AN ANALYSIS OF EXTRAVERT JAVANESE STUDENTS’ LEARNING STYLE BASED ON VARK (VISUAL, AUDITORY, READ/WRITE, KINESTHETIC) MODEL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

A GRADUATING PAPER

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CHAPTER I

INTRODUCTION

A. Background of Research

Learning English is not easy for Javanese students. It is because English is not their mother tongue. They learn English as a foreign language in many ways. Actually, they can learn English everywhere and every time they want. First, they can learn English through a formal study in the school by paying attention to what the teachers explain. Moreover, some of them take an English course in the afternoon. It means after they have finished studying in the school, they still study English in an English course. Second, they may learn English by reading an English discourse. They may read an English novel, newspaper, or magazine. Third, they can also have a practice of English conversation with native speakers. They can practice it through direct conversation in a direct meeting or having a chat in a social media. But, as you know that it is not easy to find a native speaker who is willing to have a conversation with us. Fourth, we all know that there are many songs and films in the television which are using English. We can use them to learn English in an enjoyable way. In this modern era, we have had an easy access to get them. We can also have them in our smartphone. So, we have already had the easy way to learn English.

In learning English, students have certain learning styles. Learning style is a unique and habitual behavior of acquiring knowledge and skills
through everyday study or experience (Smith and Dalton, 2005 in O’Neale and Harrison, 2013). Learning styles of students are different. It is because language learning is various depending on individual characteristic such as personality, intelligence, aptitude, and motivation (Skehan, 1989 in Asmali, 2014). Fleming (2012) also supports this statement that personality characteristic (e.g., extravert and introvert) influence students’ learning style. Extraversion and introversion are psychological modes of adaptation (Sharp, 1987:12). This two personality types are introduced popularly by Carl Gustav Jung. Jung calls this personality as attitude. It is because the personality is concerned with the way in which one habitually orients oneself in the world (Sharp, 1987:12). Therefore, personality seems to have a relationship with student’s learning style because both of them are habitual activities.

According to the writer’s observation in the English language learning class in IAIN Salatiga, students have different reaction to the learning process. Some students were actively asking in the class, but some others were just keeping silent. There were also some who were just playing with their smartphone or doing other activities. Having such situation, the writer is interested to investigate whether or not it deals with students’ learning style and personality. As a person, the students in English Education Department might have different personality as Jung stated in the previous paragraph. In this research, what the writer observes are Javanese students. Murtisari (2013:110) states that Javanese have some
values such as *narima/trima* ‘accepting’, the ‘self-awareness’ value cluster (*eling* ‘mindful’, *waspada* ‘alert’ and *sadhar* ‘aware’, *alus* ‘refined’), the ‘sensitivity’ value cluster (*tanggap* ‘able to read sign’ and *tepaisalira* ‘sensitive to others’ feelings and act accordingly), *ngalah* ‘to give in’ and *ethok-ethok* ‘to dissimulate/pretend’. All these concepts are fundamental to the traditional Javanese worldview. Murtisari (2013:119) also states that Javanese are very ‘indirect’. It is because Javanese are *pangerten* ‘understanding’, *tanggap* ‘able to read signs’, and *tepaisalira* ‘being sensitive to others’ feelings although they may not express it. With these characteristics, they might tend to be as introverts. It is because the introverts are reflective (Javanese values: *narima, eling, waspada, sadhar, alus*), conservative (Javanese values: *tanggap, tepasilira, ngalah, pangerten*), shy and hesitate (Javanese values: *ethok-ethok* and indirect).

From this situation, the writer is interested to investigate the other side of Javanese. It means that the writer does not investigate the introvert Javanese. Therefore, the writer focuses this research on investigating extravert Javanese students dealing with their learning style based on VARK model. That is why the writer is interested to conduct a research with the title “AN ANALYSIS OF EXTRAVERST JAVANESE STUDENTS’ LEARNING STYLE BASED ON VARK (VISUAL, AUDITORY, READ/ WRITE, KINESTHETIC) MODEL IN LEARNING ENGLISH AS A FOREIGN LANGUAGE.”
B. Research Questions

The writer identifies some problems for this research as follows:

1. What are the types of extravert Javanese students’ learning style based on VARK model in learning English as a foreign language?
2. How does extravert personality characterize each type of students’ learning style based on VARK model?

C. Purposes of Research

This research is aimed to know some aspects as following:

1. To know the types of learning style based on VARK model of extravert Javanese students in learning English as a foreign language.
2. To know how extravert personality characterizes each type of students’ learning style based on VARK model.

D. Benefits of Research

This research should be carried out because of some urgency and also to get some benefits. The writer hopes that through this research, the readers will get new knowledge about students’ learning style based on their personality especially extravert students. Besides it, the writer also hopes that this research will give some benefits to the others for academic field and practical field as follows:
1. Theoretical

This research is hoped to be one of resources for other studies which are related to this research.

2. Practical

This research can be one of resources for teachers to develop their teaching designs. It is also hoped to be one of resources for teachers who want to understand more about their students’ personality.

E. Limitation of Research

The title of this paper is *An Analysis of Extravert Javanese Students’ Learning Style based on VARK (Visual, Auditory, Read/write, Kinesthetic) Model in Learning English as a Foreign Language*. The writer needs to limit this study, so the discussion will not be out of topic. The writer focuses this study on investigating Javanese students’ learning style based on VARK model. VARK model deals with students’ perceptual modes and habitual behavior. The writer chooses Javanese because they have some values which characterize them as introverts. But, in this research the writer is interested to investigate the extravert one. The writer chooses the seventh semester students of English Education Department of IAIN Salatiga in the academic year 2017/2018.
F. Definition of Key Terms

To clarify the topic of the research, the writers present definition of the key terms that are used in this research, as follow:

1. Javanese Students

   Students are people who study in a school from kindergarten to the university level. Javanese students are students who come from Java ethnic. It means that they were born in Java from Javanese parents and also they speak using Javanese as their mother tongue.

2. VARK Learning Style

   According to Smith and Dalton (2005) in O’Neale and Harrison (2013), learning style is a unique and habitual behavior of acquiring knowledge and skills through everyday study or experience.

   VARK is an acronym made from the initial letters of four means of communicating. They are Visual, Aural, Read/write, and Kinesthetic. When we are learning, these four modalities reflect our experiences. VARK package was developed in 1987 by Neil Fleming. VARK is the category of instructional preference because it deals with perceptual modes. VARK provides you with a profile of your instructional preferences (Fleming, 2012).

3. Extravert

   The extravert is normally characterized by an outgoing, candid, and accommodating nature that adapts easily to a given situation, quickly forms attachments, and setting aside any possible misgivings,
will often venture forth with careless confidence into unknown situation (Sharp, 1987:13). The extravert is also optimism. As a general rule the extravert acts first and thinks afterward. Action is swift and not subject to misgivings or hesitation (Sharp, 1987:30).

4. English as Foreign Language

   English as foreign language (EFL) is a term where English is learnt by non-native speakers who live in a country which do not use English in their daily communication but English is taught in school (Gilby, 2011).

G. Organization of the Graduating Paper

   This paper will consist of five chapters. Chapter 1 is about the introduction of this research. It will discuss about background of research. In the background of research, the writer exposes the reason why the writer should conduct this research. In this chapter, the writer states the problems and the purpose of this research. In conducting this research, the writer gives limitation to the research so this research will keep in line with the problems. To explain the topic of the research, the writer provides the definition of key variable in this chapter. The last, to give the brief description of this research, the writer gives the organization of this paper.

   Chapter II is called theoretical framework. Here, there are previous research and literature review. In previous research, the writer gives some discoveries from some experts related to this research. The writer takes
some journals to sustain this research. In literature review, the writer gives the deeper theory about Javanese students, learning style based on VARK model, extravert personality, and English as a foreign language.

In chapter III, there is research methodology. It consists of type of research, research setting, respondent of the research, technique of data collection, and data analysis. The writer chooses qualitative approach in conducting this research. To collect the data, the writer uses documentation and survey to find students’ personality and learning style based on VARK model.

Chapter IV is about findings and discussion. This chapter displays the result of the research. Then, the writer analyzes the data which has been found from the research. The writer analyzes the result of the personality and learning style questionnaire. From the discussion, the writer answers the problem questions.

Chapter V is the last chapter of this research paper. In this chapter, the writer draws a conclusion as the result from this research and gives suggestions for further research related to this topic.
CHAPTER II

THEORETICAL FRAMEWORK

A. Previous Research

The relationship between personality and language learning has been researched in several years.

Threeton and Walter (2009) have conducted a research in line with the current research. They conduct a research about personality type and learning style. The target population of their research is postsecondary automotive technology students in the central region of Pennsylvania. There are 172 students. Here, they use three questionnaires; participant background information survey, Self-Directed-Search (SDS), and Learning Style Inventory (LSI). The result is that they find no statistically significant association between the personality types and learning styles. But, their research also revealed that there is a statistically significant relationship between predominant Realistic personality type and the Accommodating learning style of 56 participants. However, Threeton and Walter’s research is a little bit different with the current research. That is why the writer wants to reveal about the relationship between extravert personality and VARK learning style.

Another research about personality and learning style is also conducted by Ibrahimoğlu et al. (2013). The participants of their research are 421 students from University of Gaziantep (Faculty of Economics and Administrative Sciences and Faculty of Education). In their research, they
use the Big Five Personality Inventory and Kolb’s Learning Style Inventory as the instrument. From their research, they find that there is a meaningful relationship between learning style and personality. Actually, Ibrahimoglu et al.’s finding is similar with Threeton and Walter’s finding. It is because both of them find that there is relationship between personality and learning style in some case. The writer of the current research also agrees with Ibrahimoglu et al.’s research. Therefore the writer conducts this research in a different way.

Asmali (2014) also conducts a research about personality types and language learning strategies. The participants are 88 male and 61 female of Turkish university. He uses two different measurements; Strategy Inventory for Language Learning (SILL) and International Personality Item Pool by Goldberg. His research reveals that Agreeableness is the most popular personality type among participants. Agreeableness is found significantly correlated with all strategy groups in this study. It is also found that extroversion is significantly correlated with cognitive strategy group. Although Asmali has found that extravert has a relation to learning strategy, it is also possible that extravert has a relation to learning style. It is because learning strategy has a relation to learning style.

Tahriri et al.(2015) also conduct a research about personality types and learning styles. But, they specify the learning style only in cognitive learning style. The participants consist of 78 females and 22 males of EFL learners. They use three instruments; Oxford Placement Test (OPT),
Group Embedded Figures test (GEFT), and Personal Style Inventory (PSI).

In this research, Tahriri et al. (2015) find that 51% of the participants have introvert personality types, while 49% of them have extravert personality types. In this case, the extravert participants are dominated by female participants. It also has been found that there is no significant relationship between intermediate male and female EFL learners’ cognitive learning style and their personality type.

From those findings, we know that there is still a relationship between learners’ learning style and their personality even if it is not significant. The writer of the current study also agrees with those findings which are stated that there is a relationship between learning style and students’ personality. Those studies also revealed that EFL learners have a variety of learning style and personality types. Things that make those research are different are mostly the participants and the method. So, this current research conduct a little bit different research but still in line.

B. Literature Review

1. Javanese Students

If we discuss about Javanese, we also talk about culture and mother tongue. Sapir (1956) in Mahadi and Jafari (2012) states that culture is a system of behaviors and modes that depend on unconsciousness. It means that human create the culture unconsciously. Yagiz and Izadpanah (2013) state that culture not only
reflects the real world around humans and their living conditions, but a nation’s social consciousness means thinking, lifestyle, traditions, values systems, and world views.

Murtisari (2013:110) states that Javanese have a life philosophy that heavily emphasizes peace and harmony. To keep the peaceful, they often conceal and deny themselves. Javanese have some values such as *narima/trima* ‘accepting’, the ‘self-awareness’ value cluster (*eling* ‘mindful’, *waspada* ‘alert’ and sadhar ‘aware’, alus ‘refined’), the ‘sensitivity’ value cluster (*tanggap* ‘able to read sign’ and *tepasalira* ‘sensitive to others’ feelings and act accordingly), *ngalah* ‘to give in’ and *ethok-ethok* ‘to dissimulate/pretend’. All these concepts are fundamental to the traditional Javanese worldview. Murtisari (2013:119) also states that Javanese are very ‘indirect’. It is because Javanese are *pangerten* ‘understanding’, *tanggap* ‘able to read signs’, and *tepasalira* ‘being sensitive to others’ feelings although they may not express it. Within Javanese ‘indirect’ communication system, there is also *ethok-ethok* which has more specific meaning and is commonly employed to hide one’s desire, thoughts or motive for the sake of politeness.

According to *Demography of Indonesia’s Ethnicity* by BPS and ISEAS, the biggest ethnic in Indonesia is Java. It takes 40.05% from the total of Indonesian people (BPS, 2017). Because of the great number of Javanese people, the Javanese language has the eleventh
position of the most used language in the world (Ethnologue, 2017). This rank is still the same with the last year. It is good enough because Javanese language has a higher rate than other popular languages such as Korean (South Korea), German (Germany), and Indonesian (Indonesia).

Patrick et al. (2013) state that mother-tongue is the first language acquired by a child and is successfully used for communication at that level. Mufwene (1994) in Saniei (2011) states that a native speaker of one language is someone who born in that language country, learned it during childhood, and spoke it as a first language. Javanese students are students born from Javanese parents, living in Java Island especially Central Java and East Java, and using Javanese as their mother tongue. So, at first Javanese students learn Javanese from their parents. Therefore, they become native speakers of Javanese.

2. Learning Style

Learning styles refer to individuals’ characteristic and preferred ways of gathering, organizing, and thinking about information (Fleming, 2012). Smith and Dalton (2005) in O’Neale and Harrison (2013) define learning style as a unique and habitual behavior of acquiring knowledge and skills through everyday study or experience. The general definition of learning style is that learning style
encompasses the acquiring, processing, and recalling information by an individual through particular experience (O’Neale and Harrison, 2013). From those definitions, we can know that learning style is used by individuals when they are learning. As Smith and Dalton has said that learning style is a habitual behavior. Learning style comes from individuals’ habit when they are learning. So, an individual tends to use the same learning style in learning process. An individual must have a dominant learning style in his or her life. Each individual has a different learning style.

There are some models of learning styles such as Kolb Learning Style Inventory (KLSI), Paragon Learning Style Inventory (PLSI), The Group Embedded Figures Test (GEFT), and Visual Auditory Read/write Kinesthetic (VARK) Learning Style. In the previous researches, KLSI and GEFT have been often used as instrument. But, in this current research, the writer uses VARK learning style questionnaire as the instrument. The writer wants to make something different in this field of study.

Fleming (2012) states that VARK is an acronym of the initial letters of four means of communicating. They are Visual, Aural, Read/write, and Kinesthetic. When people are learning, these four modalities reflect their experiences. People use these modes when they are taking in or giving out information. Many researchers had focused on visual, aural, and kinesthetic characteristic, but Fleming
subdivided the visual mode into visual (iconic) and text (symbolic), creating four possibilities for modal preferences. That is why Fleming added read/write in this learning style model.

The VARK materials are widely used in educational institutions around the western world and have received high acclaim from students and teachers for their powerful simplicity, their ability to spark discussion about learning and the fact that VARK makes intuitive good sense. The power of VARK is that teachers and students understand it intuitively and it seems to fit practice. It provides a useful way to begin a discussion about learning. Because of those reasons, the writer of this present study wants to use VARK model to know students’ learning style. VARK also has a good reputation in western educational sector. So, the writer applies this material in non-western country.

VARK is the category of instructional preference because it deals with perceptual modes. VARK provides you with a profile of your instructional preferences. Each person has a different preferred learning style which is often used to gain and give out information in learning process. But, no student or teacher is restricted to only one mode for communication intake and output. There are some people who use all their sense at once by experiencing their learning and it is usually called a kinesthetic preference.
Each mode in this learning style has its own definition as follows:

*Visual (V)* preference includes the depiction of information in charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies, and other devices that teachers use to represent what might have been presented in words. Layout, whitespace, headings, patterns, designs, and color are important in establishing meaning. Those with this as a strong preference are more aware of their immediate environment and their place in space. It does not include pictures, movies, videos, and animated websites (simulation) that belong with kinesthetic below.

*Aural (A)* mode describes a preference for information that is spoken or heard. Those with support for this modality report that they learn best from discussion, oral feedback, email, phone chat, discussion boards, oral presentation, classes, tutorials, and talking with others.

*Read/write (R)* preference is for information displayed as words either read or written. Not surprisingly, many academics and students have a strong preference for this modality. These learners place important on the precision in language and are keen to use quotes, lists, texts, books, and manuals. They have a strong preference for words.

*Kinesthetic (K)* refers to the “perceptual preference related to the use of experience and practice (simulated or real).” Although
such an experience may invoke other modalities, the key is that the student is connected to reality, “either through experience, example, practice, or simulation.” It is often referred to as “learning by doing” but that is an oversimplification especially for learning which is often abstract but can still be made accessible for those students with a kinesthetic preference. This mode uses many senses (sight, touch, taste, and smell) to take in the environment to experience and learn new things. Some theorists believe that movement for this mode but it is the reality of a situation that appeals most.

There are four kinds of preferences from this questionnaire. Those are single preference, bi-modal preferences, tri-modal preferences, and all preferences (Fleming, 2012). Single preference means the students have one learning style which has the highest score. Bi-modal preferences means the students have two learning styles which have the highest score. For example the highest score of a questionnaire is on visual and aural. It means the students have bi-modal preferences VA. They may have other bi-modal preferences such as VR, VK, AR, AK, and RK. Tri-modal preferences means the students have three learning styles which have the highest score. For example, students have the highest score on visual, aural, and kinesthetic. It means they have tri-modal preferences VAK. They may have other tri-modal preferences such as VRK, ARK, and VAR. The last kind of preference is all preferences. All preferences means the
students have an equal score on all kinds of learning style. Therefore, the students have VARK preference. Bi-modal preferences, tri-modal preferences, and all preferences include in a large group called multi-modal.

There are some examples of grid to visually represent the score of VARK questionnaire.

![Figure 2.1 Example of VARK Questionnaire Score’s Grid (Fleming, 2012)](image)

![Figure 2.2 Grid of A Person with A Multimodal Set of VARK Preferences (Fleming, 2012)](image)

The scoring technique and more explanation about technical use of VARK questionnaire will be discussed in the chapter 3.
3. Personality

There are some models of human personality. Jung (1921) in Sharp (1987:12) differentiates eight typological groups; two personality attitudes – extraversion and introversion – and four functions or modes of orientation – thinking, sensation, intuition, and feeling. But, in this research, the writer only talks about two personality attitudes; extraversion and introversion. There are others personality models but those models are still in line with Jung’s. Ellis (2008) in Asmali (2014) states that personality is generally conceived of as composed of series of types such as extraversion/introversion and neuroticism/stability. While according to Big Five personality model in Abu-Rabia, Peleg, and Shakkour (2014), there are five personality types. Those personalities are extraversion/introversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Eysenck personality types in Zhang, Su, and Liu (2013) are quite similar with the Big Five personality model. But there are only four personality types. Those are extraversion, neuroticism (or emotionality), psychoticism (or tough mindedness), and lie scale. In this research, the writer uses Jung’s personality model.

Jung’s model is concerned with the movement of psychic energy and the way in which one habitually orients oneself in the world. Extraversion and introversion are psychological modes of adaptation (Sharp, 1987:12). That is why Jung called this personality model as
Extraversion or introversion as a typical attitude indicates an essential bias that conditions one’s whole psychic process. But, it is important to realize that a person’s activities are not always a reliable indication of the attitude type. The extravert psychic energy is directed toward the outer world while the introvert’s is toward the inner world. These fundamentally opposite attitude types are found in both sexes and at all levels of society.

No one is only extravert or introvert. Jung believes that everyone has extravert and introvert personality, but one of them will be more dominant. When one personality develops more than the other, the opposite personality is still potentially there. In general, the introvert is simply unconscious of his or her extraverted side, because of a habitual orientation toward the inner world. The extravert’s introversion is similarly dormant, waiting to emerge (Sharp, 1987:27).

a. **Extravert**

The extravert is normally characterized by an outgoing, candid, and accommodating nature that adapts easily to a given situation, quickly forms attachments, and setting aside any possible misgivings, will often venture forth with careless confidence into unknown situation (Sharp, 1987:13). The extravert is also optimism. As a general rule the extravert acts first and thinks afterward. Action is swift and not subject to misgivings or hesitation (Sharp, 1987:30).
In the extraverted attitude, external factors are the predominant motivating force for judgments, perceptions, feelings, affects, and actions. The extravert being attracted to the outer world is fascinated by new and unknown situation. Extraverts like to travel, meet new people, and see new places. They are the typical adventures, the life of the party, open, and friendly. Jung (1921) in Sharp (1987) writes:

Extraversion is characterized by interest in the external object, responsiveness, and a ready acceptance of external happenings, a desire to influence and be influenced by events, a need to join in and get “with it”, the capacity to endure bustle and noise of every kind, and actually find them enjoyable, constant attention to the surrounding world, the cultivation of friends and acquaintances, none too carefully selected, and finally by the great importance attached to the figure one cuts, and hence by a strong tendency to make a show of oneself.

In general, the extraverts trust what is received from the outside world and is similarly disinclined to submit personal motives to critical examination (Sharp, 1987:37).

In Sharp (1987:39) is also stated that the extravert has personal views, but these are subordinated to conditions as they are found in the outer world. The inner life always takes second place to outer necessity. Interest and attention are focused on objective events on things and people in the environment. Extravert’s tendency is so outer directed that in general he or she will not pay much attention to his or her own body until it breaks down.
Extraversion is an obvious asset in social situation. But a too extraverted attitude may unknowingly sacrifice the subject in order to fulfill what it sees as objective demands, the needs for others, for instance, or the many requirements of an expanding business. The extravert, who is apparently selflessly attuned to the outside world, may in fact become completely indifferent. The extravert’s tendency is to sacrifice inner reality to outer circumstance. This is not a problem so long as the extravert is not too extreme (Sharp, 1987:40).

b. Introvert

Introversion finds its orientation in inner, personal factors. For the introvert, the subject and psychic reality are more important. Those are the chief motivation for the introvert. An introverted consciousness can be well aware of external conditions, but subjective determinants are decisive as the motivating force (Sharp, 1987:65).

Jung (1921) in Sharp (1987) is characteristically blunt in describing the traits of the introvert;

The introvert is not forthcoming, he is as though in continual retreat before the object. He holds aloof from external happenings, does not join in, and has a distinct dislike of society as soon as he finds himself among too many people. In a large gathering he feels lonely and lost. The more crowded it is, the greater becomes his resistance. He is not in the least “with it,” and has no love of enthusiastic get-togethers. He is not a good mixer. What he does, he does in his own way, barricading himself against influences from outside.
In Sharp (1987:13) it is also stated that the introvert is normally characterized by a hesitant, reflective, retiring nature that keeps itself to itself, shrinks from object and is always slightly on the defensive. The introvert is curious but hesitant. The introvert is inclined to be reflective, to think things out and consider carefully before acting. Shyness and a degree of distrust of objects results in hesitation and some difficulty in adapting to the external world. The introvert is conservative, preferring the familiar surroundings of home, intimate times with a few close friends.

The introverted attitude is often seen as autoerotic, egocentric, egotistical, and even pathological (Sharp, 1987:66). Introverts are simply more conservative than not: they husband their energy and would rather stay put than run about. Because of the habitual subjective orientation, there may also be a noticeable degree of ego inflation (Sharp, 1987:69).

In the current study, the writer only investigates students’ extravert personality.

4. English as a Foreign Language

The term English as a second language (ESL) is different from English as a foreign language (EFL). English is spoken as a second language in the context of official communication and administration where several language groups exist for example Hong Kong,
Singapore, Kenya, Nigeria, and India (Gilby, 2011:2). While English as a foreign language (EFL) is a term where English is learnt by non-native speakers who live in a country which do not use English in their daily communication but English is taught in school (Gilby, 2011:1). Gilby(2011:1) also states that teaching English as a foreign language (TEFL), which is also known as teaching English to speakers of other languages (TESOL), involves the process of teaching the English language to students whose first language is not English. Indonesia is one of countries which are learning English as foreign language because Indonesian people do not use English as the official language in communication. Many Indonesian do not have English as their first language. For example, the first language of Javanese people is Javanese. Then, the second language of Javanese people is Indonesian. In addition, Javanese people have English as their foreign language because they learn it in the school.

In learning a foreign language, it is good to learn the culture of the foreign language we learn. Language teachers are supposed to teach nothing but language, culture is reserved for the professors of literature. However, culture becomes an issue when the language is taught by native speakers of the language. Many school systems prefer to hire native speakers as language teachers because of their authentic relationship to the target language and culture, but native speakers do not necessarily know the home culture of their students (Kramsch,
Kramsch (2013:66) also states that foreign language learners learn about the foreign culture as an exotic curiosity. They try to adapt to it or temporarily adopt it as their own when they travel to the country. However, we will get benefit if we are willing to learn foreign language along with the culture. From those statements, we can know that the relationship between language and culture is always considered. School which hire native speaker to teach foreign language provides the real experience for the students to feel the culture of the target language. So, it is good for foreign language learners to practice the target language with the native speakers.
CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about research methodology which includes type of research, research setting, respondent of the research, technique of data collection, and technique of data analysis.

A. Type of Research

This research was a descriptive qualitative with percentage research. Qualitative research includes researching attitude, behavior, discipline, and belief. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations (Mack et al., 2005). This current research discussed about students’ learning style and extravert personality which concerned with behavior and attitude. Therefore, the writer used qualitative approach.

The qualitative researcher is able to use a variety of methods for collecting information (Cohen et al., 2005). There are some methods of collecting data in qualitative research. Those are observing, interviewing, exhibit questions, survey, and keeping records (Stake, 2010). They also review documents (Hodder, 1994 in Stake, 2010:89). In this research, the writer used a social research survey and reviewing documents or documentation method to collect the data. A social research survey is a set of questions or statements or scales on paper, on the telephone, or on the screen usually asked the same way of all respondents (Stake, 2010:99). The writer
used a set of questions on paper to do the survey. The data from the survey were turned statistically into total, percent, table, and diagram (Stake, 2010:99). Qualitative researchers use all kinds of data: numerical measurement, photographs, indirect observation, texting, for example; whatever clarifies the picture of what is going on (Hodder, 1994 in Stake, 2010:89). Arikunto (1998: 246) stated that the qualitative data were turned into quantitative data using number to help the research easier to be understood and presented, then described and turned into qualitative again to be drawn the conclusion, this technique called descriptive qualitative with percentage.

This research was a descriptive qualitative with percentage research. Therefore, the results were presented in statistical forms such as total, percentage, table, and diagram.

B. Research Setting

This research took place in the third campus of IAIN Salatiga which was located at Jalan Lingkar Selatan km 2, Pulutan, Salatiga. This research was scheduled from May - August 2017 for English Education Department Students of IAIN Salatiga.

C. Respondent of the Research

Based on the research objectives (see chapter I), the writer selected the seventh semester students of English Education
Department of Teacher Training and Education Faculty of IAIN Salatiga in the academic year 2017/2018. English Education Department of IAIN Salatiga has 199 students in 2014. Based on the writer’s observation the students were mostly Javanese. Few of them were Sundanese, Betawi, and Dayak. They used Javanese frequently in their daily conversation when they were in campus. But, the students should use English when they are in EFL class especially speaking class. The writer chose seventh semester students because they had taken four speaking class. Those were Speaking 1, Speaking 2, Speaking 3, and Speaking 4. Therefore, they had practiced speaking English more than the students under seventh semester.

Population is the whole subject of the research (Arikunto, 2010). From this population, the writer took samples. Samples are part or representation of population that is researched (Arikunto, 2010). To select samples of the research, the writer used purposeful sampling. The writer chose purposeful sampling to avoid unqualified sample selection. In purposeful sampling, the writer can determine the sample based on certain purpose with some criteria (Arikunto, 2010). For this research, the writer determined the criteria to select the sample as the respondents. They were:

1. They are the seventh semester students of English Education Department of IAIN Salatiga.
2. They must be Javanese born from Javanese parents.
3. They live in Java Island especially Central Java and East Java.
4. They use Javanese as their mother tongue.
5. They have extravert personality.

The total population of seventh semester Javanese students is 191 students. The writer took 38 extravert Javanese students (20%) as the sample to represent the population. To get the sample, the writer used questionnaire (see appendix).

D. Technique of Data Collection

The writer collected the data using some techniques as follow:

1. Documentation

According to Arikunto (2010), documentation is searching for data about the variables in the forms of notes, transcript, books, newspapers, magazines, agendas, etc. In this research, the writer used some related documents such as students’ list of English Education Department of IAIN Salatiga, books, and journals. Students’ list was used to confirm the number of research population. Related books and journals were used to construct the theoretical framework of this current research.

2. Survey

This research used a social research survey. A social research survey is a set of questions or statements or scales on paper, on the telephone, or on the screen usually asked the same way of all respondents (Stake, 2010:99). The writer used a set of questions on paper to do the survey. This set of question on paper to do the survey
is also called questionnaire. According to Arikunto (2010), questionnaire is a list of written questions used to gain information from respondents of their personal information of things they know. He stated that questionnaire is mostly used by many researchers as instrument to collect the data. He also stated that questionnaire has some benefits as instrument as long as the usage of it follows the condition provided in the research. The writer used questionnaire to get the sample of the extravert Javanese students for this research.

In this current research, the writer used the Myers-Briggs Type Indicator (MBTI) E-scale Questionnaire (see appendix) to collect data about students’ personality. To collect data about students’ learning style, the writer used VARK Questionnaire version 7.8 (see appendix) with the assistance and insights of Dr. Charles Bonwell, Abby Hassler, Heather Lander, Faye Fleming, and Carol Cadigan.

a. MBTI E-Scale Questionnaire

The first instrument used by the writer was MBTI. MBTI is the instrument which is often used to measure extraversion and introversion described by Jung (Friedman and Schustack, 2008). It has been used for assessing personality types of people for decades and hundreds of studies over the past 40 years have proven the instrument to be both valid and reliable (Budakoglu et al., 2014). Besides it, the MBTI has a clear and direct relevance to learning (Sharp, 2008). In this research, the writer used MBTI
personality test by Harley Friedman, Program Director of Internal Medicine of Dartmouth Hitchcock Medical Center. There were 10 questions for E-scale. In each questions there were two choices and there were no wrong answers to any of these questions. To determine whether the student was extravert or introvert, the writer used the higher score. If the extravert score was higher than the introvert score, the student had extravert personality and vice versa. The scoring table for this questionnaire is following:

Table 3.1 MBTI E-scale Questionnaire Scoring Table

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>E</td>
<td>I</td>
</tr>
</tbody>
</table>

b. VARK Questionnaire

The second instrument was the VARK questionnaire. The VARK materials are widely used in educational institutions around the western world and have received high acclaim from students and teachers for their powerful simplicity. The VARK questionnaire finds
students preference for the way they work with information. The VARK Questionnaire version 7.8 consists of 16 questions with four options in each question. The most important instruction in that questionnaire is that the students may have more than one answer to any questions (Fleming, 2012). The VARK Questionnaire scoring chart is based on the table 3.2.

Table 3.2 VARK Questionnaire Scoring Table (Fleming, 2012)

<table>
<thead>
<tr>
<th>Question</th>
<th>a category</th>
<th>b category</th>
<th>c category</th>
<th>d category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K</td>
<td>A</td>
<td>R</td>
<td>V</td>
</tr>
<tr>
<td>2</td>
<td>V</td>
<td>A</td>
<td>R</td>
<td>K</td>
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<td>3</td>
<td>K</td>
<td>V</td>
<td>R</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>K</td>
<td>A</td>
<td>V</td>
<td>R</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>V</td>
<td>K</td>
<td>R</td>
</tr>
<tr>
<td>6</td>
<td>K</td>
<td>R</td>
<td>V</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>K</td>
<td>A</td>
<td>V</td>
<td>R</td>
</tr>
<tr>
<td>8</td>
<td>R</td>
<td>K</td>
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<td>11</td>
<td>V</td>
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<td>A</td>
<td>K</td>
</tr>
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<td>12</td>
<td>A</td>
<td>R</td>
<td>V</td>
<td>K</td>
</tr>
<tr>
<td>13</td>
<td>K</td>
<td>A</td>
<td>R</td>
<td>V</td>
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<td>K</td>
<td>R</td>
<td>A</td>
<td>V</td>
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<td>15</td>
<td>K</td>
<td>A</td>
<td>R</td>
<td>V</td>
</tr>
<tr>
<td>16</td>
<td>V</td>
<td>A</td>
<td>R</td>
<td>K</td>
</tr>
</tbody>
</table>

E. Technique of Data Analysis

According to Miles and Huberman (1984) in Emzir (2010), there are three activities in analyzing qualitative data as following:
1. **Data reduction**

   Data reduction refers to the process of selection, focusing data, simplification, abstraction, and transforming raw data which exists in the written field notes. Data reduction happens continuously during the research. In this research, the writer used this activity to reduce the number of extravert Javanese students got from the questionnaire. From the questionnaire, the writer got 45 extraverts. The writer omitted the last 7 respondents who got score 6.

2. **Data display**

   The second phase of analyzing data is data display. In this phase, the writer presented the data in forms that enables the writer to draw a conclusion. The writer presented the data in the forms of narrative text and table. The writer exposed the result of the two questionnaires in the different tables. Then, the writer gave additional explanation in narrative text.

3. **Conclusion drawing**

   The last phase of analyzing data is conclusion drawing. Conclusion drawing is the process of interpreting the data. It interprets the pattern of the data, causal relation, and another explanation. The writer used this phase to answer the research questions (see chapter I).

   Those phases and data collection create an interactive cycle process. The writer was able to move between these three phases during data
collection. The writer could back to data reduction after displaying data, or after data reduction, the writer moved to conclusion drawing. Those phases are drawn in a diagram by Miles and Huberman (1984) in Emzir (2010).

Figure 3.1. Miles and Huberman Interactive Analysis Diagram
CHAPTER IV

FINDINGS AND DISCUSSION

This research was aimed to answer two questions. The first question was what are the types of extravert Javanese students’ learning style based on VARK model in learning English as a foreign language and the second was how does extravert personality characterize each type of students’ learning style based on VARK model (see Chapter II). The findings of this research were presented and discussed in this chapter.

A. Result Distribution of MBTI E-Scale Questionnaire

To get the selected respondents who were extravert, the writer gave MBTI E-scale questionnaire to 191 respondents (see Chapter III). From the questionnaire, the writer identified three groups of students’ personality. Those were extravert (E), introvert (I), and unidentified (U). The distribution of the students’ personality was shown in table 4.1.

Table 4.1 Distribution of Students’ Personality

<table>
<thead>
<tr>
<th>Personality</th>
<th>Number of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extravert (E)</td>
<td>45</td>
<td>23.60</td>
</tr>
<tr>
<td>Introvert (I)</td>
<td>60</td>
<td>31.40</td>
</tr>
<tr>
<td>Unidentified (U)</td>
<td>86</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>191</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.1 had shown that the unidentified group had the biggest percentage. Unidentified group consisted of respondents whose personality could not be identified. This was because 45% respondents did not return the questionnaire to the writer. This would be the writer’s limitation in collecting the data which was not taken at one time. However, this limitation might become an opportunity for further research to select better way of data collection strategy rather than this current research.

Apart from the unidentified group, these were two other personalities: extravert and introvert. From table 4.1, it found that students with extravert personality (23.60%) were lower in number rather than the introvert one (31.40%). This finding fitted to what Murtisari (2013) had argued (see Chapter II) that some of the characteristics of Javanese people was being introvert.

The students were characterized as extravert when they answer question number 1 with (a) interact with many, including strangers. From this point of questionnaire, number 1, students who chose (a) might adapt easily to any situation, whether in an identified situation or new situation, for example in a party. This fitted to what the writer had discussed as the characteristic of an extravert.

Although their tendency was to be extraverts, they still had some introvert sides inside their selves. For example, when the phone rang, R37 chose to let the phone ring and hope someone else would answer (see appendix). It was not suitable with one of extraverts’ characteristic which
acted first and thought afterward as Sharp (1987) had stated before (see Chapter II). Another example was taken from R24. This respondent liked to be approached rather than initiate a conversation in a company or environment (see appendix). It showed that R24 was a hesitant person. But, after someone approached R24, R24 might talk more. Another example that showed the introvert side of extravert students was taken from R7 and R44. They preferred to have a few friends with more lengthy contact rather than many friends with brief contact (see appendix). It was because they preferred to have intimate time with a few close friends as Sharp (1987) had stated before about introvert characteristic (see Chapter II).

The writer also provided a diagram of result distribution of MBTI E-scale questionnaire for the readers to give more understanding about the spread of personality of seventh semester Javanese students of English Education Department of IAIN Salatiga.

Figure 4.1 Distribution of Students’ Personality Diagram
However, this study only investigated further the extraverts. There were 45 extravert respondents (23.60%) (see figure 4.1). Before giving the second questionnaire, the writer did a data reduction to the number of extraverts (see Chapter III). It was because the writer only needed 38 extraverts (20% of the total population). Then, the 38 extraverts were given the VARK questionnaire to know the type of their learning style.

B. Result Distribution of VARK Questionnaire

Based on the result of the MBTI E-scale questionnaire, there were 38 extravert students that became the main respondents to investigate the learning style. After they were given VARK questionnaire (see Chapter III), it was found that students of English Education Department had various types of learning style. The distribution of the learning style was as shown in table 4.2.

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Number of Respondent</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual (V)</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Aural (A)</td>
<td>11</td>
<td>28.9</td>
</tr>
<tr>
<td>Read/write (R)</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Kinesthetic (K)</td>
<td>13</td>
<td>34.2</td>
</tr>
<tr>
<td>Bi-modal</td>
<td>8</td>
<td>21.2</td>
</tr>
<tr>
<td>All preferences</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.2 demonstrated that there were five types of learning styles. They are visual, aural, read/write, kinesthetic, bi-modal preferences, and all preferences. Bi-modal preferences and all preferences meant the students in English Education Department had more than one learning style as proposed by Fleming, 2012 (see Chapter II).

In learning English as a foreign language, the extravert Javanese students might have their own style to learn. Extravert students had a desire to influence and be influenced by events as Sharp (1987) had argued (see Chapter II). In the other words, they needed to join in and get “with it”. The writer argued that this characteristic was important in the language learning process. Students needed to get involved more in the language learning process. It was because students needed to practice the language.

To give a better description about the spread of extravert Javanese students’ learning style, the writer provided an interesting diagram as follow:

![Figure 4.2 Distribution of Students’ Learning Style diagram](image)

*Figure 4.2 Distribution of Students’ Learning Style diagram*
This research found that 34.2% of extravert students used kinesthetic learning style (see figure 4.2). There were 13 extravert students using this kind of learning style. This was the highest percentage among other learning styles. Students with kinesthetic learning style liked to learn by practicing or doing. So, the writer assumed that these extravert students might often learn by practicing or doing. They might practice English with their friend although they were not in the speaking class. For example, in the question number 16 of VARK questionnaire, R37 chose to gather many examples and stories to make the talk real and practical when R37 had to make an important speech at a conference or special occasion (see appendix). It showed that R37 learnt best through experiencing something. This fact was also supported by R37’s answer on the questions number 13 and 14. R37 would like to pay attention on teacher’s explanation which used demonstration, models or practical session (see appendix). It was because R37 could experience it. In English language learning, the writer assumed that it could be implemented through a role play session. R37 also preferred to get feedback by using examples from what R37 had done (see appendix). Rather than quietly sit in the class and listen to the teacher explanation, the kinesthetic students tended to implement the theory and have a direct exercise just like doing a role play. There was another example about kinesthetic learning style. It was taken from R44’s answer on questions number 2, 6, and 9. R44 would learn most from watching the actions when R44 watch a video showing on a website which consisted a person speaking, some lists and words describing what to do and some
diagrams (see appendix). In learning process, R44 might learn best from watching the teacher’s gesture or action when teaching English. In question number 6, R44 preferred to try or test a digital camera or mobile phones when R44 was about to purchase it (see appendix). R44 needed to experience the things before R44 made up a decision. Besides it, in the question number 9, R44 would like to use the controls or keyboard when R44 wanted to learn a new program, skill or game on a computer (see appendix). R44 would experience it directly through doing this way. The writer assumed that they learnt best through this way.

The aural learning style was also used by many extravert Javanese students. There were 28.9% extravert students using this learning style (see figure 4.2). This was the second highest percentage among other learning styles after kinesthetic learning style. There were 11 extravert students among 38 extravert students who used this learning style (see table 4.2). These students learnt best through speaking or hearing. They might learn best through a discussion. This statement was supported by the answer of most extravert Javanese students with aural learning style on question number 13. They preferred a teacher or a presenter who used question and answer, talk, group discussion, or guest speaker (see appendix). These ways of learning were using audio. Therefore the students with aural preference learnt best through this style. In English learning process, they might learn through participating on an English seminar or a workshop. They might like to have and give oral feedback. They might do this in a group discussion. They might
also learn best from the oral presentation given by their friends for example about descriptive text in the class. The writer also assumed that peer learning strategy might be useful for these learners. It was because they could have a comfortable talk. For example, R25 would like to ask friends for suggestions when R25 was going to cook something as a special treat (see appendix). This was also a kind of peer learning. Another example was taken from R14’s answer on question number 9. When R14 wanted to learn a new program, skill or game on a computer, R14 would like to talk with people who know about the program (see appendix). R14 learnt better from hearing someone’s explanation.

Read/write learning style had lower percentage than aural learning style. It had 10.5% (see figure 4.2). There were 4 students who used this learning style (see table 4.2). In read/write learning style, the students learn better through reading books, texts, and manuals which seemed to be boring for the extravert. They have a strong preference for words as Fleming (2012) had stated (see Chapter II). For example, R16, R18, R34, and R43 had the same answer for question number 9. The question asked the respondents what they would like to do if they wanted to learn a new program, skill or game on a computer. They would prefer to read the written instruction that came with the program (see appendix). In question number 4, R16 and R34 also prefer to use a good recipe when they wanted to cook as a special treat (see appendix). In question number 2 which asked the respondents how they learnt from a video showing on a website that consisted of a person speaking, some
lists and words describing what to do and some diagrams, R18 and R43 chose
to read the words (see appendix). There were also other examples that showed
these learners learn best through reading or writing. R18 preferred to write
down the direction when R18 helped someone who needed to be told about a
place direction (see appendix). R34 would like to give a copy of the printed
itinerary of a vacation plan for a group when R34 wanted to explain it to the
group (see appendix). While in giving an important speech, students with
read/write learning style would like to write out the speech and learn from
reading it over several times (see appendix). These all showed that reading or
writing words was very important for this kind of learners in the learning
process.

In learning English, learners with read/write learning style preference
might learn better through reading the materials on a textbook. They might
learn best if they could read or write words. For example, they might write
down the English grammar and read an English novel to enlarge their
vocabulary. These learners learnt better through reading some theory. It was
not like the kinesthetic students who learnt better through exercising. The
writer assumed that this learning activity could not invite the students to get
involved effectively in it. Therefore, the writer assumed that rather than for
the extravert, this learning style might be more suitable for the introvert
students.

From four kinds of learning style, visual style had the lowest percentage
of user. Visual learning style only had 2.6% (see figure 4.2). There was only
one student among 38 extravert Javanese students who used this learning style (see table 4.2). It was because in visual learning style, the learner learnt best from interesting displayed lesson such as charts, graphs, flow charts, and all the symbolic arrows, circles, and other devices that might be able to represent the words as Fleming (2012) had stated before (see Chapter II). This kind of learner was also interested in the learning process which consisted of layout, whitespace, headings, patterns, designs, and color. For example, R6 preferred to learn through diagrams, maps, and charts when R6 wanted to learn something new as the question number 7 asked (see appendix). In question number 10 which asked the respondents what kind of websites they like, R6 chose to like websites which had interesting design and visual features (see appendix). The writer assumed that the answer of R6 for question number 16 showed that R6 was really a visual learner. R6 would like to make diagrams or get graphs to help explain things when R6 had to give an important speech at a conference or special occasion (see appendix). In a restaurant as question number 15 asked, R6 also would like to look at what others are eating or look at pictures of each dish (see appendix). These visual clues helped the visual learners so much in the learning process. In learning English, they might learn the material which was displayed on power point slides. The designs, color, and headings from the power point slides might help the visual learners to get better understanding. But, the writer assumed that this learning style was not appropriate enough for the extravert Javanese students. This learning style could not bring the students to experience the
learning process. It was because this learning style allowed the students to watch the material, not practicing the material. This kind of learners was also interested in the outer appearance. It was shown by R6 answer for question number 6. R6 preferred to look at the modern design of a digital camera or mobile phone when R6 wanted to purchase it (see appendix). R6 preferred to do that rather than reading the features or testing it. However, this was the way of visual learner to get understanding in the learning process.

The writer assumed that the number of extravert Javanese students who used this learning style preference was small because the extravert students did not like to learn quietly. If they used these kinds of learning style, they could not be involved and experience directly in the language learning process.

Some of extravert Javanese students also had bi-modal preference. It meant they had two preference of learning style. There were 21.2% students using this preference (see figure 4.2). Here, there were 8 students from 38 extravert Javanese students who have this preference (see table 4.2). These students might combine between read/write and kinesthetic learning style (RK), visual and aural learning style (VA), aural and kinesthetic learning style (AK), visual and kinesthetic learning style (VK), visual and read/write learning style (VR), aural and read/write learning style (AR) as Fleming (2012) had stated before (see Chapter II). In this research, the writer found two students using VK preference, two students using AK preference, two students using VA preference, and two students using RK preference.
The combination of two learning styles was gained from the equal score between them. There were two kinds of learning style which got the same high score. For example, R19 and R28 who had VK learning style had the highest score in visual and kinesthetic. Both of them got score 5 in each. The writer assumed that his kind of learner preferred to learn well by noticing the visual clues such as charts, graphs, diagrams, etc. and having a practical learning activity. There were also R7 and R38 with AK learning style who had two highest score. The score of aural and kinesthetic was 6. Therefore, the writer assumed that they might learn best through oral presentation, discussion, talking with others, and other aural activity. They might also prefer to have a practical learning activity. Besides it, R1 and R21 had RK learning style. They had score 5 in read/write and kinesthetic. The writer assumed that they might often combine these two learning style in the learning process. They might learn best through reading books, manuals, lists, etc. and having a practice. From 8 students who had bi-modal preference, 6 of them had a learning style combination using kinesthetic. It was because they were extravert students. There were only two students who have bi-modal preference which did not have kinesthetic in the combination. They were R3 and R11. They had VA learning style. But, their score was different. R3 had score 6 in each visual and aural while R11 had score 5. The writer assumed that they might learn best through looking at visual clues as Fleming (2012) had stated before (see Chapter II) and hearing audio in the learning process.
such as teachers and friends voice. The writer assumed that these students learnt best through two kinds of learning style.

This research also found that there were 2.6% students using all preference (see figure 4.2). Although it had 2.6%, it only had one student who used this all preference. The student was R13. This student had the same score in each kind of learning style. Each of learning style had score 4. Therefore, the writer assumed that this student did not have a strong preference for learning style. R13 might use all kind of learning styles in the learning process and feel comfortable with it. R13 might understand the lesson through all learning styles. It meant they combine all four kind of learning style.
CHAPTER V
CLOSURE

After conducting, presenting, and analyzing the data, the writer drew conclusions and gave suggestions in this chapter.

A. Conclusion

The way to learn English was vary based on students’ personality and learning style. There were two personalities. Those were extravert and introvert. This research found that the number of extravert Javanese students was less than the introvert one. But this research was conducted to investigate only extravert Javanese students’ learning style. The learning style based on VARK model. The results of this research were:

1. The writer found the spread of learning styles among extravert students. Visual was 2.6%. Aural was 28.9%. Read/write was 10.5%. Kinesthetic was 34.2%. Bi-modal preferences was 21.2%. All preferences was 2.6%.

2. From 38 extravert Javanese students, most of them used kinesthetic learning style. The percentage was 34.2%. It was because the characteristic of extravert students suited to the kinesthetic learning style. However, this research also found that there were also extravert Javanese students who used other learning styles even in a low percentage. The lowest percentage was visual learning style. The percentage was 2.6%. It was because the visual learning style was
more appropriate with introvert characteristics rather than extravert characteristics. There were also some students who used bi-modal and all preference. This research found that the score of extravert students’ personality did not influence their preference in learning style.

B. Suggestion

After analyzing the data and discussing the results of this research, the writer gave some suggestions for the readers, students, related researcher, and English teachers.

1. Readers

The writer suggested the readers to read more sources about human’s personality especially about extravert and introvert characteristic. It helped them understand this research and avoid misunderstanding.

2. Students

For Javanese students especially English learners, it was better for them to understand about their own personality and choose the most appropriate learning style because the learning style helped them in learning English as a foreign language.

3. Related Researcher
This research still had not investigated the personality of 45% Javanese students because of some aspects (see Chapter IV). Therefore, the writer suggested for the next related research to investigate them. This would be a good chance for them to explore more about students’ personality and their learning style. The writer hoped that the next related research would find more data about students’ learning style based on VARK model.

4. English Teachers

For the English teachers, it was better for them to get to know about their students’ personality. They might observe them during the learning process in the class. Therefore, the English teachers can choose the suitable way to teach their students and understand why students have different learning styles. If the English teachers understand their students, it will build a good psychological relation between both of them.
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https://www.bps.go.id/KegiatanLain/view/id/127 : Mengulik Data Suku di Indonesia
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**JUMLAH** 127

Salatiga, Juni 2017

[Signature]

Fatih Adam Maimun, M.Ag.

NIP. 19700510 199803 1 003
KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  

Nomor: B.13.009/In.21/DT.1/PM.03.00/01/2017  
Lamp:  
Hal: Pembimbing dan Asisten Pembimbing Skripsi  

Kepada  
Yth. Noor Maliah, Ph.D  
Di Tempat  

Assalamualaikum w.w.  

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:  

Nama: NOVITA NESTI SAPUTRI  
NIM: 113-13-051  
Fakultas: TARBIYAH DAN ILMU KEGURUAN  
Jurusan: TAORIS BAHASA INGGRIS  
Judul Skripsi: A STUDY OF JAVANESE STUDENTS VARK (VISUAL, AURAL, READ/WRITE, KINESTHETIC) LEARNING STYLE BASED ON THEIR PERSONALITY IN LEARNING ENGLISH AS FOREIGN LANGUAGE IN IAIN SALATIGA  

Apabila dipandang perlaku Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.  

Wassalamualaikum w.w.  

Salatiga, 19 Januari 2016  

Dosen,  

[Signature]  

[Name, S.Ag., M.Phil.]  

[Badan Prasarana dan Pendidikan Islam]  

[No. 19690617 199603 1404]  

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PERMOHONAN INZ PENELITIAN SKRIPSI

Kepada

Yth, Kepala Jurusan Tadris Bahasa Inggris IAIN Salatiga

di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama: NOVITA NESTI SAPUTRI
NiM: 113-13-051
Mahasiswa: Institut Agama Islam Negeri ( IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi:
A STUDY OF JAVANESE STUDENTS VARK (VISUAL, AURAL, READ/WRITE, KINESTHETIC) LEARNING STYLE BASED ON THEIR PERSONALITY IN LEARNING ENGLISH AS FOREIGN LANGUAGE IN IAIN SALATIGA

Dengan Pembimbing: Noor Maliah, Ph.D

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 10 Juli 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Sertifikasi: 07 Juli 2017

Ketua Jurusan Tadris Bahasa Inggris

M.Pd.

Tanda tangan

Tembusan: 1. Mahasiswa yang bersangkutan
APPENDICES
## Table Students’ Personality Score

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**Table Learning Style’s Score of Extravert Javanese Students**

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V = 1
A = 11
R = 4
K = 13
Multimodal = 9
RESEARCH QUESTIONNAIRE

Name : 
NIM : 
Major : 
Address : 
Race : 
Mother Tongue : 
No. HP : 

MBTI E-SCALE PERSONALITY TYPE TEST
By Harley Friedman

1. At a party do you:
   a. Interact with many, including strangers
   b. Interact with a few, known to you

2. At parties do you:
   a. Stay late, with increasing energy
   b. Leave early with decreased energy

3. In your social groups do you:
   a. Keep abreast of other's happenings
   b. Get behind on the news

4. In phoning do you:
   a. Rarely question that it will all be said
   b. Rehearse what you'll say

5. In company do you:
   a. Initiate conversation
   b. Wait to be approached
6. Does new and non-routine interaction with others:
   a. Stimulate and energize you
   b. Tax you reserves

7. Do you prefer:
   a. Many friends with brief contact
   b. A few friends with more lengthy contact

8. Do you:
   a. Speak easily and at length with strangers
   b. Find little to say to strangers

9. When the phone rings do you:
   a. Hasten to get to it first
   b. Hope someone else will answer

10. Are you more inclined to be:
    a. Easy to approach
    b. Somewhat reserved

SCORING

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Sum  
E   | I |
The VARK Questionnaire (Version 7.8)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   a. go with her.
   b. tell her the directions.
   c. write down the directions.
   d. draw, or show her a map, or give her a map.

2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:
   a. seeing the diagrams.
   b. listening.
   c. reading the words.
   d. watching the actions.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   a. describe some of the highlights they will experience.
   b. use a map to show them the places.
   c. give them a copy of the printed itinerary.
   d. phone, text or email them.

4. You are going to cook something as a special treat. You would:
   a. cook something you know without the need for instructions.
   b. ask friends for suggestions.
   c. look on the Internet or in some cookbooks for ideas from the pictures.
   d. use a good recipe.

5. A group of tourists went to learn about the parks or wildlife reserves in your area. You would:
   a. talk about, or arrange a talk for them about parks or wildlife reserves.
   b. show them maps and internet pictures.
   c. take them to a park or wildlife reserve and walk with them.
   d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   a. Trying or testing it.
   b. Reading the details or checking its features online.
   c. It is a modern design and looks good.
   d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g., riding a bike. You learned best by:
   a. watching a demonstration.
   b. listening to somebody explaining it and asking questions.
   c. diagrams, maps, and charts - visual clues.
8. You have a problem with your heart. You would prefer that the doctor:
   a. gave you something to read to explain what was wrong.
   b. used a plastic model to show what was wrong.
   c. described what was wrong.
   d. showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:
   a. read the written instructions that came with the program.
   b. talk with people who know about the program.
   c. use the controls or keyboard.
   d. follow the diagrams in the book that came with it.

10. I like websites that have:
    a. things I can click on, shift or try.
    b. interesting design and visual features.
    c. interesting written descriptions, lists and explanations.
    d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?
    a. The way it looks is appealing.
    b. Quickly reading parts of it.
    c. A friend talks about it and recommends it.
    d. It has real-life stories, experience and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
    a. a chance to ask questions and talk about the camera and its features.
    b. clear written instructions with lists and bullet points about what to do.
    c. diagrams showing the camera and what each part does.
    d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:
    a. demonstrations, models or practical sessions.
    b. question and answer, talk, group discussion, or guest speakers.
    c. handouts, books, or readings.
    d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:
    a. using examples from what you have done.
    b. using a written description of your results.
    c. from somebody who talks it through with you.
    d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:
    a. choose something that you have had there before.
    b. listen to the waiter or ask friends to recommend choices.
    c. choose from the descriptions in the menu.
    d. look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:
    a. make diagrams or get graphs to help explain things.
    b. write a few key words and practice saying your speech over and over.
    c. write out your speech and learn from reading it over several times.
    d. gather many examples and stories to make the talk real and practical.
The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers.

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

<table>
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Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of V's circled =  
Total number of A's circled =  
Total number of R's circled =  
Total number of K's circled =  
RESEARCH QUESTIONNAIRE

Name: Hayyu Nagrul
NIM: 126-14-030
Major: TB1
Address: Purosadadi
Race: 
Mother Tongue: Bahasa Jawa
No. HP:

MBTI-E-SCALE PERSONALITY TYPE TEST
By Harley Friedman

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   X. Interact with a few, known to you

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Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled = 7
Total number of As circled = 2
Total number of Rs circled = 5
Total number of Ks circled = 2
RESEARCH QUESTIONNAIRE

Name: Hartatik
NIM: 13-19-082
Major: 
Address: Gemah, le Brungin
Race: 
Mother Tongue: Bahasa Jawi
No. HP: 

MBTI E-SCALE PERSONALITY TYPE TEST
By Harley Friedman

1. At a party do you:
   a. Interact with many, including strangers
   b. Interact with a few, known to you

2. At parties do you:
   a. Stay late, with increasing energy
   b. Leave early with decreased energy

3. In your social groups do you:
   a. Keep abreast of other's happenings
   b. Get behind on the news

4. In phoning do you:
   a. Rarely question that it will all be said
   b. Rehearse what you'll say

5. In company do you:
   a. Initiate conversation
   b. Wait to be approached
6. Does new and non-routine interaction with others:
   a. Stimulate and energize you
   b. Tax your reserves

7. Do you prefer:
   a. Many friends with brief contact
   b. A few friends with more lengthy contact

8. Do you:
   a. Speak easily and at length with strangers
   b. Find little to say to strangers

9. When the phone rings do you:
   a. Hasten to get to it first
   b. Hope someone else will answer

10. Are you more inclined to be:
    a. Easy to approach
    b. Somewhat reserved

**SCORING**

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The VARK Questionnaire (Version 7.8)

How Do I Learn Best?
Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   a. go with her.
   b. tell her the directions.
   c. write down the directions.
   d. draw, or show her a map, or give her a map.

2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:
   a. seeing the diagrams.
   b. listening.
   c. reading the words.
   d. watching the actions.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   a. describe some of the highlights they will experience.
   b. use a map to show them the places.
   c. give them a copy of the printed itinerary.
   d. phone, text or email them.

4. You are going to cook something as a special treat. You would:
   a. cook something you know without the need for instructions.
   b. ask friends for suggestions.
   c. look on the internet or in some cookbooks for ideas from the pictures.
   d. use a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   a. talk about, or arrange a talk for them about parks or wildlife reserves.
   b. show them maps and Internet pictures.
   c. take them to a park or wildlife reserve and walk with them.
   d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   a. Trying or testing it.
   b. Reading the details or checking its features online.
   c. It is a modern design and looks good.
   d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g. riding a bike. You learned best by:
   a. watching a demonstration.
   b. listening to somebody explaining it and asking questions.
   c. diagrams, maps, and charts - visual clues.
6. You have a problem with your heart. You would prefer that the doctor:
   a. gave you something to read to explain what was wrong.
   b. used a plastic model to show what was wrong.
   c. described what was wrong.
   d. showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:
   a. read the written instructions that came with the program.
   b. talk with people who know about the program.
   c. use the controls or keyboard.
   d. follow the diagrams in the book that came with it.

10. I like websites that have:
    a. things I can click on, shift or try.
    b. interesting design and visual features.
    c. interesting written descriptions, lists and explanations.
    d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?
    a. The way it looks is appealing.
    b. Quickly reading parts of it.
    c. A friend talks about it and recommends it.
    d. it has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You
    would like to have:
    a. a chance to ask questions and talk about the camera and its features.
    b. clear written instructions with lists and bullet points about what to do.
    c. diagrams showing the camera and what each part does.
    d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:
    a. demonstrations, models or practical sessions.
    b. question and answer, talk, group discussion, or guest speakers.
    c. handouts, books, or readings.
    d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:
    a. using examples from what you have done.
    b. using a written description of your results.
    c. from somebody who talks it through with you.
    d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:
    a. choose something that you have had there before.
    b. listen to the waiter or ask friends to recommend choices.
    c. choose from the descriptions in the menu.
    d. look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:
    a. make diagrams or get graphs to help explain things.
    b. write a few key words and practice saying your speech over and over.
    c. write out your speech and learn from reading it over several times.
    d. gather many examples and stories to make the talk real and practical.
The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers.

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

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Scoring Chart

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Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

- Total number of V's circled = 5
- Total number of A's circled = 5
- Total number of R's circled = 3
- Total number of K's circled = 2
RESEARCH QUESTIONNAIRE

Name: Ans Bulwathu Haranih
NTM: 115-14-052
Major: 780
Address: Jalaluddin
Race: Java
Mother Tongue: Javaene
No. HP: 087878454907

MBTI 16-Scale Personality Type Test
By Harley Friedman

1. At a party do you:
   a. Interact with many, including strangers
   G) Interact with a few, known to you

2. At parties do you:
   a. Stay late, with increasing energy
   G) Leave early with decreased energy

3. In your social groups do you:
   a. Keep abreast of other’s happenings
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4. In phoning do you:
   G) Rarely question that it will all be said
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5. In company do you:
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   b. Wait to be approached
6. Does now and non-routine interaction with others:
   a. Stimulate and energize you
   b. Tax you reserves

7. Do you prefer:
   a. Many friends with brief contact
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10. Are you more inclined to be:
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E
The VARK Questionnaire (Version 7.8)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question that does not apply.

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Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled = 4
Total number of As circled = 4
Total number of Rs circled = 4
Total number of Ks circled = 4
RESEARCH QUESTIONNAIRE

Name: U. Arifahm
NIM: 113-14-013
Major: TB1
Address: Kembang Saladuga
Race: 
Mother Tongue: Indonesia
No. HP: 085191888662

MBTI E-SCALE PERSONALITY TYPE TEST
By Harley Friedman

1. At a party do you:
   a. Interact with many, including strangers
   b. Interact with a few, known to you

2. At parties do you:
   a. Stay late, with increasing energy
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3. In your social groups do you:
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5. In company do you:
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VARK
visual, aural, read/write, kinesthetic

The VARK Questionnaire (Version 7.8)
How Do I Learn Best?
Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   a. go with her.
   b. tell her the directions.
   c. write down the directions.
   d. draw, or show her a map, or give her a map.

2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:
   a. seeing the diagrams.
   b. listening.
   c. reading the words.
   d. watching the actions.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   a. describe some of the highlights they will experience.
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   c. give them a copy of the printed itinerary.
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4. You are going to cook something as a special treat. You would:
   a. cook something you know without the need for instructions.
   b. ask friends for suggestions.
   c. look on the internet or in some cookbooks for ideas from the pictures.
   d. use a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   a. talk about, or arrange a talk for them about parks or wildlife reserves.
   b. show them maps and internet pictures.
   c. take them to a park or wildlife reserve and walk with them.
   d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   a. Trying or testing it.
   b. Reading the details or checking its features online.
   c. It is a modern design and looks good.
   d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg. riding a bike. You learned best by:
   a. watching a demonstration.
   b. listening to somebody explaining it and asking questions.
   c. diagrams, maps, and charts - visual clues.
written instructions – e.g. a manual or book.

8. You have a problem with your heart. You would prefer that the doctor:
   a. gave you a something to read to explain what was wrong.
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10. I like websites that have:
    a. things I can click on, shift or try.
    b. interesting design and visual features.
    c. interesting written descriptions, lists and explanations.
    d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?
    a. The way it looks is appealing.
    b. Quickly reading parts of it.
    c. A friend talks about it and recommends it.
    d. It has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
    a. a chance to ask questions and talk about the camera and its features.
    b. clear written instructions with lists and bullet points about what to do.
    c. diagrams showing the camera and what each part does.
    d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:
    a. demonstrations, models or practical sessions.
    b. question and answer, talk, group discussion, or guest speakers.
    c. handouts, books, or readings.
    d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:
    a. using examples from what you have done.
    b. using a written description of your results.
    c. from somebody who talks it through with you.
    d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or café. You would:
    a. choose something that you have had there before.
    b. listen to the waiter or ask friends to recommend choices.
    c. choose from the descriptions in the menu.
    d. look at what others are eating or look at pictures of each dish.

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E.g. If you answered b and c for question 3, circle V and R in the question 3 row.

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Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of V's circled = 2
Total number of A's circled = 3
Total number of R's circled = 5
Total number of K's circled = 5
RESEARCH QUESTIONNAIRE

Name: Moh. Agho    Fatihrnah
NIM: 118-14-121
Major: TBI
Address: Padi
Race: Indonesian
Mother Tongue: Javanese
No. HP: 085 330 747 987

MBTI E-SCALE PERSONALITY TYPE TEST
By Harley Friedman

1. At a party do you:
   (a) Interact with many, including strangers
   (b) Interact with a few, known to you

2. At parties do you:
   (a) Stay late, with increasing energy
   (b) Leave early with decreased energy

3. In your social groups do you:
   (a) Keep abreast of other's happenings
   (b) Get behind on the news

4. In phoning do you:
   (a) Rarely question that it will all be said
   (b) Rehearse what you'll say

5. In company do you:
   (a) Initiate conversation
   (b) Wait to be approached
6. Does new and non-routine interaction with others:
   a) Stimulate and energize you
   b) Tax you reserves

7. Do you prefer:
   a) Many friends with brief contact
   b) A few friends with more lengthy contact

8. Do you:
   a) Speak easily and at length with strangers
   b) Find little to say to strangers

9. When the phone rings do you:
   a) Hasten to get to it first
   b) Hope someone else will answer

10. Are you more inclined to be:
    a) Easy to approach
    b) Somewhat reserved

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### SCORING

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Sum: 10  3  1
The VARK Questionnaire (Version 7.0)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   a. go with her.
   b. tell her the directions.
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2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:
   a. seeing the diagrams.
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3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
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6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
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   b. reading the details or checking its features online.
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   d. the salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, e.g., riding a bike. You learned best by:
   a. watching a demonstration.
   b. listening to somebody explaining it and answering questions.
   c. diagrams, maps, and charts - visual cues.
8. You have a problem with your heart. You would prefer that the doctor:
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    a. choose something that you have had there before.
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Scoring Chart

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Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

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RESEARCH QUESTIONNAIRE

Name: Elsa Putri Novitasari
NIM: 118-19-129
Major: TBI
Address: Jl. Sumberjo
Race: —
Mother Tongue: Indonesia - Jawa
No. HIP: 0857011979933

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By Harley Friedman

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2. At parties do you:
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   b. Get behind on the news

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5. In company do you:
   a. Initiate conversation
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| Sum | 3 | 2 |
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The VARK Questionnaire: Version 12

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

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   - go with her.
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7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg riding a bike. You learned best by:
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<td>(A)</td>
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### Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category:

- Total number of Vs circled = 2
- Total number of As circled = 6
- Total number of Rs circled = 5
- Total number of Ks circled = 5
RESEARCH QUESTIONNAIRE

Name : Leila Kharrani
NIM : 03-14-154
Major : TGI
Address : Bogor, Indonesia
Race : N
Mother Tongue : Bahasa Indonesia
No. HP : 092242335005

MBTI E-SCALE PERSONALITY TYPE TEST
By Harley Friedman

1. At a party do you:
   a. Interact with many, including strangers
   b. Interact with a few, known to you

2. At parties do you:
   a. Stay late, with increasing energy
   b. Leave early with decreased energy

3. In your social groups do you:
   a. Keep abreast of other's happenings
   b. Get behind on the news

4. In phoning do you:
   a. Rarely question that it will all be said
   b. Rehearse what you'll say

5. In company do you:
   a. Initiate conversation
   b. Wait to be approached
6. Does new and non-routine interaction with others:
   (a) Stimulate and energize you
   (b) Tax you reserves

7. Do you prefer:
   (a) Many friends with brief contact
   (b) A few friends with more lengthy contact

8. Do you:
   (a) Speak easily and at length with strangers
   (b) Find little to say to strangers

9. When the phone rings do you:
   (a) Hasten to get to it first
   (b) Hope someone else will answer

10. Are you more inclined to be:
    (a) Easy to approach
    (b) Somewhat reserved

**SCORING**

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The VARK Questionnaire (Version 7.8)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.

Please circle more than one if a single answer does not match your perception.

Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   - a. go with her.
   - b. tell her the directions.
   - c. write down the directions.
   - d. draw, or show her a map, or give her a map.

2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:
   - a. seeing the diagrams.
   - b. listening.
   - c. reading the words.
   - d. watching the actions.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   - a. describe some of the highlights they will experience.
   - b. use a map to show them the places.
   - c. give them a copy of the printed itinerary.
   - d. phone, text or email them.

4. You are going to cook something as a special treat. You would:
   - a. cook something you know without the need for instructions.
   - b. ask friends for suggestions.
   - c. look on the Internet or in some cookbooks for ideas from the pictures.
   - d. use a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   - a. talk about, or arrange a talk for them about parks or wildlife reserves.
   - b. show them maps and Internet pictures.
   - c. take them to a park or wildlife reserve and walk with them.
   - d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   - a. Trying or testing it.
   - b. Reading the details or checking its features online.
   - c. It is a modern design and looks good.
   - d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg. riding a bike. You learned best by:
   - a. watching a demonstration.
   - b. listening to somebody explaining it and asking questions.
   - c. diagrams, maps, and charts - visual clues.
8. You have a problem with your heart. You would prefer that the doctor:
   a. gave you something to read to explain what was wrong.
   b. used a plastic model to show what was wrong.
   c. described what was wrong.
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9. You want to learn a new program, skill or game on a computer. You would:
   a. read the written instructions that came with the program.
   b. talk with people who know about the program.
   c. use the controls or keyboard.
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10. I like websites that have:
    a. things I can click on, shift or try.
    b. interesting design and visual features.
    c. interesting written descriptions, lists and explanations.
    d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?
    a. The way it looks is appealing.
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12. You are using a book, CD or website to learn how to take photos with your new digital camera. You
    would like to have:
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<table>
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<td>Total number of Vs circled = 5</td>
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RESEARCH QUESTIONNAIRE

Name : ANIC MAHMA
NIM : 1414128
Major : TB
Address : Jl. BANDUNG
Race : INDONESIA
Mother Tongue : JAMA
No. HP : 085 745 415 05 4

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### Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

- Total number of V's circled = 2
- Total number of A's circled = 6
- Total number of R's circled = 3
- Total number of K's circled = 6
RESEARCH QUESTIONNAIRE

Name:                      Labanir Muqhirah
NIM:                      13-4-200
Major:                    TBI
Address:                  Gejamegana
Race:                     Jawa
Mother Tongue:            Jawa
No. HP:                   

MBTI E-SCALE PERSONALITY TYPE TEST
By Harley Friedman

1. At a party do you:
   a. Interact with many, including strangers
   b. Interact with a few, known to you

2. At parties do you:
   a. Stay late, with increasing energy
   b. Leave early with decreased energy

3. In your social groups do you:
   a. Keep abreast of other's happenings
   b. Get behind on the news

4. In phoning do you:
   a. Rarely question that it will all be said
   b. Rehearse what you'll say

5. In company do you:
   a. Initiate conversation
   b. Wait to be approached
6. Does new and non-routine interaction with others:
   a. Stimulate and energize you
   b. Tax your reserves

7. Do you prefer:
   a. Many friends with brief contact
   b. A few friends with more lengthy contact

8. Do you:
   a. Speak easily and at length with strangers
   b. Find little to say to strangers

9. When the phone rings do you:
   a. Hasten to get to it first
   b. Hope someone else will answer

10. Are you more inclined to be:
    a. Easy to approach
    b. Somewhat reserved

**SCORING**

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E 1
The VARK Questionnaire (Version 7.8)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   a. go with her.
   b. tell her the directions.
   c. write down the directions.
   d. draw, or show her a map, or give her a map.
   √2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:
   a. seeing the diagrams.
   b. listening.
   c. reading the words.
   d. watching the actions.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   a. describe some of the highlights they will experience.
   b. use a map to show them the places.
   c. give them a copy of the printed itinerary.
   d. phone, text or email them.

4. You are going to cook something as a special treat. You would:
   a. cook something you know without the need for instructions.
   b. ask friends for suggestions.
   c. look on the internet or in some cookbooks for ideas from the pictures.
   d. use a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   a. talk about, or arrange a talk for them about parks or wildlife reserves.
   b. show them maps and internet pictures.
   c. take them to a park or wildlife reserve and walk with them.
   d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   a. Trying or testing it.
   b. Reading the details or checking its features online.
   c. It is a modern design and looks good.
   d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg. riding a bike. You learned best by:
   a. watching a demonstration.
   b. listening to somebody explaining it and asking questions.
   c. diagrams, maps, and charts - visual clues.
8. You have a problem with your heart. You would prefer that the doctor:  
   a. gave you something to read to explain what was wrong.  
   b. used a plastic model to show what was wrong.  
   c. described what was wrong.  
   d. showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:  
   a. read the written instructions that came with the program.  
   b. talk with people who know about the program.  
   c. use the controls or keyboard.  
   d. follow the diagrams in the book that came with it.

10. I like websites that have:  
   a. things I can click on, shift or try.  
   b. interesting design and visual features.  
   c. interesting written descriptions, lists and explanations.  
   d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?  
   a. The way it looks is appealing.  
   b. Quickly reading parts of it  
   c. A friend talks about it and recommends it.  
   d. It has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:  
   a. a chance to ask questions and talk about the camera and its features.  
   b. clear written instructions with lists and bullet points about what to do.  
   c. diagrams showing the camera and what each part does.  
   d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:  
   a. demonstrations, models or practical sessions.  
   b. question and answer, talk, group discussion, or guest speakers.  
   c. handouts, books, or readings.  
   d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:  
   a. using examples from what you have done.  
   b. using a written description of your results.  
   c. from somebody who talks it through with you.  
   d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:  
   a. choose something that you have had there before.  
   b. listen to the waiter or ask friends to recommend choices.  
   c. choose from the descriptions in the menu.  
   d. look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:  
   a. make diagrams or get graphs to help explain things.  
   b. write a few key words and practice saying your speech over and over.  
   c. write out your speech and learn from reading it over several times.  
   d. gather many examples and stories to make the talk real and practical.
The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers.

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

<table>
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**Scoring Chart**

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Count the number of each of the VARK letters you have circled to get your score for each VARK category.

- Total number of **V**s circled = 3
- Total number of **A**s circled = 4
- Total number of **R**s circled = 5
- Total number of **K**s circled = 4
RESEARCH QUESTIONNAIRE

Name: Mahacliuka Bima Satti
NIM: 113-14-070
Major: TBI
Address: Bonomerfo, Suruh
Race: Javan
Mother Tongue: Javanese
No. HP:

MBTI E-SCALE PERSONALITY TYPE TEST
By Harley Friedman

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### Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

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DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Novita Nesli Saputri
NIM : 113-13-051
Faculty : Teacher Training and Education Faculty
Department : English Education Department

declares that this graduating paper is written by the writer and it does not copy from other writer. Theories and citation are used codes of ethics of writing for graduating paper. I give permission this graduating paper on IATN Salatiga’s e-repository.

Salatiga, September 29th, 2017
The writer

Novita Nesli Saputri
NIM. 113-13-051