. This table is meant to ease the kind of learning styles of students.

Third, the researcher analyzed data from interview with students and teacher. The data from the interview was analyzed and interpreted data based on technique and procedures. The data was transcribed comprehensively and the comments of the subjects were written down in relevant section. The section was divided on the basis of the two subjects category for identification purposes (students and teacher).The result of students' and teachers' will transcribed.

"Transcribing is a key part of the data analysis process. Transcription facilitates the close examination of data, which is so imperative for interpretation."[44]

Then, the data from each question was explained to know how the teacher accommodate the students' learning style in English learning from teacher and students viewpoint. After all data explained, the conclusion of them was drawn to describe how the teacher accommodate the students' learning styles in English learning.

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[44] E-book: Sarah. J. Tracy, Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, (UK: Wiley-Blackwell Publisher, 2013), pg. 178

CHAPTER IV
FINDING AND DISCUSSION

This chapter describes the types of learning styles on students in English learning. Based on the first question of research, the researcher attempted to find out the students' learning style in English learning. This chapter also describes how the teacher accommodates the students' learning style in English learning.

A. Research Finding

1. The students' learning styles of the seventh graders of MTs. Miftahul Ulum in academic year 2015/ 2016

   After the researcher had observed and collected some data, in this chapter, researcher did analysis about the written text about learning styles of the seventh grade of MTs. Miftahul Ulum Ngemplak Mranggen Demak in Academic year of 2015/ 2016 to find out the students' learning styles. The researcher analyzed three types of learning styles found in the seventh graders of MTs. Mifathul Ulum.. The classification of three types of learning styles will make it easy to understand the students how they learn English. The first type of learning styles is Visual style. Visual learners learn through seeing. Visual learners have a tendency to describe everything that they see in terms of appearances.[45]

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[45] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p.44

In this style, to make it easy the researcher uses indicator of learning style as mentioned visual style. This characteristics of visual style was mentioned in chapter two.

From the questionnaire result, it showed that there were some students with visual learning style as follows; Siti Asrifah and Lailatun Nafis has visual style because they prefer reading than listening. They also feel easy to understand the materials when it was written. Vivien and Dwi Cahyo has visual style because they always write/ notice the materials while studying. They also learn new vocabularies through pictures easily. Nasrul and Nurul has visual style because they has a good handwriting. They also streak the book during listening the teacher. Yazidah and Rohmad has visual style because they learn and memorize materials with pictures. Zahro has visual style because she can remember words only by imagine the text. She also can spell the words well. Putri and Andib has visual style because they are good in spelling words. They always write new words or materials. Ulil and Alfia has visual style because they are easy to remember the instruction when it written. Nabil has visual style because he always streak a book while studying. Ilham has visual style because he prefer to remember what he hear than what he saw.

The second type of learning style is auditory learning style. Auditory learners prefer to learn by listening. They

have good auditory memory and benefit from discussing, teaching, interviewing, hearing stories and audio tapes, etc.[46]In this part, the researcher also used indicator of learning styles that was mentioned in chapter two. There were students with auditory learning style as follows; Nur Muji prefers talking and listening than writing, so that he has auditory style. He also likes telling story. Risky has auditory style because he learns materials through music or songs. He also feels easy to understand the materials in verbal instruction. Tri Yoga has auditory style because he was talking loudly. He also repeat the materials to remember it. Wahyu are whispering while studying, he also learn with audio or song. So that he has auditory style.

The third type of learning style is kinesthetic style. Kinesthetic learners prefer to learn by doing. They learn better through moving, doing, acting out and touching. [47] There were students who has kinesthetic learning style as follows; Layinatul has kinesthetic style because appoint something when describe it. He also feels difficult in speaking. He uses his hands when describe something. Erwin has kinesthetic style because he uses his hands while talking. He also appoint the text while reading. Chubaib has

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[46] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p.44

[47] Rita Dunn and Karen Burke, *Learning Style: The Clue to You!*, (LSCY: Research and Implementation Manual, 2005), p.44-45

kinesthetic style because he appoint text when reading. He also taps pen or his foot while studying. Misbah has kinesthetic style because he taps her pencil or foot while studying. He learn and understand new materials with practice it. Eko has kinesthetic style because he is poor in spelling words. Siflana has kinesthetic style because he touch people when talk to them. He also learns new words with practice it.

Thus, the result of the analysis of learning styles on students can be listed as follows:

Table 4.1 : The Number and Percentage of Learning Style on Students

No.	Initial of Learning Style	Number of students	Percentage
1.	V	15	60%
2.	A	4	16%
3.	K	6	24%

Based on the table above, the result showed students of the seventh grade of MTs. Miftahul Ulum in academic year 2015/ 2016 tend to study with various kinds of learning style. There were 60% (15 students) are visual learner, 16% (4 students) are auditory learner, and 24% (6 students) are kinesthetic learner.

2. Teacher's accommodation on students' learning style in English learning at the seventh grade of MTs. Miftahul Ulum in academic year 2015/ 2016

From the data result earlier, the researcher interpreted data from the interview result to know how the teacher accommodate the learning style on students in English learning process. After the students know what type of their learning style, the students got some benefits as follows; according to Ilham as visual learner, he felt very easy to learn new materials in English learning process. Because he prefer to remember what he saw than what he heard, Ilham always read the words and see the pictures in understanding new information or materials. Fortunately, in English learning process, the teacher give some books and hand-outs to the students. [48]

According to Nur Muji as auditory learner, he said that when he learn the materials, he always hear what his teacher said and repeat it loudly. He felt very enjoy to understand materials with song. But in his English learning process, the teacher didn't use multimedia in their teaching-learning process. Nur Muji said he hopes the teacher will give video or film in his learning process.[49]

[48] Interview with Ilham, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[49] Interview with Nur Muji, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

Ulil as another visual learner, he said that he enjoys his English learning process. He is easy in understanding materials. He said that the teacher always give instruction in written text. So that, he never feel difficult in his English learning process. Ulil said he asks the teacher to give more pictures during English learning process.[50]

According to Asrifah, a visual learner, she felt very easy to learn because she can focus with her learning style. She said she enjoys the English learning process, because she likes reading the book to increase her knowledge. She also said that the teacher often asked the students to reading text.[51]

Layyin as kinesthetic learner, after he knows his learning style, he understand the materials by practice and do it. He said felt difficult in English learning process before, because the teacher just give the book, or asked students to read the text and answer the question. Layyin hopes that the teacher can play game during English learning process.[52]

Another visual learner Dwi Cahyo, he felt very helped with his learning style. He said that he can focus learning in his way. He increases his knowledge through his book. He

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[50] Interview with Ulil, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[51] Interview with Asrifah, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[52] Interview with Layyin, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

said he always write the materials from the teacher. He also said he never feel difficult during English learning process. But, he wants the teacher also give some picture or video in their English learning process.[53]

According to Nasrul as visual learner, he felt easy in English learning process. He mastered materials by reading his book. He enjoys the class because the teacher always write down the materials. He said that he wanted the teacher give more written text to the students.[54]

Another visual learners, Yazidar and Andib, they felt have different way in learning materials. They can learn materials better when using pictures. They said that they do not felt difficult in English learning because the teacher give some media of pictures in their English learning.[55]

Misbah who has kinethetic learning style said that sometimes he felt uncomfortable in English learning. he always taps pencil or his foot while learning. He can get and understand materials when the teacher used role play or games in the class.[56]

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[53] Interview with Dwi Cahyo, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[54] Interview with Nasrul, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[55] Interview with Yazidar and Andib, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[56] Interview with Misbah, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

According to Rizky as auditory learner, he felt very helped with his learning syle. He can focus to learn new materials through music, or listen to friends. He also felt enjoy when the teacher ask the students to sing a song. Rizky said that he felt difficult when the teacher just give the students reading text without explain it. He also said he wants to the teacher use more media such as music or other audio media in English learning process.[57]

According to Erwin as kinesthetic learner, he felt very easy in learning on his prefer style. He said that he feel difficult in English learning before, because there were only written materials (books,hand-out). So that, Erwin always practice with his friend. Erwin said that he hopes the teacher can increase the motode of English learning process, for example using games, or play role.[58]

Putri and Nabila, the visual learners said that they felt very enjoy in English learning when the teacher used method or media that related with their learning style. They said that they very like when the teacher used some pictures in

[57] Interview with Rizky, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[58] Interview with Erwin, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

explained the materials. They hope that the teacher can give more visual media in their English learning.[59]

According to Yoga as auditory learner, he likes talk loudly. He realized that his learning style is very helped his mastering new materials in English learning process. He also said that the teacher always give verbal instruction to the students. In English learning process, Yoga hopes that the teacher also give some audio media(video, song, etc.).[60]

According to Chubaib as kinesthetic learner, he felt very difficul in English lerning style before. He feels very helped in learning based on his prfer style. He said that he felt difficult because the teacher often asked the students to read a text. So that, he always appoint the text during reading to facilitate his learning in his prefer style. Chubaib hopes the teacher can facilitate the kinethetic learning with phycical activity in English learning process.[61]

Another kinesthetic learners, Eko and Hadi said that they felt enjoy and fun when they play role or games during English learning. they also said that they felt difficult to gain

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[59] Interview with Putri and Nabila, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[60] Interview with Yoga, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[61] Interview with Chubaib, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

information and materials when the teacher used method that did not related with their learning styles.[62]

Nabil and Nurul, the visual learners said that knowing about own learning style very helped for them. They felt very enjoy when they focus learn and understand materials through seeing pictures.[63]

According wahyu as auditory learner, he felt very helped to know his own learning style. He can learn materials with read the word loudly, and sing a song. Wahyu said that in mastering vocabulary, he needs a verbal communication. So that, when the teacher asked the students to read the text, Wahyu always whispers. In English learning process especially in vocabulary mastery, Wahyu said that he also need audio media to get enjoyably class.[64]

Not only from students viewpoint the researcher gained information about how the teacher accommodate the students' learning style in English learning process that manifested among students but also from teacher viewpoint. Mrs. Mursyidah said that she realized there were differences among students in the way they are learning. That

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[62] Interview with Eko and Hadi, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[63] Interview with Nabil and Nurul, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

[64] Interview with Wahyu, the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

differences of learning style on students give some benefits in English learning process. She said that she used different method or strategies in English learning. During her class, Mrs. Musyidah give some books or hand-outs to the students, and explained it orally. She asked students to read the book, then she explained what about the student read. Sometimes, Mrs. Musyidah also asked the students to do a discussion or make a group, telling story, and sing a song during English learning process. This method is used to overcome the differences learning style on students. But, she also realized that she felt lack about the media in the class. There were no sound system, audio-visual media to support in English learning.[65]

The result of interview above, the researcher concluded that learning style on students give some benefits for students to learn better in their ways in English learning. There were the contribution of students' learning style on vocabulary mastery in English learning style that the researcher find out from the interview with 25 students of the seventh grade of Mts. Miftahul Ulum in academic year 2015/ 2016 as follows; visual learners feel enjoy in English learning s because they can learn in their ways. They also feel easy to get and understand the materials because they

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[65] Interview with Mrs. Mursyidah, the teacher of the seventh grade student of MTs. Miftahul Ulum in academic year 2015/ 2016, at 01/05/2016, 09:33 AM

usually easy to get way to learn such as with many books to read, many pictures in the class, written text from the teacher, and their own written materials. Visual learners also can make some cards in their learning process to understand the materials easily such as make birthday cards or greeting cards. The teacher also can ask the visual learner to make mind-mapping about *things around* you, it can be useful for visual learners to get new materials. Auditory learners feel easy to understand the information or materials in English learning process based on their own prefer style. They can find method to facilitate their learning style such as listen to the teacher carefully, discuss with friend, repeat vocabulary in mastering, and tell a story. They also can practice the materials with their friends such as make a script dialogue and practice in front of the class, or they sing together. Kinesthetic learners enjoy their prefer style in understanding the materials in English learning. They do activities in English learning such as walking when memorize vocabularies, play a games , appoint something when describe it, and using hands when talking. In this case, kinesthetic learners also can play games such as *chain words game, guessing game, or role play game* to facilitate their learning styles. All learner found their own prefer learning style, so that they can focus and feel enjoy during English learning without find any difficulties. The researcher also

found out how the teacher accommodate the students'
learning styles in English learning from the interview result.
By knowing the students' learning styles, the teacher will
accommodate the students' learning styles differences. The
teacher used different method or strategies in English
learning process to accommodate the different learning
styles of students. The teacher not only used conventional
method, but also used another methods such as discussion,
work in pair, or role play, jigsaw as the method in English
learning. Sometimes the teacher use various media such as
pictures, songs, or flash card to support the English learning.
It can be concluded that the teacher accommodate the
students' learning styles with various methods and media of
learning. So that, the class will be more interesting and fun.

B. Discussion

The study investigated the learning styles on the seventh
grade students of MTs. Miftahul Ulum. In English learning, the
students not only have to know the materials, but they have also
learn better based on their learning style. Here, the researcher
found that each student learn different with other. There were
three types of students' learning styles found by the researcher,
there are visual learner, auditory learner, and kinesthetic learner.
In this research, the researcher classified based on the
characteristics of learning styles. From the result of data, it can be

seen that most of students' learning style are visual learner. In the visual learning style, the students have some characteristics as follows; they prefer to read than to listen. They prefer to remember the instruction when it was written. They prefer to remember what they see that what they hear.

The result of this study showed that the students of the seventh grade of MTs. Miftahul Ulum tend to study by various learning styles. Among the students of the seventh grade of MTs. Miftahul Ulum, 60% are visual learner, 16% are auditory learners, and 24% are kinesthetic learners. It can be concluded that the way the students learn are different.

The researcher also found out how the teacher accommodate the students' learning styles. The teacher used different method or strategies in English learning process to accommodate the different learning styles of students such as discussion, role play, jigsaw, sing a song etc. The teacher also accommodate the students' learning styles with using some media such as using pictures, diagrams, graphs, flashcards. So that, by knowing the students' learning style, it can help teacher to determine the suitable method and media. Moreover, it can make the class more interesting.

CHAPTER V
CONCLUSION AND RECOMMENDATION

In this chapter, the data analysis result was taken from the analysing process through characteristics of learning styles analysis. The data concerns on students' learning style in English learning at the seventh grade of MTs.MiftahulUlum. Then, the researcher defined how the teacher accommodate the students' learning style in English learning.

A. Conclusion

From the discussions which mentioned in the previous chapters, the researcher draws some conclusions as the result of the study. The researcher presents the conclusion and suggestions to the readers especially to the teacher and students. The researcher hopes it would be useful and beneficial to the researcher and the readers in order to improve the quality of English teaching and learning process.

The researcher analysed three types of students' learning styles found in the seventh graders of MTs.MiftahulUlum in academic year 2015/ 2016. The classification of learning style on students will make it easy to help in finding better ways in learning English. The types of learning style are visual, auditory, and kinaesthetic. The most finding is visual style with the number of percentage 60%, while auditory style is 16%, and kinaesthetic style is 24%.

Based on the analysis, the researcher also know how the teacher accommodates the students' learning style in English learning. To accommodate the students' different learning styles, the teacher used some method in English learning. The teacher also used some media such as pictures, song, games, etc. in English learning.

B. Recommendation

Based on the result of the study, the researcher had some suggestions for English teacher, students, and the next researcher. The first recommendation is for English teacher. Teacher can do the learning activities in the classroom that relate to students' learning style. The teacher also should use different method and media to improve a good learning environment.The second recommendation is for the students. They should realize that the way they learn is different from the other. The students also should focus on their learning style to learn in the better ways. It will help the students to enhance their knowledge and skills.The third recommendation is for the next researchers, they can use this study as their reference to conduct other researcher on the same field. The researcher hopes that the next researchers can prepare everything as well as possible in doing research and can follow up this research.

C. Closing

In the name of Allah, the Beneficence, the Merciful, all praises due to Him, the master of the universe who gives the researcher some pleasure of healthy until the researcher can finish her thesis. The researcher believes that everything happens because of Him.

The researcher hopes that many students and teachers want to use this research as reference. The researcher encourages the next researcher to complete and continue doing the same research as the researcher has done and can give additional knowledge for the next researcher.

Finally, the researcher realizes that this final project is far from being perfect. Because of limited condition, constructive critics and advices are really accepted for the perfection of the final project. Hopefully, this final project will be useful for all of us. Amin.

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APPENDICES

Appendix 1

No.	Name of Student
1.	Ahmad Andib Sakdulloh
2.	Ahmad Nasrul Khikam
3.	Alifia Putri Pajarwati
4.	Dwi Cahyo Setyaningrum
5.	Eko Bambang Susilo
6.	Ferdinan Nabil
7.	Ilham Maulana
8.	Lailatun Nafis
9.	Layinatul Khulub
10.	Muhamad Ulil Albab
11.	Muhammad Erwin Hermawan
12.	Muhammad Hasan Basri
13.	Muhammad Sif lana Hadi
14.	Nur Mujibatur Rohmah
15.	Nurul Hidayati

16.	Putri Rohmaida	
17.	Rahmat Bagus Cahyono	
18.	Rizky Ardiyan Pamungkas	
19.	Siti Asrifah	
20.	Tri Yoga Muhamad Yusuf	
21.	Vivien Pandu Wicara Putri	
22.	Wahyu Darmawan	
23.	Yasidar Rifkis Sonia	
24.	Zahro` Nabilatummuna	
25.	A. Chubaib	

Appendix 2

Table of Visual Learners

No.	Initial of Learning Style	Name of Student	Characteristic
1.	V	Ilham Maulana	1. I prefer to remember what I see than what I hear 2. I prefer reading than listening 3. I always write the materials 4. I am easy to remember the instruction when it was written 5. I am good in spelling words 6. I streak a book during listening the teacher
2.	V	M. Ulil Albab	1. I am easy to remember the instruction when it was written 2. I am good in spelling words 3. I can remember words only by imagine the text 4. I always write the materials 5. I prefer to remember what I see than what I hear 6. I learn and memorize materials through pictures 7. I can remember words only by imagine the text
3.	V	Siti Asrifah	1. I prefer reading than listening 2. I can remember words only by imagine the text 3. Has a good handwriting 4. I am good in spelling words 5. I am easy to remember the instruction when it was written 6. I learn materials through pictures

4.	V	Dwi Cahyo S.	1. I always write the materials 2. I learn vocabulary through pictures 3. I prefer reading than listening 4. I am easy to remember the instruction when it was written 5. I streak a book during listening the teacher
5.	V	Ahmad Nasrul Hikam	1. Has a good handwriting 2. I learn and memorize materials through pictures 3. I am good in spelling words 4. I streak a book during listening the teacher 5. I always write/ notice the materials while studying 6. I prefer to remember what I see than what I hear 7. I prefer reading than listening
6.	V	Yazidar Rifqis Sonia	1. I learn and memorize materials through pictures 2. I prefer reading than listening 3. I streak a book during listening the teacher 4. I always write/ notice the materials while studying 5. I prefer to remember what I see than what I hear 6. I always write the materials
7.	V	Putri Rohmaida	1. I am good in spelling words 2. I always write the materials 3. I prefer to remember what I see than what I hear 4. I can remember words only by imagine the text 5. I learn and memorize materials through pictures 6. Has a good handwriting

8.	V	Ferdinand Nabil	1. I streak a book during listening the teacher 2. I prefer to remember what I see than what I hear 3. I learn and memorize materials through pictures 4. I prefer reading than listening 5. I always write/ notice the materials while studying
9.	V	Zahro Nabila tummuna	1. I can remember words only by imagine the text 2. I always write/ notice the materials while studying 3. I prefer reading than listening 4. Has a good handwriting 5. I am good in spelling words 6. I learn materials through pictures 7. I prefer to remember what I see than what I hear
10.	V	Nurul Hidayati	1. Has a good handwriting 2. I prefer to remember what I see than what I hear 3. I am good in spelling words 4. I always write/ notice the materials while studying 5. I learn materials through pictures 6. I prefer reading than listening 7. I am easy to remember the instruction when it was written
11.	V	Lailatun Nafis	1. I prefer reading than listening 2. I am good in spelling words 3. I am easy to remember the instruction when it was written 4. I prefer reading than listening 5. I learn materials through pictures 6. Has a good handwriting

12.	V	Vivien Pandu Wicara	1. I always write/ notice the materials while studying 2. Has a good handwriting 3. I learn materials through pictures 4. I am easy to remember the instruction when it was written 5. I prefer to remember what I see than what I hear 6. I prefer reading than listening
13.	V	Ahmad Andib S.	1. I am good in spelling words 2. I prefer to remember what I see than what I hear 3. I prefer reading than listening 4. I always write/ notice the materials while studying 5. I am easy to remember the instruction when it was written 6. I can remember words only by imagine the text
14.	V	Rohmad Bagus C.	1. I learn materials through pictures 2. I can remember words only by imagine the text 3. I prefer reading than listening 4. I am easy to remember the instruction when it was written 5. I always write/ notice the materials while studying 6. I am good in spelling words
15.	V	Alfia Putri Pajaryati	1. I am easy to remember the instruction when it was written 2. I am good in spelling words 3. Has a good handwriting 4. I always write/ notice the materials while studying 5. I learn materials through pictures 6. I prefer reading than listening 7. I can remember words only by imagine the text

Appendix 3

Table of Auditory Learners

No.	Initial of Learning Style	Name of Student	Characteristics
1.	A	Nur Muji Baturrohmah	1. I prefer talking and listening than writing 2. I like join discussion 3. I like telling a story 4. I talk loudly 5. I whisper while reading 6. I learn by listening music or song
2.	A	Rizky Ardiyan P.	1. I learn materials by listening music or songs 2. I like learn with songs 3. I am easy to remember a verbal/ oral instruction 4. I repeat words to remember it 5. I am easy understand materials with listen it 6. I whisper while reading **7.** I talk loudly

3.	A	Tri Yoga M. Yusuf	1. I talk loudly 2. I whisper while reading 3. I repeat words to remember it 4. I am easy understand materials with listen it 5. I prefer talking and listening than writing 6. I like join discussion **7.** I learn by listening music or song
4.	A	Wahyu Darmawan	1. I whisper while reading 2. I am easy understand materials with listen it 3. I learn by listening music or song 4. I repeat words to remember it 5. I like join discussion 6. I prefer talking and listening than writing 7. I whisper while reading 8. I talk loudly

Appendix 4

Table of Kinesthetic Learners

No.	Initial of Learning Style	Name of Student	Characteristics
1.	K	Layinatul Khulub	1. I appoint something when I describe it 2. I feel difficult in telling a story 3. I use my hands when talking 4. I appoint the text when reading 5. I am poor in spelling words **6.** I touch people when talk with them
2.	K	M. Erwin Hermawan	1. I use my hands when talking 2. I walk up and down when memorize materials 3. I appoint the text when reading 4. I tap pencil or my foot while studying 5. I learn new words with practice it 6. I appoint something when I describe it 7. I am poor in spelling words
3.	K	A. Chubaib Alfinada	1. I appoint the text when reading 2. I am poor in spelling words 3. I am poor in spelling words 4. I can't sit down for a long time 5. I tap pencil or my foot while studying

			6. I walk up and down when memorize materials
4.	K	Misbah Z. M.	1. I tap pencil or my foot while studying 2. I am poor in spelling words 3. I can't sit down for a long time 4. I walk up and down when memorize materials 5. I use my hands when talking 6. I touch people when talk to them
5.	K	Eko Bambang Susilo	1. I am poor in spelling words 2. I walk up and down when memorize materials 3. I learn new words with practice it 4. I appoint something when I describe it 5. I use my hands when talking 6. I feel difficult in telling a story
6.	K	M. Siflana Hadi	1. I learn new words with practice it 2. I appoint something when I describe it 3. I use my hands when talking 4. I walk up and down when memorize materials 5. I am poor in spelling words 6. I touch people when talk with them 7. I feel difficult in telling a story

Appendix5

Nama : Lqyinawl khulob

Kelas : VII A

No. absen :

PETUNJUK PENGISIAN

a. Isilah jawaban yang tersedia dengan memberi tanda centang (√) yang tersedia pada jawaban.

b. Mohon diisi sesuai dengan keadaan yang sebenarnya.

c. Jawaban tidak akan mempengaruhi nilai ataupun hasil raport.

d. Terimakasih atas bantuannya.

I. Bagian I (visual)

No.	Statement	Ya	Tidak
1	Saya selalu mencatat materi yang diajarkan	√	
2	Saya lebih suka membaca dari pada mendengarkan	√	
3	Saya mudah mengingat perintah jika dituliskan		√
4	Saya lebih ingat apa yang saya lihat dari pada yang saya dengar		√
5	Saya menulis dengan rapi dan teratur		√
6	Saya mudah menghafal kosa kata walaupun hanya dengan membayangkannya saja		√
7	Saya mencoret-coret kertas saat sedang mendengarkan guru menerangkan		√
8	Saya mudah dalam mengeja kata		√
9	Saya lebih mudah mengingat instruksi jika dituliskan	√	
10	Saya belajar kosa kata baru melalui gambar-gambar		√

II. Bagian 2 (auditory)

No.	Statement	Ya	Tidak
1	Saya lebih suka mendengarkan dan berbicara dari pada menulis	√	
2	Saya belajar kosa kata baru dari music atau lagu		√
3	Saya suka berdiskusi	√	
4	Saya berbicara dengan keras		√
5	Saya lebih mudah memahami instruksi jika dikatakan/ diterangkan	√	
6	Saya lebih mudah bercerita		√
7	Saya lebih mudah mengingat kosa kata baru jika saya membaca keras atau mengulang-ulangnya		√
8	Saya lebih mudah memahami materi yang saya dengarkan		√
9	Saya suka belajar dengan lagu		√
10	Saya menggerakkan bibir/ menggumam saat membaca		√

III. Bagian 3 (Kinesthetic)

No.	Statement	Ya	Tidak
1	Saya membaca dengan menunjuk tulisan	√	
2	Saya tidak dapat duduk tenang di waktu yang lama saat pelajaran		√
3	Saya menunjuk benda saat mendeskripsikannya	√	
4	Saya menghafal kosa kata dengan berjalan atau mondar-mandir		√
5	Saya mengetuk jari atau pena ketika belajar		√
6	Saya berbicara dengan mengerakkan tangan/ anggota tubuh	√	
7	Saya lebih bisa memahami kosa kata baru jika dipraktikkan		√
8	Saya kesulitan dalam mengeja kata	√	
9	Saya kesulitan dalam bercerita	√	
10	Saya menyentuh orang saat ingin berbicara kepadanya		√

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Nama : Wahyu Darmawan

Kelas : VII A

No. absen :

PETUNJUK PENGISIAN

a. Isilah jawaban yang tersedia dengan memberi tanda centang (√) yang tersedia pada jawaban.

b. Mohon diisi sesuai dengan keadaan yang sebenarnya.

c. Jawaban tidak akan mempengaruhi nilai ataupun hasil raport.

d. Terimakasih atas bantuannya.

I. Bagian 1 (visual)

No.	Statement	Ya	Tidak
1	Saya selalu mencatat materi yang diajarkan	√	
2	Saya lebih suka membaca dari pada mendengarkan		√
3	Saya mudah mengingat perintah jika dituliskan		√
4	Saya lebih ingat yang saya lihat dari pada yang saya dengar	√	
5	Saya menulis dengan rapi dan teratur	√	
6	Saya mudah menghafal kosa kata walaupun hanya dengan membayangkannya saja	√	
7	Saya mencoret-coret kertas saat sedang mendengarkan guru menerangkan		√
8	Saya mudah dalam mengeja kata		√
9	Saya lebih mudah mengingat instruksi jika dituliskan	√	
10	Saya belajar kosa kata baru melalui gambar		√

II. Bagian 2 (auditory)

No.	Statement	Ya	Tidak
1	Saya lebih suka mendengarkan dan berbicara dari pada menulis	√	
2	Saya belajar kosa kata baru dari music atau lagu	√	
3	Saya suka berdiskusi	√	
4	Saya berbicara dengan keras	√	
5	Saya lebih mudah memahami instruksi jika dikatakan/ diterangkan		√
6	Saya lebih mudah bercerita		√
7	Saya lebih mudah mengingat kosa kata baru jika saya membaca keras atau mengulang-ulangnya	√	
8	Saya lebih mudah memahami materi yang saya dengarkan	√	
9	Saya suka belajar dengan lagu		
10	Saya menggerakkan bibir/ mengguman saat membaca	√	

III. Bagian 3 (Kinesthetic)

No.	Statement	Ya	Tidak
1	Saya membaca dengan menunjuk tulisan		√
2	Saya tidak dapat duduk tenang di waktu yang lama saat pelajaran	√	
3	Saya menunjuk benda saat mendeskripsikannya	√	
4	Saya menghafal kosa kata dengan berjalan atau mondar-mandir		√
5	Saya mengetuk jari atau pena ketika belajar		√
6	Saya berbicara dengan menggerakkan tangan/ anggota tubuh		√
7	Saya lebih bisa memahami kosa kata baru jika dipraktikkan		√
8	Saya kesulitan dalam mengeja kata	√	
9	Saya kesulitan dalam bercerita		√
10	Saya mengetuih orang saat ingin berbicara kepadanya		√

Lailatun Naqis

Nama :
Kelas : VII A
No. absen :

PETUNJUK PENGISIAN
a. Isilah jawaban yang tersedia dengan memberi tanda centang (√) yang tersedia pada jawaban.
b. Mohon diisi sesuai dengan keadaan yang sebenarnya.
c. Jawaban tidak akan mempengaruhi nilai ataupun hasil raport.
d. Terimakasih atas bantuannya.

I. Bagian 1 (visual)

No.	Statement	Ya	Tidak
1	Saya selalu mencatat materi yang diajarkan		
2	Saya lebih suka membaca 'lbr pada mendengarkan		√
3	Saya mudah mengingat pernah jika dituliskan	√	
4	Saya lebih ingat yang saya s lihat dari pada yang saya dengar	√	
5	Saya menulis dengan rapi dan teratur	√	
6	Saya mudah menghafal kosa kata walaupun hanya dengan membayangkannya saja		√
7	Saya mencoret-coret kertas saat sedang mendengarkan guru menerangkan	√	√
8	Saya mudah dalam mengeja kata		
9	Saya lebih mudah mengingat instruksi jika dituliskan		
10	Saya belajar kosa kata baru melalui gambar-gambar		

II. Bagian 2 (auditory)

No.	Statement	Ya	Tidak
1	Saya lebih suka mendengarkan dan berbicara dari pada menulis		√
2	Saya belajar kosa kata baru dari music atau lagu	√	
3	Saya suka berdiskusi		√
4	Saya berbicara dengan keras		
5	Saya lebih mudah memahami instruksi jika dikatakan/ diterangkan		
6	Saya lebih mudah bercerita	√	
7	Saya lebih mudah mengingat kosa kata baru jika saya membaca keras atau mengulang-ulangnya		√
8	Saya lebih mudah memahami materi yang saya dengarkan		√
9	Saya suka belajar dengan lagu		√
10	Saya mengucapkan huruf mengagumu saat membaca		√

III. Bagian 3 (Kinesthetic)

No.	Statement	Ya	Tidak
1	Saya membaca dengan menunjuk tulisan		√
2	Saya tidak dapat duduk tenang di waktu yang lama saat pelajaran	√	
3	Saya menunjuk benda saat mendeskripsikannya		√
4	Saya menghafal kosa kata dengan berjalan atau mondar-mandir		√
5	Saya mengetuk jari atau pena ketika belajar	√	
6	Saya berbicara dengan menggerakkan tangan/ anggota tubuh	√	
7	Saya lebih bisa memahami kosa kata baru jika dipraktikkan		√
8	Saya kesulitan dalam mengeja kata		√
9	Saya kesulitan dalam bercerita		√
10	Saya menyentuh orang saat ingin berbicara kepadanya		√

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Appendix 6

Transcript of Teacher's interview

Turn	Speaker	Utterances
1.	Researcher	Do you know about learning styles?
2.	Teacher	Yes I know. But I never check about it one by one
3.	Researcher	Are there any differences among students in understanding English materials?
4.	Teacher	I think there are differences among students in understanding English materials, because during English learning some of the students are focus and some of them didn't focus.
5.	Researcher	How to accommodate those differences?
6.	Teacher	I use some different technique or media that students prefer.
7.	Researcher	What techniques are used in English learning?
8.	Teacher	Sometimes I use jigsaw, games (guessing game, chain message game), and using songs
9.	Researcher	What media are used in English learning?

10.	Teacher	I used handbook in English learning, but sometimes I also use some pictures, and the flash card of English vocabularies
11.	Researcher	How do the students learn new materials?
12.	Teacher	I think some students learn materials by read the handbook, and another students learn with
13.	Researcher	Do learning styles help teacher in English learning?
14.	Teacher	Yes, by knowing learning style, I can determine in using technique or media in English learning
15.	Researcher	Are there any difficulties because of students' learning style?
16.	Teacher	Yes, I feel difficult to teach in the class because lack of facilities (LCD, and sound system)

Appendix 7

Transcript of students' interview

Interview with Ilham:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Iya sukanya membaca
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Saya nggak suka berdiskusi
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Enggak.. aku anteng
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Baca buku terus
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Biasanya iya pakai gambar, atau pake buku
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Paling suka kalo pakai gambar
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Kalo pelajaran mendengarkan

Interview with Ulil:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Aku nggak suka dibacakan
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Oh… nggak
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Enggak juga..
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Saat guru bermain dengan kartu bergambar
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Biasanya iya pakai gambar, atau pake buku
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Itu.. saat diterangin dibuku ada gambarnya
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Paling nggak suka kalo disuruh cerita di depan

Interview with Nabil:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Suka baca sendiri
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Oh… nggak
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Anteng, nggak gerak
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Biasanya ya itu, nulis trus dibaca lagi biar paham
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Biasanya ya pake buku
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Itu.. saat diterangin pelajaran sama jelasin artinya apa
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Cerita

Interview with Nur Muji:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Suka dibacakan, soalnya lebih gampang tinggal denger
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Iya suka..
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Enggak juga..
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Kalo pas pelajaran ada lagunya
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Biasanya iya pakai buku, kadang gambar, kadang nyanyi
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Itu ya pas nyanyi ada lagu
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Kalo baca terus, kan bosen

Interview with Rizky:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Lebih suka dibacakan
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Iya suka…
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Ehmm enggak
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Mengulang-ulang lagi pelajaran dari Guru
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Iya biasanya pakai buku, kadang buat kelompok buat ngerjain tugas
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Pas diskusi kelompok, soalnya bisa bareng sama temen
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Kalo disuruh baca buku lama

Interview with Wahyu:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Kalo aku suka dibacakan
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Iya suka
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Tidak kok
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Tanya jawab sama teman
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Biasanya iya pakai gambar, atau pake buku.
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Suka kalo disuruh cerita
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Yang nggak disuka itu kalo kelamaan baca

Interview with Layyin:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Males baca sih..
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Oh… nggak
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Iya.. gerak-gerak tidak bisa anteng
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Belajar sambil praktik atau bermain
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Buku, gambar gitu
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Pas bermain *guessing game* aku paling suka
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Pelajaran mendengarkan

Interview with Misbah:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Kurang fokus kalau membaca
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Oh… nggak
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Iya.. kadang tangan kadang kaki
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Praktik langsung, kaya situasi nyatanya seperti apa
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Seringnya pake buku, trus dijelaskan
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Saat bermain peran, trus dipraktikkan bersama teman
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Paling nggak suka baca lama, nggak konsen

Interview with Bambang:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Suka membaca sedikit
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Oh… nggak
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Iya
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Belajar sambil bermain
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Ya pakai buku dijelasin..
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Suka pas bermain kata berantai, gampang diingat
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Susah kalo mengeja kata B.Inggris

Interview with Yoga:

Turn	Speaker	Utterances
1.	Researcher	Apakah kamu lebih suka membaca daripada dibacakan?
2.	Students	Aku suka dibacakan
3.	Researcher	Apakah kamu suka berdiskusi?
4.	Students	Oh… suka sekali
5.	Researcher	Apakah kamu menggerak-gerakkan tangan saat berbicara atau bercerita?
6.	Students	Enggak
7.	Researcher	Lalu seperti apa cara termudah menurutmu dalammemhami pelajaran?
8.	Students	Diskusi sama cerita
9.	Researcher	Apakah guru menggunakan media saat pembelajaran?
10.	Students	Pakai buku, permainan, sama gambar kadang
11.	Researcher	Metode seperti apa yang paling kamu sukai?
12.	Students	Paling suka pas bercerita
13.	Researcher	Lalu metode yang tidak disukai apa?
14.	Students	Susahnya kalo disuruh nulis banyak

The student read the dictionary by himself, it showed that he is visual learner

The teacher give oral instructions

The students taps the ruler (kinesthetic learner)

PIAGAM

Nomor : Un.06.0/L.1/PP.03.06/375/2016

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa :

Nama   : **RISKA SETIYANI**

NIM   : **123411093**

Fakultas   : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Reguler Angkatan ke-66 Semester Genap Tahun Akademik 2015/2016 di Kabupaten Pati, dengan nilai :

.... 85 .... (.................. 4,0 / A ....)

Semarang, 21 Juni 2016

Ketua

Dr. H. Sholihan, M.Ag.
19600604 199403 1 004

المؤسسة التربية الإسلامية مفتاح العلوم

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TERAKREDITASI A
NGEMPLAK KEC. MRANGGEN KAB. DEMAK JAWA TENGAH
NSM : 121233210009   NPSN : 20364375   website : www.mts.mu-ngemplak.sch.id

Jl. K. Bahran 35 Ngemplak Kec. Mranggen Kab. Demak – Jateng 59567 ☎ (024) 70782279 email : mail@mtsmu-ngemplak.sch.id

SURAT KETERANGAN
Nomor: MTs. 11.33/PP.01.1/510/VII/2016

Yang bertanda tangan di bawah ini :

Nama   : Muhyiddin, M. Pd.I

Jabatan   : Kepala Madrasah Tsanawiyah Miftahul Ulum Ngemplak

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Asal Perguruan Tinggi : UIN Walisongo Semarang

Bahwa yang bersangkutan di atas benar-benar telah melaksanakan penelitian di MTs Miftahul Ulum Ngemplak Mranggen Demak dengan judul *"Learning Styles on Students' Vocabulary Mastery in English Learning Process. (A Qualitative Research at the Seventh Grade of MTs Miftahul Ulum Ngemplak Demak in the Academic Year 2015/2016)"* terhitung tanggal 26 April s.d 25 Mei 2016.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ngemplak, 30 Juli 2016

Kepala Madrasah,

H. Muhyiddin, M. Pd.I

9

Nomor : Un.10.3/D.1/TL.00./1566/2016   Semarang, 18 April 2016
Lamp. : -
Hal : **Mohon Izin Riset**
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    NIM   : 123411093

Kepada Yth. :
Kepala Madrasah Tsanawiyah Miftahul Ulum Ngemplak
di Demak

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama   : Riska Setiyani
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Alamat   : Ds. Kedungleper RT: 02 RW: 03 Kec. Bangsri Kab. Jepara
Judul Skripsi : **Learning Styles on Students' Vocabulary Mastery in English Learning Process** *(A qualitative Research at The Seventh Grade of MTs. Miftahul Ulum Demak in Academic Year 2015/2016)*
Pembimbing : Dra. Nuna Mustikawati Dewi, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 1 bulan, mulai tanggal 26 April 2016 sampai dengan tanggal 25 Mei 2016.
Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

a.n Dekan,
Wakil Dekan Bidang Akademik

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Tembusan:
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WALISONGO

شهادة

Un.10.0/P3/PP.00.9/1222/2016

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

الطالب/الطالبة : RISKA SETIYANI

تاريخ و محل الميلاد :Jepara9 Februari 1994

رقم القيد : 20160143445

قد **نجحت** في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ٧ أبريل ٢٠١٦

بتقدير: مقبول (٣٤٥)

وحررت له الشهادة بناء على طلبه؛

سيمارانج، ١٨ أبريل ٢٠١٦

مدير،

محمد سيف الله الحاج

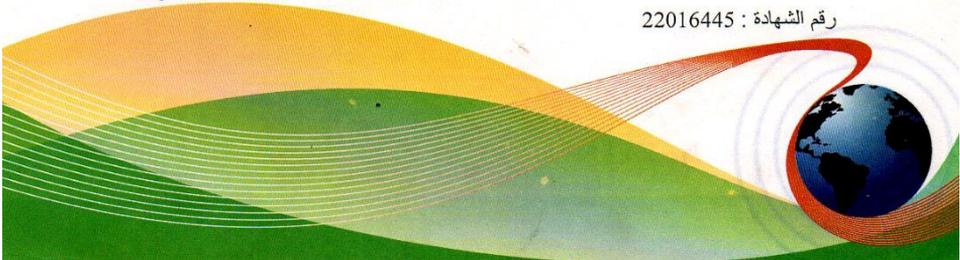رقم التوظيف : ١٩٧٠٠٣٢١١٩٩٦٠٣١٠٠٣

ممتاز : ٤٥٠ ـ ٥٠٠

جيد جدا : ٤٠٠ ـ ٤٤٩

جيد : ٣٥٠ ـ ٣٩٩

مقبول : ٣٠٠ ـ ٣٤٩

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WALISONGO

Certificate

Nomor : Un.10.0/P3/PP.00.9/0496/2016

This is to certify that

RISKA SETIYANI
Student Register Number: 20160142247

the TOEFL Preparation Test

conducted by

the Language Development Center of State Islamic University (UIN) "Walisongo" Semarang

On February 17th, 2016

and achieved the following result:

Listening Comprehension	Structure and Written Expression	Vocabulary and Reading	Score
45	43	50	460

Give in Semarang,
March 2nd, 2016
Director,

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4. SMAN 1 Bangsri Jepara
5. UIN Walisongo

Semarang, July 25th 2019

The writer

Riska Setiyani

123411093