A DESCRIPTIVE STUDY OF FLEMING’S THEORY BASED ON VARK (VISUAL, AURAL, READ/WRITE, KINESTHETIC) OF LEARNING STYLE IN LEARNING ENGLISH USED BY THE ELEVENTH GRADE STUDENTS OF MAN SALATIGA IN THE ACADEMIC YEAR OF 2017/2018

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for degree of Sarjana Pendidikan (S.Pd.)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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2017
DECLARATION

In the name of Allah, the most Gracious and Merciful

Hereby, the researcher declares that this graduating paper is written by the researcher herself. This paper does not contain another idea, quotation, or opinion except the information from the references.

The writer is capable to account for this graduating paper if in the future it can be proved of containing others’ idea or in fact the researcher imitates the others’ graduating paper.

This declaration is written by the researcher and she hopes that this declaration can be understood.

Salatiga, August 23\textsuperscript{th}, 2017

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has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 15th, 2017, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education Department of Teacher Training and Education Faculty.

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MOTTO

“Life is not about finding yourself. Life is about creating yourself”
(Yoris Sebastian)

“Do the best, Don’t feel the best, Always be the best”
(Ya Bismillah)

“Try the best and believe there is no effort that is useless”
(Ayu Dewi Fatimah)
DEDICATION

Special dedicated for,

- My beloved parents, Nur Hidayah-Supratiwo
- My beloved grandma, Siti Sofiyah
- My brothers, Ari Sudarsono and M. Taufiq
- All of my family
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In the name of Allah, the Most Gracious and the Most Merciful, the Lord of Universe.

Because of Him, the researcher could finish this graduating paper as one of the requirements for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga. Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

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Salatiga, August 23th, 2017

The researcher,

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ABSTRACT


This study focuses on investigating the learning style of the eleventh grade students of MAN Salatiga in the academic year of 2017/2018 using Fleming’s theory (2012). Fleming divided learning style into four, those are Visual, Aural, Read/Write, and Kinesthetic. The aims of this study is to find out the types of learning style and to analyze how the learning strategies used by the eleventh grade students of MAN Salatiga. This is mixed method by combining quantitative and qualitative research. There are 32 students of XI IPS 5 have completed VARK questionnaire to determine what is type of their learning style. Besides using questionnaire in collecting the data, this research is conducted by interview to know how their learning strategy in learning English. Moreover, the researcher does data transformation, exploring outliers, instrument development, examining multiple levels, creating a matrix to find out the results of the research. The result showed that the most preferred style is Aural and Read/Write (AR) preference. The researcher found that there are 20 students whom the strategies are suitable with their learning style preferences. Then there are 8 students whom the strategies are not appropriate yet with their learning style preference. It can be more effective, if they apply their appropriate strategies. The last, there are 4 students who do not study at home.

Keywords: Learning Style, Learning English, Fleming’s Theory (2012), VARK.
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CHAPTER I

INTRODUCTION

This chapter presents an introduction of this study. It consists of background of the study, statement of the problem, objectives of the study, significances of the study, limitation of the problem, definition of keyterm, review of previous studies, and graduating paper outline.

A. Background of the Study

Learning is the process of obtaining knowledge by studying, teaching, practicing, and experiencing. Learning is also called as process of getting the aim by doing experiences, those are seeing, observing, and comprehending about something (Rusman, 2011:3). Studying can not only gained by only sitting and listening teacher explanation in school, but also can be gained from surrounding environment. Students can learn from their environment, for instance, by gardening, they can observe how the plant grow, how to plant, how the shape of leaves, etc.. In learning process, students do many things like reading, researching, experimenting, and others learning activities.

Every student wants to study comfortably and enjoyably, so they can absorb and understand the material easily. They have their own ways to study that is comfortable according to them. Some students, for example, they will study with different ways, like memorizing all of the material in the book,
reading and understanding the points of the material, or making small memos to memorize a certain subject.

Learning style is one of keys in developing performance of studying. According to Huda (2016:143), learning style is called as a structural design that is used as a guide for developing environment and activity of conducive study. Definitely, every student has different learning style. There are students who have to study by sitting in a quiet room. In addition, there are also students who have to study by moving their bodies like walking or to study with pronounce their material loudly. According to Dunn (1978) as cited by DePorter and Hernacki (1999:110), there are many factors that influence learning style, like physical factor, emotional factor, sociological factor, and environmental factor. For instance, students can study at their best with a brighter light or the others may only be able to study in crowded places.

According to Kolb (1984) as quoted by Huda (2016:173) there are four styles of learning, those are converging, diverging, assimilating, and accommodating. First, convergencestyle, in this style, students can practice their ideas and use deductive thinking to solve problem. Second, divergence style, they are imaginative and competent in showing ideas and understanding anything from different perspective. Third, assimilating style, they can create theoretical models inductively. The last, accommodating style, they are more like doing some activities than reading or reviewing something.

Knowing the students’ learning style can help teachers in transferring learning materials to students, so the process of learning will be more effective.
Teachers can decide to choose their learning style that fit to their students and find the best methods or strategies to teach their students. They can make some alterations in their class, for instance, class design, developing technique of group, etc.. By applying the alterations and using various methods, teachers can increase the students’ skills and abilities.

Furthermore, students learning style is also different in the process of language learning, such as English. They can choose their own learning style that is compatible and comfortable for them in learning English. For instance, they memorize vocabulary by using a memo that contains some lists of English words. There are also students who studying English by listening to English song and interpreting the lyric of the song. Others students, may study English by watching English movies or videos. They use various style of learning English in order to make them easy for understanding the material.

Based on the explanation above, the researcher is interested in studying more about the learning style in learning English used by the students. Moreover, the researcher is also interested in knowing the strategies of the learning which is used in learning English by the students. Therefore, the researcher formulates a study entitled “A Descriptive Study of Fleming’s Theory Based on VARK (Visual, Aural, Read/Write, Kineshetic) of Learning Style in Learning English Used by the Eleventh Grade Students of MAN Salatiga in the Academic Year of 2017/2018”.
B. Research Question

Based on the background of the study above, the problems of the study can be formulated as follows:

1. What are the types of learning style used by the eleventh grade students of MANSalatiga?
2. How does the strategies of learning used by the eleventh grade students of MANSalatiga?

C. Objectives of the Study

Based on the statement of the study, the aims of the study are:

1. To find out the types of learning style used by the eleventh grade students of MANSalatiga.
2. To analyze how the strategies of learning used by the eleventh grade students of MANSalatiga.

D. Significances of the Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically
   a. This study gives some advantages, especially for the teacher and all students of eleventh grade, by knowing their learning style in learning English, they would get the best way in learning English, just focused on their preferred learning style.
b. As a reference for other researchers who want to study about types of students’ learning style that used in learning English and their strategies in learning.

2. Practically

The result of this study is suggested to make learning process more intensive by finding out the students’ learning style, so the teacher could use the best strategies in teaching.

E. Limitation of the Problem

The researcher necessary limits the problem in order to focus on this study. This research is conducted to describe the students’ learning style in learning English that used by the eleventh grade of Islamic Senior High School. There are many theories of learning style that developed to make intensive class. Huda (2016:144) described there are 15 theories of learning style that develop to help the students to think creative and productive. In this study, the researcher would like to use Fleming’s theory (2012) than the other theories. This study is different with others research which used Fleming’s theory. The researcher uses the newest Fleming’s theory that re-launched in October 2006. Fleming developed this learning style to show the individual preference in learning process. The Fleming’s theory is called VARK style. There four main categories of VARK, that is Visual, Aural, Read/Write, and Kinesthetic.

F. Definition of Key Terms
Based on the title of the paper, the researcher would like to explain and define the key terms are used.

1. **Learning Style**

   According to DePorter and Hernacki (1999:110), “Learning style is a combination of how they absorb and then organize and process the information”. The researcher concluded that learning style is the way someone getting information. Everyone has their preferred learning style that compatible with them.

2. **Learning English**

   Learning is a process of acquiring knowledge. According to Huda (2016:2), “Learning is result of memory, cognition, and metacognition that have influenced on understanding”. English is one of the international languages that is used by many people in the world. According to the definition, the researcher concluded that learning English is the activity of gaining knowledge about English by studying. In learning English, there are four basic skills that should be studied, those is speaking, listening, reading, and writing.

3. **Fleming’s Learning Style**

   Fleming’s learning style is called VARK model. The model is a model which is expanded from Neuro-lingusitic programming model. VARK is acronym of Visual, Aural, Read/Write, and Kinesthetic.
G. Review of Previous Studies

The researcher found some researches that are related with this research. The first study is conducted by Baykan and Nacar (2007). The aim of this descriptive study was to determine the learning styles of first-year medical students using the Turkish version of the visual, auditory, read-write, kinesthetic (VARK) questionnaire. This study was performed at the Department of Medical Education of Erciyes University in February 2006. The unimodality preference was 36.1% and multimodality was 63.9%. Among the students who participated in the study (155 students), 23.3% were kinesthetic, 7.7% were auditory, 3.2% were visual, and 1.9% were read-write learners. Some students preferred multiple modes: bimodal (30.3%), trimodal (20.7%), and quadmodal (12.9%). The learning styles did not differ between male and female students, and no statistically significant difference was determined between the first-semester grade average points and learning styles.

The second research is conducted by Razawi, Muslim, Razali, Husin and Samad (2011). The research investigated the diverse learning styles employed by ESL students in a secondary school. The research subject is ninety students of SMK Seri Berang, Kuala Berang, Terengganu. The data collected using questionnaire. The data was analyzed using SPSS and the findings revealed that the students’ learning styles can be categorized as global, impulsive, perceiving, extroverted, introverted, ambiguity tolerant, sociological, auditory, visual and active learners. The results of the research indicate the need to
improve teachers’ lesson planning to cater to the students’ diverse learning styles.

The third research is conducted by Gilakjani (2012). This study is an analysis of learning styles for Iranian EFL university students. The purpose of this study is to increase faculty awareness and understanding of the effect of learning styles on the teaching process. Over 100 students completed a questionnaire to determine if their learning styles are auditory, visual or kinesthetic. The finding showed that Iranian EFL university students preferred learning style was visual.

The fourth research is conducted by Lehmann and Ifenthaler (2012). This research contributes to answer the question whether learning/cognitive styles of students serve as a justified starting point for creating target-group appropriate instruction. The subject of the research is 56 undergraduate students from a German university. Two versions (pre- and post-test) of the domain-specific knowledge test were administered. Results indicate that a consideration of learning styles to design a matching instruction or learning environment does not transfer into higher quality problem solutions or an enhanced increase in declarative knowledge.

The last research is conducted by Gokalp (2013). The study was aimed to evaluate the learning styles of education faculty students and to determine the effect of their success and relationship between their learning styles and academic success. The population of this study is comprised the students of Education Faculty in 19 May University and the sample includes 140: 68 art,
72 pre-school teacher department students. Depending on the results obtained from pre-test, it was aimed to improve students’ knowledge and skills in studying. There was a significant difference between the scores of pre- and post-tests. The significant relationship between the scores of post-test and the student success revealed that they learned how to study effectively. The validity and reliability of the test were determined by considering the Cronbach alpha coefficients for each and all of the items.

In this research, the researcher conducts a research that is different from those five researchers above. This research focused on investigating the learning style by using the newest Fleming’s learning style. Besides using questionnaire in collecting the data, this research also used interview to obtain the data.

H. Graduating Paper Outline

This study consists of five chapters. The simple explanations about the chapters are as follows:

Chapter one orderly presents background of the study, research question, objective of the study, significances of the study, limitation of the problem, definition of key term, review of previous studies, and graduating paper outline. Furthermore, it aims to help the reader easily understand the paper.

In chapter two, it presents review of the literature related to the problem of the study. The review consists of three sections. It concerns the theories of learning, learning style, and Fleming’s theory (2012).

Chapter three describes the method used to conduct the study. It explains more about type of the research, research approach, setting of the research,
subject of the research, population and sample, data sources, technique of data collection, data analysis, validity and reliability of the data, and procedure of the research.

The fourth chapter concerns with research finding and data analysis. This chapter covers data presentation and analysis of the findings. To describe the students’ learning style in learning English used by the eleventh grade students of MANSalatiga.

The fifth chapter consists of conclusions and suggestions. Conclusions deal with the answer of problem statements and the other findings. Also, this chapter is related to the researcher’s suggestions for the other researchers and readers.
CHAPTER II

LITERATURE REVIEW

This chapter discusses some related literature that consists of the definition of learning, the learning approaches, the elements of learning, the definition of learning style, the models of learning style, and the Fleming’s theory (2012).

A. Learning

1. Definition of Learning

   Learning is an activity of gathering knowledge. Learning can be defined as the interpretation of new knowledge resulting from the resolution to a conflict (Annetta, Folta, and Klesath, 2010:110). According to Huda (2016:2), “Learning is result of memory, cognition, and metacognition that have influenced on understanding”.

   Learning can be acquired from anywhere. Someone can learn from his or her teachers, his or her friends, his or her families, or his or her environments. Wenger (1998:227; 2006:1) cited in Huda (2016:2) explained that:

   “Learning is not an activity, something that is done by someone when he or she does not do the other activity. Learning is also not something that is stopped to do by someone. More than it, learning can be occurred anywhere and on the different level, individually, collectively, or socially”.

   Learning can change someone’s attitude. Thorndike (1913:16) in Gazda and Corsini (1980:1) stated that learning is a series of alteration in
human behavior. By learning, someone can ameliorate his or her stance to be better or to be worst. Pritchard (2009:2) added that learning style is a change in behavior as a yield of experience or practice. Learning is also defined as a change in a person’s ability to behave in certain ways (Jones and Bartlett).

2. Learning Approaches

Learning approach is the ways that is passed by a learner in order to make the learner can study effectively (Huda, 2016:184). In this part, teachers have important role in supplying the students’ needs. Huda (2016:185) divided the learning approaches that had decided by International Baccalaureate into six parts, they are:

a. Organizational Approach

In this approach, the students are directed to be able to organize time and assignment well and effectively. Moreover, they are guided to be able to present their own work result. Methods that are included in this approach, those are: Explicit Instruction, Kumon, and Quantum.

b. Collaborative Approach

In collaborative approach, students are encouraged to be able to accept others, help others, face a challenge, and work in a team. Some methods that are included, those are: Teams-Games-Tournament, Student-Team-Achievement Division, Jigsaw, etc.
c. **Communicative Approach**

In this part, the students are expected to be able to read and write well, use a media, study with others, receive and share the information. Some methods that are included in this approach, those are: Reciprocal Learning, Think-Talk-Write, Talking Stick, etc.

d. **Informative Approach**

This approach focused on looking for knowledge and information. The students are expected to be able to access the information, select and process the information, and have sincere behavior. Some methods that are included in this approach, those are: SQ3R, Inside-Outside Circle, Hibrid, etc.

e. **Reflective Approach**

In reflective approach, the students are expected to be able to realize themselves, and increase ideas and works. Methods that are included in this approach, those are: Self-Directed Learning, Learning Cycle, and Articulation.

f. **Think-Problem-Based Approach**

In this approach, students expected to be able to research, bring up the opinion, apply the previous knowledge, find and organize the ideas, make decisions, etc. Some methods that are included in this approach, those are: Problem-Based Learning, Problem-Solving Learning, Open-Ended Learning, etc.
3. **Elements of Learning Process**

Gagne (1997:118) divided elements that constitute the process of learning, those are:

a. **The Learner**

The learner is a human being who possesses sense organs, through that he receives stimulation; a brain, by means of which the signals originating in his senses are transformed in a number of complex ways; and a set of muscles, by means of which he displays the various performances that display what he has learned. The stimulation that is constantly being accepted is organized into various patterns of neural activity, which are saved in his memory in such a way that they can be recovered. Such memories may then be translated into action that may be observed as the movement of muscles in doing responses of various sorts.

b. **Stimulus Situation**

The stimulus situation refers to all the events that stimulate the learner’s senses are collectively.

c. **Previous Knowledge in the Memory**

The content of the learner’s memory that is often recovered is another input in learning. Such content had already been arranged from previous learning materials.
d. **The Response**

The response is the action that results from these inputs and their subsequent transformation.

**B. Learning Style**

1. **Definition of Learning Style**

   Learning style is known as the way students’ learning, Davis (1993, cited in Fleming, 2012) defined that learning style is individuals’ characteristics and preferred ways of gathering, arranging, and thinking about information. In learning process, a person encounters new information, analyzes it, and rejects it (Jones and Bartlett). She or he can do learning activities such as, reading, listening, experimenting, etc. She/he does it in order to make her/him easily to get and absorb the knowledge and the information. An individual’s learning style explains how new information is processed, internalized, and retained (Fang, 2002 in Alkhasawneh, et al., 2008).

   Moreover, the students have their own preferred learning style which is different each other. Each learner has a distinct and consistently preferred way of perceiving, organizing, and retaining information (Jones and Bartlett).

   “Learning style falls into the categories of dispositional traits and characteristic adaptations where there are differences across individual humans but there are groupings of humans who have common or similar learning style characteristics” (Hawk and Shah, 2007 cited in Lehmann and Ifenthaler, 2012).
Understanding the students learning style can help the teachers to determine the best teaching strategies. They can apply various methods and strategies in transferring the knowledge. Fleming and Baume (2006) mentioned his ideas about the important of preferred learning modes, those are:

a. Modal preferences effect individuals’ behaviors, including learning
b. Both students and teachers can reliably identify and supply examples of their use modality in learning
c. Preferences can be compared with strategies for learning
d. One’s modal preferences are a necessary condition for improving one’s learning.

Drago and Wagner (2004) in Othman and Amiruddin (2010:654) said that learning styles should have at least four general dimensions:

a. Cognitive

In cognitive aspect, individual information processed by seeing, thinking, solving problems, remembering, and linking the said information to other matters.

b. Affective

In affective aspect, learning is seen by through one’s personality such as awareness, emotion, motivation, incentive, curiosity, boredom, concern, and frustration.
c. Physiological

In physiological aspect, learning is based on biological features, for example, senses (auditory, visual or kinesthetic) which applies in learning process.

d. Psychological

In psychological aspect, learning is seen from the aspect in that is linked to internal strength and one’s individuality.

2. Models of Learning Style

There are many researchers that develop models of learning style. Huda (2016:143) explained some models of learning style, as the follows:

a. Gardner Model

Gardner’s learning style is known with Multiple Intelligence Model. This model was developed in 1983 by Dr. Howard Gardner, Professor of Education at Harvard University. Dr. Gardner divided the model into eight different intelligences, those are:

1) Logic-Mathematics

This intelligence related to logic, abstract, number, logical thinking, and critical thinking.

2) Spatial

This intelligence linked to spatial assessment and ability of thought visualization.
3) Linguistic

They who have linguistic intelligence can show their skills in speaking. They usually master many skills, for instance, reading, writing, storytelling, and remembering.

4) Kinesthetic-Physic

In this intelligence, they can control body movement, time management, etc.

5) Musical

This intelligence related to voice, rhyme, tone, and music. They can sing songs, play music instruments, and compose music.

6) Interpersonal

This intelligence related to mood, feeling, temperament, motivation, etc. They have skill interact with others.

7) Intrapersonal

This intelligence tells about introspection and self-reflection. They have depth understanding about their self.

8) Naturalistic

In this intelligence, they can classify natural objects and connect information that is hard to their environment (Huda, 2016:154-157).
b. George Betts Model

This model is based on concept “autonomous learner”. Professor George Betts and Jolene Kercher (1999) created Autonomous Learner Model to facilitate the student development in order to be learner who independent, positive, skilled, etc. There is five dimensions of this model, those are:

1) Orientation

Understanding skill and ability, work in group, self-developing.

2) Individual Development

Intra/interpersonal understanding, studying skills, technology utilizing, etc.

3) Enrichment Activities

Lesson, exploration, investigation, cultural activities, public service, etc.

4) Seminars

Presentation of small group about general problem, future problem, controversial problem, etc.

5) In-depth Study

Individual projects, group projects, presentations, self and the other assessments, etc. (Huda, 2016:144-147).

C. VARK (Visual, Aural, Read/Write, Kinesthetic)
1. **The Development of VARK**

In the second half of the 1980s, Fleming was a school inspector in the New Zealand secondary school system which edified young people from age 12 to 18. His job was to evaluate the quality of teaching and learning in his specialist domains of economics, consumer education, accountancy, keyboarding, and computer education. After nine years, Fleming did observation that was focused on two unanswered questions. Why is it that students still learn when the quality of teaching is poor? Why is it that students still don’t learn when the quality of teaching is excellent?

With the two questions in mind, Fleming decided to design some multichoice questions based on his hunch that students had preferences for their intake and output of information. The questionnaire, that was designed, began to grow. Fleming developed new questions and discarded old ones being keen always to ensure that the questions derived from generalized situations - clues from the students’ own experiences and from their everyday lives. The questions were not limited to learning and teaching. Fleming tried out these questions on students at Lincoln University where he was determined in 1987 as the faculty development officer for the 230 academic staff and the 3000 students.

In September 2006 a major review was doneto the questionnaire. Some research by Arne Norborg, Educational Psychologist for the 16 high schools in the Oppland region of Norway, had found that some questions were not discriminating well and one was creating some bizarre response
data. On September, 12 new questions were designed and tested with a team comprising Arne Norborg, Carol Cadigan, Faye Fleming, Charles Bonwell, Abby Hassler and Heather Lander. The testing is involved obtaining data about those who choose specific options to understand if each option was enchanting those with that preference as part of their profile. If an option written for those who were Aural was selected more by those who were Visual or Read/write in their final profile, that is a circular argument as the options chosen determine the final result but it would be unhelpful. The final sets of questions provide with at least 60% of the respondents displaying that their final VARK profile matched their perception of their learning preferences. The final set of 16 questions relaunched onto the website in October 2006 is the result of that intensive process. VARK 7 was born (Fleming, 2012:29-30).

2. **Understanding VARK Model**

VARK is in the category of instructional preference because it relates with perceptual modes. The acronym VARK stands for Visual, Aural, Read/write, and Kinesthetic. These are the sensory modalities that are utilized for learning information. When we are learning, these four modalities reflect our backgrounds.

a. **Visual Preference**

This preference consists of the description 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 necessary in establishing meaning (Fleming, 2012:1).

Those with a visual preference would prefer that a book, a lesson, an article are presented in a series of diagrams, charts and drawings because that is how they learn best. Those are some visual strategies in learning:

1) **INTAKE (To take in information)**

   Learners who have a strong preference for the Visual (V) mode should use some or all of the following.

   a) Maps
   b) Charts
   c) Graphs
   d) Symbols
   e) Diagrams
   f) Brochures
   g) Underlining
   h) Flow charts
   i) Highlighters
   j) Different colors
   k) Textbooks with diagrams
   l) The layout and design of posters, slides...
m) Word pictures
n) Different spatial arrangements on the page (like this list)
o) Listening to teachers who use gestures and picturesque language.
p) Whitespace- making the blank areas around text and diagrams more significant.

2) **SWOT (Study without tears)**

   To make a learnable package they need to reduce their ‘notes’ by making them into distinctive ‘page pictures’. They should:
   a) Turn tables into graphs.
   b) Draw pictures to show their ideas.
   c) Read the words and convert them into diagrams.
   d) Make complex processes and lists into flowcharts.
   e) Redraw their newly designed pages from memory.
   f) Replace the words with symbols, pictures or initials.
   g) Look at their pages for meanings. Remember the shape, format and color.
   h) Reconstruct the images in different ways - try different spatial arrangements.
   i) Use all the techniques above to make each study page look different.

3) **OUTPUT**
To perform well in examinations they should:

a) Practice turning their Visuals back into words.

b) Practice writing exam answers- there are few Visual tests in higher education.

c) Recall the “pictures” made in the study pages.

d) Draw things.

e) Use diagrams to answer the questions (Fleming, 2012:51-52).

b. Aural Preference

This perceptual mode elaborates a preference for information which is spoken or heard. Those with endorsement for this modality report that they learn best from discussion, oral feedback, email, phone chat, discussion boards, oral presentations, classes, tutorials, and talking with others (Fleming, 2012:1). Those are some aural strategies in learning:

1) INTAKE (To take in information)

Learners who have a strong preference for learning by Aural and Oral methods (hearing and speaking) should use some or all of the following.

a) Explain new ideas to others.

b) Explain what happened to others.

c) Discuss topics with other students.

d) Discuss topics with their teachers.
e) Use a tape recorder so they can listen again and again.

f) Attend as many lectures and teaching sessions as they can.

g) Leave spaces in their lecture notes for later recall and ‘filling’.

h) Attend discussion groups and other opportunities to share ideas with others.

i) Describe the overheads, pictures and other visuals to somebody who was not there.

j) Remember the interesting examples, stories, and jokes that teachers use to explain things.

2) **SWOT (Study without tears)**

   To make a learnable package they need to reduce their notes and change them into memorable ways for them to hear. They should:

   a) Read summarized notes aloud.

   b) Explain their notes to another ‘aural’ person.

   c) Ask others to 'hear' their understanding of a topic.

   d) Talk about their learning to others or to themselves.

   e) Put their summarized notes onto tapes and listen to them.

   f) Their notes from lectures may be poor because they prefer to listen rather than take notes. They will need to expand and

   g) Enhance their notes by talking with others and collecting notes from the textbook.
3) OUTPUT

To perform well in examinations they should:

a) Speak their answers.

b) Listen to their voices and write them down.

c) Tune into their teachers talking about the topics.

d) Spend time in quiet places recalling the big ideas.

e) Still practice writing answers to old exam questions.

f) If the system allows it, choose an oral examination of their learning.

g) Imagine they are talking with the teacher as they write their answers (Fleming, 2012:60).

c. Read/Write Preference

This preference is for information exhibited as words either read or written. These learners place importance on the accuracy in language and are keen to use quotes, lists, texts, books and manuals. They have a strong reverence for words(Fleming, 2012:1).

Those with this preference would prefer that a book, a lesson, a text is dense with text and unadorned with fancy fonts and diagrams. Those are some read/write strategies in learning:

1) INTAKE (To take in the information)

Learners who have a strong preference for Reading and Writing (R) should use some or all of the following:
a) Lists.
b) Notes.
c) Essays.
d) Reports.
e) Contracts.
f) Textbooks.
g) Glossaries.
h) Definitions.
i) Quotations.
j) Dictionaries.
k) Printed handouts.
l) Readings – library.
m) Laboratory manuals.

n) Websites and webpages.
o) Placing meanings in headings.
p) Taking lecture notes (verbatim).

q) Computer and other mechanical manuals.
r) Listening to teachers who use words well and who have lots of information in sentences and notes.

2) SWOT (Study without tears)

To make a learnable package they need to reduce their “notes” by using these reading and writing techniques.

a) Write out the words again and again.
b) Read their notes (silently) again and again.

c) Do the “extra” reading requested by the teacher.

d) Rewrite the ideas and principles into other words.

e) Organize any diagrams, graphs … into statements e.g. “The trend is…”

f) Use a word-processor to arrange their ideas and to “play” with words.

g) Turn reactions, actions, diagrams, links, charts and flow diagrams into words.

h) Imagine lists arranged in multiple-choice questions and distinguish between them.

3) OUTPUT

To perform well in examinations they should:

a) Write exam answers.

b) Write practice paragraphs.

c) Re-order their lists into priority order.

d) Refer to publications – citing references.

e) Practice with multiple-choice questions.

f) Organize written beginnings and endings.

g) Use their word-processor to prepare answers.

h) Write their notes into lists (a, b, c, d, 1, 2, 3, 4,).

i) Arrange their words into hierarchies and bullet points.
j) Search the Internet for new ideas and confirmation of old ones (Fleming, 2012:64).

d. Kinesthetic Preference

This modality defined as the perceptual preference related to the use of experience and practice (simulated or real). Although such an experience may be used by other modalities, the key is that the student is connected to reality, “*either through experience, example, practice or simulation,*”. This mode uses many senses (sight, touch, taste and smell) to acquire in the environment to experience and learn new things (Fleming, 2012:1).

Those with a Kinesthetic preference often discover academic learning difficult because it may be conceptual and abstract when they prefer reality and concrete situations. Those are some kinesthetic strategies in learning:

1) INTAKE

Learners who have a strong preference for the **Kinesthetic (K)** mode should use some or all of the following.

a) Videos.

b) Field trips.

c) Trial and error.

d) Teaching others.

e) Demonstrations.
f) Previous exam papers.

g) Examples of principles.

h) Using applied opportunities.

i) Do things to understand them.

j) Exhibits, samples, photographs...

k) Laboratories and practical sessions

l) Recipes and solutions to problems.

m) Pictures of real things- photographs.

n) Listen to teachers who give real-life examples.

o) Hands-on approaches (computing, laboratories…)

p) Using all their senses - sight, touch, taste, smell, hearing ...

q) Collections- rock types, plants, shells, grasses, bones or contracts...

r) Listen for the examples. They hold the key to understanding the abstract bits.

2) **SWOT (Study without tears)**

To make a learnable package they need to convert their lecture notes by reducing them into things that are concrete and real to them. They should:

a) Recall the experiments, field trips...
b) Remember the “real” things that happened.

c) Talk about their notes with another “K” person.

d) Use pictures and photographs that illustrate an idea.

e) Go back to the laboratory or their lab manual or their practical notes.

f) Use case studies and applications to help with principles and abstract concepts.

g) Look at their lecture notes. They may be poor because the topics were not 'concrete' or 'relevant'.

3) OUTPUT

To perform well in written examinations they should:

a) Write practice answers, paragraphs.

b) Remember they cannot avoid writing.

c) Recall the experience of previous exams

d) Role-play the exam situation in their study.

e) Put plenty of examples into their notes and their answers(Fleming, 2012:69).

e. Multimodal Preference

Those who like all four modes equally well have difficulty choosing because they want a little of everything. Other multimodal have some certain “taste” and dislikes because they are bimodal or trimodal.
The bi-modal, are little different from those with a single V, A, R or K preference, although there is a wide diversity within this group some. At the other end of the spectrum are those students who have equal preferences among all four modes. With a balanced set of preferences they prefer information coming in a wide variety of the four modes. They may arrange to the different teaching styles faced in a day or they may opt in and out of alternative strategies; being Visual in Economics and Read/write in Philosophy. As soon as more than one mode is preferred choice comes (Fleming, 2012:73).

**Their Characteristics**

1) Those who have multimodal approach learning and decision making in two different ways. Some commit like people with a single preference except that they have four single preferences. They look at the information that has to be studied and choose the mode that they believe is the best one for each situation. For instance if they have to learn a physical skill they will utilize their kinesthetic preference to work with it, to try it and to become practical. They will use their read/write preference, if they have to learn about an important legal contract. This group changes from mode to mode and they have the flexibility to accustom to a number of different modes both incoming and outgoing.

2) A number of their modes in combination to make decisions and to learn and present materials to others are used this multimodal
category. They are uncertain about any learning that arrives in only one way and they want to support it by adding other modes of input or output. For instance they may obtain some of the ideas from the teacher’s oral explanations, and some from discussing and questioning their colleagues. They may add to this by using the textbook or by thinking about some practical applications of the new idea they have studied. They may also utilize their visual preference to draw some form of schematic diagram of the material to be studied. Together these choices utilize V, A, R and K. Only then are they satisfied that they really comprehend something. Some people may review them for taking a long time to learn or make a decision. That is because they are being careful and acquiring a wider view before acting (Fleming, 2012:73).

Because they have to gather in all four modes to really understand something fully, this group takes longer to become confident about their learning. The payback is that, when they do so, their understanding of their new learning is more versatile and more definite than those with only a single preference. This is an advantage because they will have a deeper/wider understanding of it if they have to express or teach their learning to others. The disadvantage that this group has is that they often half-learn new material and it is not fully understood, because they may not be able to gather in the many ways that would be satisfying. If their teacher or colleague uses only one
mode to explain something – say Read/write (a teacher who uses a text book all the time) - they may have difficulty learning best in that subject. Another clue to multimodality exists in the order in which they obtain information. Some say that they always start with something written or maybe they begin by trying it before ask for helping from others. This may find that within their VARK multimodality there is a primary mode and that they use the other modes only as support.

Imagine someone that V, A, R and K scores are the same. If they wanted to study about the new release of a product or service, because they are multimodal, they would not be satisfied until they had:

1) Seen a specified diagram of how it works, and
2) Listen about it from a friend or authority that they believe in, and
3) Read something about it, and
4) Tried it themselves (Fleming, 2012: 73-75).

D. The VARK Questionnaire

1. The VARK Preferences

As in life, VARK permits for multiple approaches and strategies for learning. Most learning takes place in a circle of multiple modes and it is probably impossible to learn or teach using one mode only. Multimodality is definitely the norm. This is samewith saying that everyone has a multimodal profile with some V, some A, some R and some
K but within their profile some may have stronger preferences for some modes. There are a number of ways to gather the VARK preferences. The usual method is to differentiate 23 profiles as shown below.

Table 2.1
The VARK Preferences

<table>
<thead>
<tr>
<th>VARK Profiles</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single preferences</td>
<td></td>
</tr>
<tr>
<td>Aural – <em>Mild, Strong and Very Strong.</em></td>
<td></td>
</tr>
<tr>
<td>Read/write – <em>Mild, Strong and Very Strong.</em></td>
<td></td>
</tr>
<tr>
<td>Kinesthetic – <em>Mild, Strong and Very Strong.</em></td>
<td></td>
</tr>
<tr>
<td>Bi-modal preferences</td>
<td></td>
</tr>
<tr>
<td>VA VR VK AR AK RK</td>
<td>6</td>
</tr>
<tr>
<td>Tri-modal preferences</td>
<td></td>
</tr>
<tr>
<td>VAR VAK ARK VRK</td>
<td>4</td>
</tr>
<tr>
<td>All four modes preferred</td>
<td></td>
</tr>
<tr>
<td>VARK</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>

Recently the *all-four* VARK profile (above) is divided those into three parts. Those in *Type One* tend to utilize their preferences separately. They examine the situation and choose the preference which suits it. They could be called as “context specific.” Others (Type Two) need to use all their preferences to gain an understanding that suits their learning. It could be described that they are “context blind”. Their understanding is deeper and they have more, and wider, perspectives, although they take longer to
“understand” something new. The graph below displays the proportions that are in *Type One* and *Type Two* and a smaller group who lie in the transition area between the two. Note that this distinction between *Type One* and *Type Two* would also exist in the Bimodal and the Trimodal profiles. Using this categorization would mean there are 25 different profiles produced by the VARK algorithm.

Figure 2.1

The VARK Type

2. **Scoring**

Because the VARK questionnaire could be choosen more than one answer for each question, the scoring is not a simple matter of counting. It is such as four stepping-stones across water. Enter the scores **from highest to lowest** on the stones below, with their V, A, R, and K labels.

a. Stepping Distance
The stepping distance comes from this table.

Table 2.2
The Stepping Distance

<table>
<thead>
<tr>
<th>The total of my four VARK scores is -</th>
<th>My stepping distance is</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-21</td>
<td>1</td>
</tr>
<tr>
<td>22-27</td>
<td>2</td>
</tr>
<tr>
<td>28-32</td>
<td>3</td>
</tr>
<tr>
<td>More than 32</td>
<td>4</td>
</tr>
</tbody>
</table>

Follow these steps to establish the preferences.

**Step One** The first preference is always the highest score so tick (check) that first stone as one of the preferences.

**Step Two** Now subtract the second highest score from the highest score. If that figure is larger than the stepping distance go to the paragraph on the next page titled, *What is the strength of my single preference?* If not, tick this stone as a second preference and continue with **Step Three** below.

**Step Three** Subtract the third highest score from the second highest. If that figure is larger than the stepping distance go to the paragraph titled *Bi-modal Preferences*. If not, tick this stone as a third preference and continue with **Step Four** below.

**Step Four** Lastly, subtract the fourth highest score from the third highest. If that number is larger than the stepping distance, go to the paragraph headed; *Tri-Modal Preferences*. Otherwise, tick the fourth stone as another preference and read the paragraph titled, *All Four are Preferences!*
1) Bi-modal Preferences

If it checked two preferences, it is bi-modal. It is also part of the large group who are multi-modal – that has more than one preference. Its preferences will be one of the combinations below.

<table>
<thead>
<tr>
<th>VA</th>
<th>VR</th>
<th>VK</th>
<th>AR</th>
<th>AK</th>
<th>RK</th>
</tr>
</thead>
</table>

An example:

Marcelo          Total score = 16
Stepping Distance = 1

Marcelo has a bi-modal preference for Read/write and Kinesthetic.

2) Tri-Modal Preferences

If it checked three preferences, it is tri-modal. It is also part of the larger group who are multi-modal – that has more than one preference. Its preferences will be one of the combinations below.

<table>
<thead>
<tr>
<th>VAR</th>
<th>VAK</th>
<th>VRK</th>
<th>ARK</th>
</tr>
</thead>
</table>

An example:

Adam          Total scores = 22
Stepping Distance = 2

Adam is multimodal with three preferences (V, A and K). His strongest choice (V) is little different from his others (A and K).

3) All Four are Preferences
It has checked all four modes (V, A, R and K). They are of similar importance among its preferences for information input and output. It is part of the large group who are *multimodal* – that has more than one preference.

**b. What is the Strength of the Single Preference?**

This paragraph is for those that have a single preference. Those that have a single preference have their highest score standing out above the others. How much it stands out determines whether it is a *Mild*, *Strong* or *Very Strong* single preference and the answer depends partly on the total number of responses that is used in the questionnaire. If it has chosen 14 to 21 options in the questionnaire, a score for the highest preference that is six or more ahead of any other score would indicate a *very strong* preference. A difference of only two points between the top two scores would indicate a *mild* preference. If it has chosen 33 or more responses to the 16 questions a *very strong* preference would need to be at least nine (9) ahead of the next highest preference. The table below identifies the strength of the single preference.

<table>
<thead>
<tr>
<th>Total number of responses?</th>
<th>The difference between my highest score and my next highest score? Ties = 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 21</td>
<td>6+ 4 or 5 2 or 3 0 or 1</td>
</tr>
<tr>
<td>22-27</td>
<td>7+ 5 or 6 3 or 4 Less than 3</td>
</tr>
<tr>
<td>28-32</td>
<td>8+ 6 or 7 4 or 5 Less than 4</td>
</tr>
</tbody>
</table>

Table 2.3

The Strength of Single Preference
The strength of the single preference is - (check one)

Two Examples

1) Laura  
   Total number of responses = 17
   Stepping Distance = 1

Laura’s total number of responses (17) can be read in the row of the table above headed “Up to 21” and the difference between her highest score (V=10) and her next highest (A=3) is 7. So she has a Very Strong Visual preference (V).

2) Vicki  
   Total number of responses = 27
   Stepping Distance = 2

Vicki has a Strong Kinesthetic (K) preference because her total score fits the line “22-27” in the table and the difference between her two highest scores is 6 (Fleming, 2012:2-5).
CHAPTER III

RESEARCH METHOD

This chapter describes the methodology of the research. It contains type of the research and research approach, setting of the research, subject of the research, population and sample, data source, technique of data collection, data analysis, validity of the data, reliability of the data, and procedures of the research.

A. Research Type and Research Approach

In this research, the researcher would like to collect, process, and analyze the data to get conclusion from the research. This research is the combination of quantitative and qualitative research. Brannen (2005:4) said that “Mixed methods research means adopting a research strategy employing more than one type of research method”. Qualitative research is study that is more emphasized in analyzing the data than measuring the data. While, quantitative research used number and statistic. Creswell (2014:43; 2014:50) explained that “Mixed methods involves combining or integration of qualitative and quantitative research and data in a research study. A mixed methods design is useful when the quantitative or qualitative approach, each by itself, is inadequate to best understand a research problem and the strengths of both quantitative and qualitative research (and its data) can provide the best understanding”.

The researcher used descriptive qualitative approach. Arikunto (2010:3) stated that “Descriptive research is the study intended to investigate the situation, condition, circumstances, events, and other activities, and the result presented in the form of the research report”. While Descriptive
quantitative of data in a study means describing the results through means, standard deviations, and range of scores (Creswell, 2014:292).

According to the explanation above, this type of research was compatible with this study. This research collected the data by conducting questionnaire and interview. The researcher uses quantitative approach to analyze the questionnaire that is done by the eleventh students of MAN Salatiga. Moreover, to analyze the transcript of students’ interview, the researcher used qualitative method.

B. Setting of the Research

This research took place in Islamic Senior High School (MAN) Salatiga, located in K.H. Wahid Hasyim Street No.12, Salatiga, the researcher describes the identity of the school.

Name : MAN Salatiga
Address : K.H. Wahid Hasyim Street No. 12, Salatiga, 50714
Telephone/Fax : (0298) 323031
E-mail : man_salatiga@yahoo.com
          mansalatiga@kemenag.go.id
Website : www.mansalatiga.sch.id

C. Subject of the Research

The object of this research is the eleventh grade students at Islamic Senior High School (MAN) Salatiga. There is one class that consists of 32 students. The 32 students will complete a questionnaire to determine their learning styles, are they visual learners, aural learners, read/write learners,
kinesthetic learners or multimodal learners. Then, the researcher will take each student for interviewing. By interviewing, the researcher would like to analyze how the strategies of learning that used by the students. Is their strategies compatible with their preference learning style.

D. Population and Sample

1. Population

Population is subject that used by the researcher to be learned. According to Arikunto (1998:130) population is the entirety. The population in this research is all of the eleventh grade students of Islamic Senior High School (MAN) Salatiga.

2. Sample

Sample is part of population where the researcher takes some examples to be learned. According to Arikunto (1998:131), sample is representative of the whole subject under the study. The sample in this research is 32 students of XI IPS 5 of Islamic Senior High School (MAN) Salatiga.

3. Sampling Technique

There are many kinds of sampling technique that used in research. Sugiyono (2009:300) divided two group of sampling techniques; those are Probability Sampling and Nonprobability Sampling. Probability Sampling is a technique of taking sample that give opportunity for every substance of population that is selected to be sample. While, Nonprobability Sampling is a technique of taking sample that do not give opportunity for every
substance of population that is selected to be sample. Moreover, the researcher used Purposive Sampling that is technique of taking sample according to the necessary. The eleventh grade is the best sample, because they will not be disturbed like the twelfth grade for exam and they have more experience than the tenth grade. The sample of this research is 32 students of XI IPS 5. The researcher chooses the sample, because it has represented the subject of this study.

E. Data Source

Data sources were the smallest unit of information which were obtained and analyzed can be done. According to Arikunto (1998:129), “Data source is subject from where the data is obtained”. Data sources was the data that obtained with used some methods. It could be documentation, questionnaire, interview and the other methods. Furthermore, the data sources in this study are the answer of VARK questionnaire that is done by 32 students and the transcript of interview with 32 students. Those data will be described and analyzed to get the conclusion.

F. Technique of Data Collection

In this present study, to obtain the data the researcher used a questionnaire and an interview. The questionnaire is a list of questions or statements that used to obtain research data. According to Arikunto (2006:151), “Questionnaire is written statement used to obtain information from the respondents in form report about personal or things that they know”. The questionnaire that used in this research is VARK questionnaire. The VARK
questionnaire is developed by Fleming (2006). The VARK questionnaire is not a test but a questionnaire that would find learner preferences learning style.

While interview is a dialogue between interviewer and informant to get valid data. According to Moleong (2008:186) defined that interview is a dialogue with particular intention. The dialogue is done by two people that are the interviewer who ask the questions and the interviewee who give the answers for the questions. This present study would like to interview 32 students of XI IPS 5 in MAN Salatiga. The interview is done by forming into groups. Each group consists of 10-12 students.

G. Data Analysis

In data analysis, the researchers used procedures of data analysis to get the valid data. Creswell (2009:218) stated that, “Analysis occurs both within the quantitative (descriptive and inferential numeric analysis) and the qualitative (description and thematic text or image analysis) approach and often between the two approaches”. Therefore, in analysis the data, there are some steps that are mentioned by Creswell (2014:218-219), those are:

1. Data transformation

In this step, the researcher may quantify the qualitative data. This involves creating codes and themes qualitatively, then counting the number of times they occur in the text data. The researcher make coding of the respondents and transcript of the interview.

According to Rossman & Rallis (2012) in Creswell (2014:247), “Coding is the process of organizing the data by bracketing chunks (or text
or image segments) and writing a word representing a category in the margins”. Coding could be found in letters, numbers, symbols and the others. In this study, the researcher used a letter ‘R’ for ‘Respondent’ and number ‘1-32’ for the sequence of the respondent. The following table is coding of the respondents.

Table 3.1
Coding of the Respondents

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A R Y</td>
<td>R1</td>
</tr>
<tr>
<td>2</td>
<td>D Y</td>
<td>R2</td>
</tr>
<tr>
<td>3</td>
<td>E N F</td>
<td>R3</td>
</tr>
<tr>
<td>4</td>
<td>E N A</td>
<td>R4</td>
</tr>
<tr>
<td>5</td>
<td>J W N</td>
<td>R5</td>
</tr>
<tr>
<td>6</td>
<td>K A</td>
<td>R6</td>
</tr>
<tr>
<td>7</td>
<td>K A D</td>
<td>R7</td>
</tr>
<tr>
<td>8</td>
<td>K A S</td>
<td>R8</td>
</tr>
<tr>
<td>9</td>
<td>L F S</td>
<td>R9</td>
</tr>
<tr>
<td>10</td>
<td>L Q A</td>
<td>R10</td>
</tr>
<tr>
<td>11</td>
<td>M S</td>
<td>R11</td>
</tr>
<tr>
<td>12</td>
<td>N P W</td>
<td>R12</td>
</tr>
<tr>
<td>13</td>
<td>N A N</td>
<td>R13</td>
</tr>
<tr>
<td>14</td>
<td>N W</td>
<td>R14</td>
</tr>
<tr>
<td>15</td>
<td>N P L</td>
<td>R15</td>
</tr>
<tr>
<td>16</td>
<td>N B</td>
<td>R16</td>
</tr>
<tr>
<td>17</td>
<td>P R F A</td>
<td>R17</td>
</tr>
<tr>
<td>18</td>
<td>R L</td>
<td>R18</td>
</tr>
<tr>
<td>19</td>
<td>R W</td>
<td>R19</td>
</tr>
<tr>
<td>20</td>
<td>R P A</td>
<td>R20</td>
</tr>
<tr>
<td>21</td>
<td>S A P</td>
<td>R21</td>
</tr>
<tr>
<td>22</td>
<td>S A</td>
<td>R22</td>
</tr>
<tr>
<td>23</td>
<td>S</td>
<td>R23</td>
</tr>
<tr>
<td>24</td>
<td>S D F</td>
<td>R24</td>
</tr>
<tr>
<td>25</td>
<td>S K N</td>
<td>R25</td>
</tr>
<tr>
<td>26</td>
<td>T</td>
<td>R26</td>
</tr>
<tr>
<td>27</td>
<td>U K</td>
<td>R27</td>
</tr>
</tbody>
</table>
2. Exploring outliers

In a sequential step, an analysis of quantitative data in the first phase can produce extreme or outlier cases. The researcher analyzed the VARK questionnaire that is done by XI IPS 5 students of MAN Salatiga.

3. Instrument development

In this step, gather themes and specific statements from participants in an initial qualitative data collection. The researcher analyzed the transcript of the students’ interview.

4. Examining multiple levels

In a concurrent step, the researcher conducted an observation to gather quantitative results about a sample. At the same time, collect qualitative interviews (e.g., with individuals) to explore the phenomenon with specific individuals in the class. The researcher checked the result of questionnaire with the result of interview. The researcher found that the result of students’ questionnaire was valid.

5. Creating a matrix

When comparing data in a concurrent type of approach, combine information from both the quantitative and qualitative data collection into a matrix. In this way, the matrix would present an analysis of the combined
qualitative and quantitative data. The researcher consolidated the result of the VARK questionnaire with the result of interview.

H. Procedure of the Research

The researcher conducted the procedure of this research to be used according to Heigham & Croker (2009:29) as follows:

Figure 3.1

The Research Cycle

The first stage starts with formulating a question that will be studied. In the second stage, designing, a way to study that questions. This design involves who is the subject, how the technique to obtain the data and how to analyze it looking for patterns or themes. The third stage involves doing the work of acquiring data. Last, the fourth stage will analyze what you have gathered.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS
This chapter consists of the data presentation and the analysis of the VARK questionnaire and the transcript of XI IPS 5 students’ interview. In addition, this chapter also gives the analysis in order to answer the research questions.

A. Data Presentation

In this section, the researcher would like to present the data that have been acquired from VARK questionnaire which is done by students of XI IPS 5 in MAN Salatiga in the academic year 2017/2018. The table of students’ VARK scoring as follows:

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Learning style preferences</th>
<th>Total Score</th>
<th>Type of Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>V: 3, A: 9, R: 7, K: 3</td>
<td>22</td>
<td>Bi-modal</td>
</tr>
<tr>
<td>R2</td>
<td>V: 7, A: 10, R: 11, K: 9</td>
<td>37</td>
<td>Quad-modal</td>
</tr>
<tr>
<td>R3</td>
<td>V: 4, A: 9, R: 5, K: 5</td>
<td>23</td>
<td>Single</td>
</tr>
<tr>
<td>R4</td>
<td>V: 4, A: 9, R: 6, K: 5</td>
<td>24</td>
<td>Single</td>
</tr>
<tr>
<td>R5</td>
<td>V: 1, A: 9, R: 3, K: 4</td>
<td>17</td>
<td>Single</td>
</tr>
<tr>
<td>R6</td>
<td>V: 6, A: 2, R: 2, K: 5</td>
<td>16</td>
<td>Bi-modal</td>
</tr>
<tr>
<td>R7</td>
<td>V: 5, A: 6, R: 3, K: 5</td>
<td>19</td>
<td>Tri-modal</td>
</tr>
<tr>
<td>R8</td>
<td>V: 5, A: 6, R: 5, K: 1</td>
<td>17</td>
<td>Tri-modal</td>
</tr>
<tr>
<td>R9</td>
<td>V: 6, A: 9, R: 7, K: 4</td>
<td>26</td>
<td>Quad-modal</td>
</tr>
<tr>
<td>R10</td>
<td>V: 5, A: 8, R: 3, K: 7</td>
<td>23</td>
<td>Quad-modal</td>
</tr>
<tr>
<td>R11</td>
<td>V: 2, A: 5, R: 6, K: 3</td>
<td>16</td>
<td>Bi-modal</td>
</tr>
<tr>
<td>R12</td>
<td>V: 13, A: 12, R: 7, K: 0</td>
<td>32</td>
<td>Bi-modal</td>
</tr>
<tr>
<td>R13</td>
<td>V: 4, A: 6, R: 10, K: 7</td>
<td>27</td>
<td>Single</td>
</tr>
<tr>
<td>R14</td>
<td>V: 1, A: 6, R: 7, K: 4</td>
<td>18</td>
<td>Bi-modal</td>
</tr>
<tr>
<td>R15</td>
<td>V: 5, A: 10, R: 7, K: 1</td>
<td>23</td>
<td>Single</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>R16</td>
<td>7</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>R17</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>R18</td>
<td>1</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>R19</td>
<td>4</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>R20</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>R21</td>
<td>8</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>R22</td>
<td>7</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>R23</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>R24</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>R25</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>R26</td>
<td>4</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>R27</td>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>R28</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>R29</td>
<td>4</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>R30</td>
<td>4</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>R31</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>R32</td>
<td>6</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Based on the table above, it is showed that 32 students who fill the VARK questionnaire have various learning style preferences. Their learning style preferences are divided into four parts; those are Single preference, Bi-modal preference, Tri-modal preference, and Quad-modal or all four modes. The term ‘quad-modal’ is taken from journal of Baykan and Nacar (2007). It happens because Fleming (2012) do not mention the term for four modal. Moreover, the researcher takes the term from another reference. Next, single preference grouped into four preference, those are visual, aural, read/write, and kinesthetic. Bi-modal grouped into six parts, those are VA, VR, VK, AR, AK,
The occurrence of the learning style preference can be shown in the table 4.2.

Table 4.2
Preferences Type Occurrence

<table>
<thead>
<tr>
<th>Type of preferences</th>
<th>Occurrence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students</td>
<td>Percentage</td>
</tr>
<tr>
<td>Single preference</td>
<td>11</td>
<td>34.375%</td>
</tr>
<tr>
<td>Bi-modal preference</td>
<td>11</td>
<td>34.375%</td>
</tr>
<tr>
<td>Tri-modal preference</td>
<td>5</td>
<td>15.625%</td>
</tr>
<tr>
<td>Quad-modal preference</td>
<td>5</td>
<td>15.625%</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.2 displays that single preference and bi-modal preference have equal number of students; those are 11 students with percentage of 34.375%. Then, tri-modal and quad-modal or all four modes also have same percentage; those are 15.625% with total of 5 students. To clarify the data above, the researcher provides the diagram bellow.

Figure 4.1
Type of Preference Occurrence
Next, table 4.3 presents single preference occurrence which is divided into four parts, those are Visual, Aural, Read/Write, and Kinesthetic.

Table 4.3
Single Preference Occurrence

<table>
<thead>
<tr>
<th>Type of preferences</th>
<th>Occurrence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students</td>
<td>Percentage</td>
</tr>
<tr>
<td>Visual preference</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Aural preference</td>
<td>6</td>
<td>54.55%</td>
</tr>
<tr>
<td>Read/Write preference</td>
<td>4</td>
<td>36.36%</td>
</tr>
<tr>
<td>Kinesthetic preference</td>
<td>1</td>
<td>9.09%</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the table above, the most preferred learning style is aural preference with percentage of 54.55%. Next, read/write preference on the
second sequence with percentage of 36.36%. The last, kinesthetic preference with percentage of 9.09%. In XI IPS 5 class, none of the students fell into the visual preferences; however, all of the preferences were represented in various combinations in the multimodal preference. Here, the diagram of the single preference occurrence, as follows:

**Figure 4.2**

Single Preference Occurrence

![Graph showing single preference occurrence]

The following table 4.4 displays bi-modal preference occurrence which is grouped into six parts,

**Table 4.4**

<table>
<thead>
<tr>
<th>Visual Preference</th>
<th>Aural Preference</th>
<th>Read/Write Preference</th>
<th>Kinesthetic Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of preferences</td>
<td>Occurrence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of students</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>VA</td>
<td>2</td>
<td>18.18%</td>
<td></td>
</tr>
<tr>
<td>VR</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>VK</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>AR</td>
<td>7</td>
<td>63.64%</td>
<td></td>
</tr>
<tr>
<td>AK</td>
<td>2</td>
<td>18.18%</td>
<td></td>
</tr>
<tr>
<td>RK</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that type AR is the most frequent preference which is preferred by the students, that is 7 students with percentage of 63.64%. Then, the second sequence is placed by type VA and AK with percentage of 18.18%. The last sequence is type VR, type VK, and type RK, that have no students of XI IPS 5 who fell into those types. The researcher provides the diagram of bi-modal preference as follows:

Figure 4.3
Bi-modal Preference Occurrence

The following table presents tri-modal preference occurrence which is divided into four parts, as follows:

Table 4.5
Tri-modal Preference Occurrence

<table>
<thead>
<tr>
<th>Type of preferences</th>
<th>Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students</td>
</tr>
<tr>
<td>VAR</td>
<td>4</td>
</tr>
<tr>
<td>VAK</td>
<td>1</td>
</tr>
<tr>
<td>ARK</td>
<td>0</td>
</tr>
<tr>
<td>VRK</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

From the table above, type VAR is the most frequent preference which is preferred by the students that have 4 students who fall into this type with percentage of 80%. Next, type VAK with percentage of 20%. For type ARK
and type VRK, none of the students fall into those types. The following diagram of tri-modal preference occurrence is provided below,

Figure 4.4
Tri-modal Preference Occurrence

B. Data Analysis

In this section, the researcher would like to analyze the respondents’ VARK questionnaire and the transcript of interview. The VARK questionnaire would be analyzed to find out what is the type of their preferred learning style. Then, the transcript would be described to know how their learning strategy in learning English. The researcher grouped the analysis into four parts, as follows:

1. Single Preference

   a. Respondent 3 (R3)

      R3 Total number of responses = 23
      Stepping Distance = 2

      | V | A | R | K |
      |---|---|---|---|
      | 4 | 9 | 5 | 5 |
Analysis

R3 has a *Mild* Aural (A) preference because her total score fits the line “22-27” in the table and the difference between her two highest scores is 4. R3 is an aural learner. According to the interview that was done, the way she studied English is through reading the materials. For the aural learner, that strategy is not appropriate yet. It can be an effective learning if she studies by doing a discussion with her friends or her teachers or the others strategies for aural learner.

b. **Respondent 4 (R4)**

R4  Total number of responses = 23
Stepping Distance = 2

```
4   9   6   5
V   A   R   K
```

Analysis

R4 has a *Mild* Aural (A) preference because her total score fits the line “22-27” in the table and the difference between her two highest scores is 3. R4 is an aural learner. The way she studied English is by listening and reading the material. For the aural learner, those strategies are appropriate. It can be more effective learning, if she uses another strategy like talking about her learning with her friends.

c. **Respondent 5 (R5)**

R5  Total number of responses = 17
Stepping Distance = 1

```
1   9   3   4
V   A   R   K
```
Analysis

R5 has a Strong Aural (A) preference because her total score fits the line “Up to 21” in the table and the difference between her two highest scores is 5. R5 is an aural learner. The way she studied English is through memorizing the material and listening dialogue. Those strategies are appropriate for aural learner. It can be more effective learning, if she applies the others strategies like doing discussion with her friends.

d. **Respondent 13 (R13)**

R13 Total number of responses = 27

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

Stepping Distance = 2

Analysis

R13 has a Mild Read/Write (R) preference because her total score fits the line “22-27” in the table and the difference between her two highest scores is 3. R13 is a read/write learner. Her method studied English is by reading the material. That strategy is appropriate for read/write learner. It can be more effective learning, if she does another strategy like write out the material again and again. It can make her easy in studying.

e. **Respondent 15 (R15)**

R15 Total number of responses = 23

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

Stepping Distance = 2

Analysis

R15 has a Mild Aural (A) preference because her total score fits the line “22-27” in the table and the difference between her two highest scores is 3.
R15 is an aural learner. Her method studied English is by reading the materials. For the aural learner, that strategy is not appropriate yet. She can study by doing a discussion with her friends or her teachers or the others strategies for aural learner. It can make the learning more effective.

f. Respondent 19 (R19)

R19 Total number of responses = 

<table>
<thead>
<tr>
<th></th>
<th>V</th>
<th>A</th>
<th>R</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Stepping Distance = 2

Analysis

R19 has a *Mild* Aural (A) preference because her total score fits the line “22-27” in the table and the difference between her two highest scores is 4. R19 is an aural learner. The way she studied English is through reading and studying in the quiet place. For aural learner, that strategy is not appropriate yet. She can apply the other strategy like put her summarized notes onto tapes and listen it. It can make the learning more effective.

g. Respondent 20 (R20)

R20 Total number of responses = 

<table>
<thead>
<tr>
<th></th>
<th>V</th>
<th>A</th>
<th>R</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

Stepping Distance = 1

Analysis

R20 has a *Mild* Read/Write (R) preference because her total score fits the line “Up to 21” in the table and the difference between her three highest scores is 2. R20 is an read/write learner. She can apply the read/write
strategies, but she is one of the students who does not study. She just studies at school. That can caused by herself or another problem.

h. **Respondent 24 (R24)**

R24  Total number of responses = 

<table>
<thead>
<tr>
<th>V</th>
<th>A</th>
<th>R</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Stepping Distance = 1

Analysis

R24 has a *Mild* Kinesthetic (K) preference because her total score fits the line “*Up to 21*” in the table and the difference between her three highest scores is 2. R24 is a kinesthetic learner. The way she studied English is by reading the materials. That strategy is not appropriate yet for kinesthetic learner. She can do things to understand the materials or maybe make examples. It can make her easy in studying.

i. **Respondent 26 (R26)**

R26  Total number of responses = 21

<table>
<thead>
<tr>
<th>V</th>
<th>A</th>
<th>R</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>9</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Stepping Distance = 1

Analysis

R26 has a *Strong* Aural (A) preference because her total score fits the line “*Up to 21*” in the table and the difference between her three highest scores is 4. R26 is an aural learner. Her method studied English is through looking for a comfortable and quiet place then reading until she understand. Those strategies are appropriate for aural learner, but it can be easier to
understand, if she read her summarized notes loudly. That will make the learning more effective.

j. **Respondent 27 (R27)**

<table>
<thead>
<tr>
<th>R27</th>
<th>Total number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 4 7 4</td>
</tr>
<tr>
<td></td>
<td>V A R K</td>
</tr>
</tbody>
</table>

Stepping Distance = 1

**Analysis**

R27 has a *Mild* Read/Write (R) preference because her total score fits the line “*Up to 21*” in the table and the difference between her three highest scores is 3. R27 is a read/write learner. The way she studied English is by writing notes on the book and reading repeatedly. Those strategies are appropriate for read/write learner. She can read her notes silently in order to make her easier in understanding.

k. **Respondent 31 (R31)**

<table>
<thead>
<tr>
<th>R31</th>
<th>Total number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 3 9 3</td>
</tr>
<tr>
<td></td>
<td>V A R K</td>
</tr>
</tbody>
</table>

Stepping Distance = 1

**Analysis**

R31 has a *Mild* Read/Write (R) preference because her total score fits the line “*Up to 21*” in the table and the difference between her three highest scores is 3. R31 is a read/write learner. Her method studied English is
through memorizing the materials. For read/write learner, that strategy is appropriate. It can be easier, if she applies others strategies, such as rewriting the materials, reading the materials silently.

2. Bi-modal Preference

a. Respondent 1 (R1)

R1 Total number of responses =

<table>
<thead>
<tr>
<th>V</th>
<th>A</th>
<th>R</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Stepping Distance = 2

Analysis

R1 has bi-modal preference for Aural (A) and Read/Write (R). Her strongest choice (A) is little different with her other (R). R1 is an aural learner and a read/write learner. She can apply both of the strategies, but she is one of the students who does not study. She just studies in class and when there is assignment or test. That problem can be caused by herself or the way the teacher teaches in the class.

b. Respondent 6 (R6)

R6 Total number of responses = 26

<table>
<thead>
<tr>
<th>V</th>
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<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Stepping Distance = 1

Analysis
R6 has bi-modal preference for Aural (A) and Kinesthetic (K). Her two strongest choices have little different. R6 is an aural learner and a kinesthetic learner. She studied English by translating the materials and reading the materials. Those strategies are appropriate for her. She applies both of the strategies. It can be more effective learning process if she combines the others strategies.

c. **Respondent 11 (R11)**

R11 Total number of responses =

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<td>2</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Stepping Distance = 1

Analysis

R11 has bi-modal preference for Aural (A) and Read/Write (R). Her strongest choice (R) is little different with her other (A). R11 is an aural learner and a read/write learner. The way she studied English is by reading the material. That strategy is appropriate, but it can be more effective if she combines between read/write strategy and aural strategy. It will make her understand the materials easier.

d. **Respondent 12 (R12)**

R12 Total number of responses =

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<tr>
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<tr>
<td>13</td>
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63
Stepping Distance = 3

Analysis

R12 has bi-modal preference for Visual (V) and Aural (A). Her two strongest choice have little different. R12 is a visual learner and an aural learner. She studied English by doing homework and doing exercise when there is a test. Her strategies are not appropriate yet. She can combine both of the visual and aural strategies. She can study with word picture or highlight the important material then read it loudly. It will make the learning more effective.

e. **Respondent 14 (R14)**

R14 Total number of responses = 18

Stepping Distance = 1

Analysis

R14 has bi-modal for Aural (A) and Read/Write (R). Her two strongest choices have little different. R14 is an aural learner and a read/write learner. She studied English by watching video. That strategy is not appropriate yet, because that is one of kinesthetic strategies. She can combine the aural strategies and read/write strategies, like writing out the materials then read it loudly. It can make the learning more effective.

f. **Respondent 18 (R18)**

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<td></td>
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<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>K</td>
<td></td>
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</table>
R18  Total number of responses = 23

Stepping Distance = 2

Analysis

R18 has bi-modal for Aural (A) and Read/Write (R). Her two strongest choices have little different. R18 is an aural learner and a read/write learner. She can combine the aural strategies and the read/write strategies, but she is one of the students who does not study. She studies at school when there is a test or an assignment. That problem can caused by herself or the learning system.

g.  **Respondent 22 (R22)**

R22  Total number of responses = 

19

Stepping Distance = 1

Analysis

R22 has bi-modal preference for Visual (V) and Aural (A). Her two strongest choices have little different. R22 is a visual learner and an aural learner. She can combine the visual strategies and the aural strategies, but she is one of the students who does not study. She just studies in the class when there is a test. That problem can caused by herself or the learning methods.

h.  **Respondent 23 (R23)**

R23  Total number of responses = 

16
Stepping Distance = 1

Analysis
R23 has bi-modal preference for Aural (A) and Kinesthetic (K). Her two strongest choices have little different. R23 is an aural learner and a kinesthetic learner. She studied English by reading the materials. That strategy is not appropriate yet. She can integrate between aural strategy and kinesthetic strategy, like watching a video about her materials then discussing with her friends. It can make an effective learning.

i. **Respondent 28 (R28)**

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<td>17</td>
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<td></td>
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<td></td>
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</tbody>
</table>

Stepping Distance = 1

Analysis
R28 has bi-modal for Aural (A) and Read/Write (R). Her two strongest choices is little different. R28 is an aural learner and a read/write learner. She studied English by memorizing the materials. That strategy is appropriate for her. It can be more effective learning if she integrates the aural strategy and the read/write strategy. For examples, she can take a note then put it onto tapes and listen it.

j. **Respondent 30 (R30)**

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Stepping Distance = 2
Analysis

R30 has bi-modal for Aural (A) and Read/Write (R). Her two strongest choices have same score. R30 is an aural learner and a read/write learner. She studied English by looking for the difficult words into dictionary and translating the materials. Those strategies are appropriate for her. It can be an effective learning if she combines the aural strategy and the read/write strategy, like write out the material then read it loudly or put it onto tapes.

k. Respondent 32 (R32)

R32 Total number of responses = 32

Stepping Distance = 3

Analysis

R32 has bi-modal for Aural (A) and Read/Write (R). Her two strongest choices have little different. R32 is an aural learner and a read/write learner. She studied English by reading the materials. That strategy is appropriate for her. She can combine others aural strategy and read/write strategy. She can write out the material or read it loudly in the quiet place. It will make her easier to understand the materials.

3. Tri-modal Preference

a. Respondent 7 (R7)

R7 Total number of responses = 19
Stepping Distance = 1

Analysis
R7 has tri-modal preference for Visual (V), Aural (A), and Kinesthetic (K). Her strongest choice (A) is little different from her others (V and K). R7 is visual, aural, and kinesthetic learner. She studied English by discussing with her sister. Her strategy is appropriate for her. She can combine between visual strategy, aural strategy, and kinesthetic strategy. It can make the learning more effective.

b. Respondent 8 (R8)

R8 Total number of responses = 5 6 5 1
17

Stepping Distance = 1

Analysis
R8 has tri-modal preference for Visual (V), Aural (A), and Read/Write (R). Her strongest choice (A) is little different from her others (V and R). R8 is visual, aural, and read/write learner. She studied English by reading the materials and watching English movie. That strategy is appropriate for her. It can be more effective if she applies another visual strategy, aural strategy, and read/write learner.

c. Respondent 16 (R16)

R16 Total number of responses = 7 9 11 3
30

Stepping Distance = 3
Analysis

R16 has tri-modal for Visual (V), Aural (A) and Read/Write (R). Her strongest choice (R) is little different with her others (V and A). R16 is visual, aural, and read/write learner. She studied English by practicing dialogue with her sister. That strategy is not appropriate yet. She can apply visual strategy, aural strategy, and read/write strategy, such as using words picture, reading the materials loudly, or write out the materials. It can make her easier to understand the materials.

d. Respondent 21 (R21)

R21 Total number of responses =

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<td>K</td>
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</tbody>
</table>

Stepping Distance = 3

Analysis

R21 has tri-modal preference for Visual (V), Aural (A) and Read/Write (R). Her strongest choice (R) is little different with her others (V and A). R21 is visual, aural, and read/write learner. She studied English by reading the materials. That strategy is appropriate for her. It can be more effective if she applies or combines another visual strategy, aural strategy and read/write strategy.

e. Respondent 25 (R25)

R25 Total number of responses =

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<tr>
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</tr>
<tr>
<td>K</td>
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</table>

Stepping Distance = 2
Analysis

R25 has tri-modal preference for Visual (V), Aural (A) and Read/Write (R). Her strongest choice (A) is little different with her others (V and R). R25 is visual, aural, and read/write learner. She studied English by memorizing the formula. Her strategy is appropriate for her. She can apply another visual strategy, aural strategy, and read/write strategy. It can make the learning more effective.

4. Quad-modal Preference

a. Respondent 2 (R2)

<table>
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<td>R2 Total number of responses</td>
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<td>37</td>
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Stepping Distance = 4

Analysis

R2 is multimodal with four preferences (V, A, R, and K). Her strongest choice is Read/Write (R) and it has little different from her others (V, A, and K). R2 is all four modes learner. She studied English by looking for the vocabulary in dictionary. That strategy is appropriate for her. She can apply another strategy from the four modes strategies. It will make her easier to understand the materials.

b. Respondent 9 (R9)

<table>
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<td>R9</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>
R9  Total number of responses = 26

Stepping Distance = 2

Analysis

R9 is multimodal with four preferences (V, A, R, and K). Her strongest choice is Aural (A) and it has little different with her others (V, R, and K). R9 is all four modes learner. She studied English by reading the materials and listening the materials. That strategy is appropriate for her. She can apply another strategy from the four modes strategies. It can make the learning more effective.

c.  **Respondent 10 (R10)**

R10  Total number of responses = 23

Stepping Distance = 2

Analysis

R10 is multimodal with four preferences (V, A, R, and K). Her strongest choice is Aural (A) and it has little different with her others (V, R, and K). R10 is all four modes learner. She studied English by reading the materials. That strategy is appropriate for her. She can apply another strategy from the four modes strategies. It will make her easier to understand the materials.

d.  **Respondent 17 (R17)**
R17 Total number of responses = 17

Stepping Distance = 1

Analysis

R17 is multimodal with four preferences (V, A, R, and K). She has two highest scores for Aural (A) and Kinesthetic (K). R17 is all four modes learner. She studied English by reading the materials. That strategy is appropriate for her. It can be more effective learning, if she applies another strategy from the four modes strategies.

e. Respondent 29 (R29)

R29 Total number of responses = 23

Stepping Distance = 2

Analysis

R29 is multimodal with four preferences (V, A, R, and K). Her strongest choice (A) is little different with her others (V, R, and K). R29 is all four modes learner. She studied English by reading the materials while listening music or watching television. That strategy is appropriate for her. She can apply another strategy from the four modes strategies. It will make the learning more effective.

C. Discussion

Based on the analysis above, the researcher inferred that there are 20 students whose the strategies are suitable with their learning style preferences.
Then there are 8 students whose the strategies are not appropriate yet with their learning style preferences. They are respondent 3, respondent 12, respondent 14, respondent 15, respondent 16, respondent 19, respondent 23, and respondent 24. The learning can be more effective, if they apply their appropriate strategies.

There are also students who do not study at home. There a total of 4 students. They are respondent 1, respondent 18, respondent 20, and respondent 22. They only study at class. When there is a test or an assignment, they also did it at the class. This can be caused by the students themselves who do not want to study or the wrong system of learning.

There are several differences between this study and the other researchers who are focused on analysis of learning style. In this present study, the researcher differently analyzes the learning style based on the method of collecting the data, subject of the study and additional theory to identify it.

First, the researcher compared with Baykan and Nac,ar’s research (2007). They use VARK questionnaire to obtain the data. The most frequent preference on their study is Kinesthetic preference with percentage 23.3%. The researcher found the most frequent preference that is Aural and Read/Write (AR) with percentage 21.875%. Moreover, they do not conduct the students’ strategies in learning. They conduct comparison of learning styles and characteristics of medical students.

Second, the researcher compared with Razawi et al. research (2011). The research contradicts with this study. They used questionnaire, but it is different
questionnaire. They used Spolsky’s theory. The third research that is conducted by Gilakjani (2011) is also different from this study. He analyzed the learning style of Iranian EFL university students. That research has different subject, method, and result with this study. Most of the students preferred visual type while this study most students preferred Aural and Read/Write type. He conducts how learning style affect the teaching process. It is different from this study, the researcher conducts the students learning strategies.

Fourth, the research that is conducted by Lehmann and Ifenthaler (2012) is different from this study. They used Felder and Spurlin’s theory while this study used Fleming’s theory. The last, the researcher compared with Gokalp’s research (2013). It is also different from this study. He used pre-test and post-test to obtain the result.

Finally, the researcher concluded that this study is quiet same with Baykan and Nacı’s research (2007) about using VARK questionnaire. On contrary, this study contradicts with the last four researches. It has different theory.
CHAPTER V

CLOSURE

This chapter consists of the conclusion and suggestions based on the analysis of the data in this study. The conclusions are drawn after getting research finding. Then, the suggestions lead further researchers who are intended to do a similar research.

A. Conclusions

In this section, the researcher would like to present the answer of the research question, as follows:

1. Students’ learning style preferences are divided into four parts those are, Single preference, Bi-modal preference, Tri-modal preference, and Quad-modal or all four modes. Aural and Read/Write (AR) preference is the most frequent type to be used by the students. It found 7 students those are R1, R11, R14, R18, R28, R30, R32. The following type is Aural (A) preference, which is found 6 students, those are R3, R4, R5, R15, R19, R26. Next, Read/Write (R) preference which is found 4 students, those are R13, R20, R27, R31. Next, Visual, Aural, Read/Write (VAR) preference which is found 4 students, those are R8, R16, R21, R25. Moreover, Quad-modal preference which is also found 4 students, those are R2, R9, R10, R17, R29. The following type is Visual and Aural (VA) preference which is found 2 students, those are R12 and R22. Next, Aural and Kinesthetic (AK) preference which is found 2 students those are R6 and R23. The last type
is Kinesthetic (K) preference which is found 1 student, that is R24 and Visual, Aural, Kinesthetic (VAK) which is also found 1 student, that is R7.

2. The researcher found that there are 20 students whom the strategies are suitable with their learning style preferences. They are R2, R4, R5, R6, R7, R8, R9, R10, R11, R13, R17, R21, R25, R26, R27, R28, R29, R30, R31, R32. Then there are 8 students whom the strategies are not appropriate yet with their learning style preferences. They are R3, R12, R14, R15, R16, R19, R23, and R24. It can be more effective, if they apply their appropriate strategies. The last, there are 4 students who do not know how they learn best, so they do not study at home. They are R1, R18, R20, and R22.

B. Suggestions

1. For the next researchers

   This research gives contribution to comprehend the learning style preference; hopefully, this research can give inspiration and guidance for the further researchers to be more careful in doing similar research. The next researchers have to be more careful in analyzing the VARK questionnaire because it is not an easy thing to be done. Therefore, the research will be better than this research.

2. For the readers

   The readers have to study more about learning style preference to get more knowledge about the way they best learn. The result of this research can be a good reference if the readers. It can apply in daily learning. By knowing the learning style preference, they can apply the
strategies learning that suitable with their preference. It will make them easy to understand the materials and make the learning more effective.
REFERENCES


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THE VARK QUESTIONNAIRE
Choose the way which best explains your preference and circle the letter(s) next to it. Please show your method of answering so that it math your perception. Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, town center or railway station. (Kamus yang membantu people to go the airport, city centre or railway station). You would:
   a) draw a map and give her map.
   b) tell her the directions.
   c) write down the directions (without a map).
   d) go with her.

2. You are not sure whether a word should be spelled `dependent' or `depenent'. (Kamus yang tidak kira kosakata atau kata dengan `dependent' atau `depenent'). You would:
   a) see the word in your mind and choose by the way they look.
   b) think about whether words sound and choose one.
   c) find it online or in a dictionary.
   d) write both words on paper and choose one.

3. You are planning a holiday for a group. You want some feedback from them about the plan. (Kamus yang membantu people to tell us about plans). You would:
   a) draw a map and show it to them.
   b) tell them the details.
   c) write down the details (without a map).
   d) go with them.
a) use a map or website to show them the place.
b) phone, text or email them.
c) give them a copy of the printed itinerary.
d) discuss or elaborate the highlights.

4. You are going to cook something as a special treat for your family. (Kamu akan memasak sesuatu sebagai suatu perayaan untuk keluargamu) You would:
   a) look through the cookbook for ideas from the pictures.
   b) ask friends for suggestions.
   c) use a cookbook where you know there is a good recipe.
   d) cook something you know without the need for instructions.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. (Sebuah kelompok wisatawan ingin mengetahui tentang kebun raya atau kawasan alam di daerahmu) You would:
   a) show them internet pictures, photographs or picture books.
   b) talk about or arrange a talk for them about the parks or wildlife reserves.
   c) give them a book or pamphlets about the parks or wildlife reserves.
   d) take them to a park or wildlife reserve and walk with them.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision? (Kamu akan membeli kamera digital atau telepon genggam. Selain harga, apa yang paling mempengaruhi keputusannya?) You would:
   a) It is small and designed well.
   b) The salesperson telling me about its features.
   c) Reading the details about its features.
   d) Trying or testing it.

7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, e.g., riding a bike. (Ingat saat kamu belajar cara...
m elakukan sesuatu yang baru. Cobalah untuk mempertahankan keempat fakta, seperti:  

1. a) diagrams and charts - visual clues  
   b) listening to someone explaining it and asking questions  
   c) written instructions - eg. an activity textbook  
   d) watching demonstration  

8. You have a problem with your knee. (Kamu memiliki masalah dengan lututmu.) You would prefer that the doctor:  
   a) showed you a diagram of what was wrong  
   b) described what was wrong  
   c) gave you a website to read about it  
   d) used plastic models to show what was wrong  

9. You want to learn a new program, skill or game on a computer. (Kamu ingin belajar program baru, ketamplana atau permainan di komputer.) You would:  
   a) follow the diagrams in the book that came with it  
   b) talk to people who know about the program  
   c) read the written instructions that came with the program  
   d) use the controls or keyboard  

10. I like websites that have: (Aku suka website yang punya)  
    a) interesting design and visual features  
    b) audio and video where I can hear music, radio programs or interviews  
    c) interesting written descriptions, lists and explanations  
    d) things I can click on, shift, try, etc.  

11. Chart the price, what would most influence your decision to buy a new fiction book? (Selain harga, apa yang paling mempengaruhi keputusan untuk membeli buku fiksi?)  
   a) The way the books is appealing  
   b) Afford talks about it and recommend it
12. You are using a book (Data website to learn how to take photos with your new digital camera). You would like to have:
   a) diagrams showing the camera and what each part does.
   b) a chance to ask questions and talk about the camera and its features.
   c) clear written instructions with lists and bullet points about what to do.
   d) many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presentation (Lebih suka guru atau peserta yang mengajar)?
   a) diagrams, charts, graphs.
   b) question and answer, talk, group discussion, or guest speakers.
   c) handouts, books, or readings.
   d) demonstrations, model, or practical sessions.

14. You have finished a competition or test and would like some feedback (Kamu telah menyelesaikan kompetisi atau tes dan ingin mengetahui apa tinggal baik atau tidak). You would like to have feedback:
   a) using graphs showing what you achieved.
   b) from someone who talks through why you.
   c) using written description of your results.
   d) using examples from what you have done.

15. You are going to choose food at a restaurant or café (Kamu akan memilih makanan di restoran atau kafe). You would:
   a) look at what other people are eating or look pictures of a dish.
   b) ask the waiter or friends to recommend choices.
   c) choose from the description in the menu.
   d) choose something that you have had before.
16. You have to make an important speech at a conference or special occasion (Kamu harus membuat pidato pada sebuah konferensi atau peristiwa yang spesial). You would:
   a) make diagrams or graphs to help explain things;
   b) write a few keywords and practice saying your speech over and over;
   c) write out your speech and learn it by reading it over several times;
   d) gather many examples and stories to make the talk real and practical.

VARK

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The total of the scores is: 
THE VARK SCORING

Name: Amelien Rasti Yuliowati
Absent: 21

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The total of the four scores is: 22
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The total of the four scores is: 37
THE VARK SCORING

Name: [Redacted]
Absent: 03

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The total of the four scores is: 23
THE VARK SCORING

Name: Ewa Nurul Aiffah
Absent: 04

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Total for the questionnaire: 9 9 6 5

The total of the four scores is: 29
THE VARK SCORING

Name: Jairi Waryu Ningfa
Absent: 05

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The total of the four scores is: 17
### SCORING OF THE STUDENTS' VARK QUESTIONNAIRE

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LISTOFQUESTIONS

2. How do you memorize? Read repeatedly? Listen repeatedly? Or you have to memorize by note?
3. How do you study English at home?
Transcript of Interview
On Thursday, August 10, 2017 at 7:48AM

Researcher: Namunyasiwu? (What is your name?)
Juni: Juni(Juni)

Juni: Makanwido(Miscavideo)

Researcher: Teuskanyokukumuginumunumunginakantudwagatantugang? Atumukindu nga teagakagak gi? (Then if you memorize, you have to listen it repeatedly? Or maybe by moving?)
Juni: Beagak(Moving)

Researcher: Terus cara kamu belajar di rumah bagaimana? Kalaubahasa Inggris? (Then how do you study at home? English?)
Juni: Mnyak(Mnouzet)

Researcher: Sainini? Lhafilmunganatqua? (And watch a movie or anything else?)
Juni: Saindengipecak (And listen dialogue)

Researcher: Sainyamunyasiwu? (Next, what is your name?)
Novi: Novi(Novi)

Researcher: Novikumukyikagogantutaiku? (Novi prefer music, video, or a book?)
Novi: Canteranwido(Putuavideo)

Researcher: Teus katumuung ulingi tu leh sokenhak摆放 ulingi ulungatungulang dengerulungulagata gumunginggatinsanbilalap? (Then if
you want to memorize, you prefer reading over and over, listening over and over, or memorizing while walking?)

Novi:  *Dhau ulang ulang* (Repetedly)
Researcher:  *Tercoblos belajar Bahasa Inggris di rumah?* (Then how do you study English at home?)
Novi:  *Lihat video* (Watch video)
Researcher:  *Tentu* (Then)
Vivin:  *Vivin* (Vivin)
Researcher:  *Vivin kalau belajar suka pakai musik, video, gambar atau buku?* (Vivin, if you study, would you prefer using music, video, picture or book?)
Vivin:  *Musik sama gambar* (Music and picture)
Researcher:  *Tercoblos kalau mau mengafalkan biasanya harus dibaca berulang-ulang, atau didengar berulang-ulang, atau harus sambil gerak-gerak?* (Then if you want to memorize, usually you have to read repeatedly or listen to it repeatedly or do something while moving?)
Vivin:  *Baca berulang-ulang dan didengar berulang-ulang* (Read repeatedly and listen repeatedly)
Researcher:  *Tercoblos belajar di rumah?* (Then how do you study at home?)
Vivin:  *Dhafin* (Mnemonix)
Researcher:  *Tercoblos mingkat?* (Then next?)
Lahifa:  *Lahifa* (Lahifa)
Researcher:  *Lahifa lagi naskahnya atau kira kira video?* (Lahifa, you prefer music, picture, book or video?)
Lahifa:  *Buka video* (Watch video)
Reseacher: Kalyangala biamana? (If you memorizing how do you usually?)

Latifa: Dhaa kalangulan kahob ddegerin (Read it repeatedly, sometimes listen)

Reseacher: Tensheji Bhangngisi dundginara? (Then how do you study English alone?)

Latifa: Dhua (Read it)

Reseacher: Tensampigya? (Then next?)

Dwi: Dwi (Dwi)

Reseacher: Lebhi suka video, buku, gambar atau musik? (Which do you prefer video, book, picture or music?)

Dwi: Video xamusk (Video and music)

Reseacher: Tensaayangalinginar? (Then how do you memorize?)

Dwi: Yargalehun misitigany (All of that mentioned)

Reseacher: Tenskaludin handalbejiyangina? (Then how do you study here?)

Dwi: Kalyangala yangggok tu tudianin (If there is unknown vocabulary, look for it)

Reseacher: Tensampigya? (Then next?)

Wiya: Wiya (Wiya)

Reseacher: Lebhi leh klu gantya, video xamusk? (Which do you prefer book, picture, video or music?)

Wiya: Video xamusk (Video and music)

Reseacher: Tensaayangalinginar? (Then how do you memorize?)

Wiya: Yas kalyangalan tenshoalin (Read it first then memorize)
Researcher: Terus belajar di rumah gimana? (Then how do you study at home?)
Widy: Kalau misalnya kata yang nggak tahu di kamus, biasanya juga diterjemahkan. Jika ada kata yang tidak dikenal, biasanya di kamus dan translator.
Researcher: Terus sampin naya? (Then, next?)
Mar'atus: Mar'atus Sholih (Mar'atus Sholih)
Researcher: Lebih suka video, musik, gambar, atau buku? (Would you prefer video, music, picture, or book?)
Mar'atus: Musik dan video (Music and video)
Researcher: Kalau ngafalin gimana? (How do you memorize?)
Mar'atus: Bacakan (Read it and memorize it)
Researcher: Terus kalau ngafalin gimana? (Then, how do you memorize?)
Ariah: Ariah (Ariah)
Researcher: Lebih suka buku, gambaran musik video? (Would you prefer book, picture, or video?)
Ariah: Musik (Music)
Researcher: Terus kalungklingin gimana? (Then, how do you memorize?)
Ariah: *Browsing and listening to music at the same time* (Browsing the lyrics while listening to the music)

Friends: *Jengonomy, menulis atau menulis* (It's whereas reading)

Researcher: *Tell me how to study English at home?*

Ariah: *Read, translate first* (Reading, translating)

Researcher: *Then, what is the next?*

Seni: *Seni (Seni)*

Researcher: *Like books, music, pictures or video?* (Would you prefer books, music, pictures, or video?)

Seni: *Video dan musik (Video and music)*

Researcher: *Tell me how you memorize it?*

Seni: *Read (Reading)*

Researcher: *How do you study English at home?*

Seni: *Baca (Reading)*

Researcher: *Tell me how you memorize it? (Then, how do you memorize it?)*

Sewa: *Sewa (Sewa)*

Researcher: *Like books, music, pictures or video? (Would you prefer books, music, pictures, or video?)*

Sewa: *Musik (Music)*

Researcher: *Tell me how you memorize it? (Then, how do you memorize it?)*
Seva: Emm, baca sambil nafi (Emm, read while memorize)

Reseacer: Then how do you study at home?

Seva: Baca (Reading)

Reseacer: Namaanya? (What is your name?)

Khairma: Khairma Askadi (Khairma Askadi)

Reseacer: Kamu lebih suka buku, gambar, video atau musik? (Would you prefer book, picture, video or music?)

Khairma: Musik (Music)

Reseacer: Then if you want to memorize easily, how do you read repeatedly, or listen repeatedly, or you have to walk, so you can memorize?

Khairma: Dengarkan ulang (Listen repeatedly)

Reseacer: Then how do you study at home? English

Khairma: Ya, dia bantunya kakak (Yes, sister help me)

Reseacer: Next? What is your name?

Piersada: Piersada (Piersada)

Reseacer: Yuk, baikan gambar, atau video? (Would you read book, picture, video?)

Piersada: Video (Video)

Reseacer: Then how do you study at home? What time do you study easily, what do you do? Listen, Read, Or you have to move?

Piersada: Dengar (Listening)
Reseacher: *Terus belajar di rumah gimana?* (Then, how do you study at home?)
Pria: *Baca* (Reading)
Reseacher: *Terus sampai gimana?* (Then, next, what's your name?)
Siti: *SitikhawatunNwsa* (Siti Khawatun Nswa)
Reseacher: *Lebih suka gacher, video, buku, atau musik?* (Would you prefer picture, video, book, or music?)
Siti: *Video* (Video)
Reseacher: *Terus kamu gacher, video, atau buku?* (Then, how do you study English at home?)
Siti: *Dhafetus* (Readitoveradover)
Reseacher: *Cara belajar Bahasa Inggris di rumah gimana?* (How do you study English at home?)
Siti: *Dhafetus* (Readitoveradover)
Reseacher: *Rumus?* (What's the formula?)
Siti: *Present tense* (Present tense)
Reseacher: *Terus sampai gimana?* (Then, next, what's your name?)
Kurnia: *Kurnia* (Kurnia)
Reseacher: *Lebih suka gacher, video, atau buku?* (Would you prefer picture, video, music, or book?)
Kurnia: *Buku* (Book)
Reseacher: *Terus belajar orang gimana? Dhuwi Deng?* (Then, how do you memorize? Read it, Listen it?)
Kurnia: *Dhuwi* (Reading)
Reseacher: *Cara belajar inggris gimana?* (How do you study English at home?)
Kuria: Kadangkadang di baca kadang enggak, karenanya yang bacaan bin (SOMETIMES READ IT SOMETIMES NOT, BECAUSE KEEP IT WITH ANOTHER LESSON)

Resarcher: Selain diadepin? Liat film mungkin? (BESIDES READ IT? WATCH MOVIE MAYBE?)

Kuria: Liat film (WATCH MOVIE)

Resarcher: Terus sampin ya? (THEN NEXT?)

Sanatul: Sanatul awaliy (SANATUL AWALIY)

Resarcher: Lebih suka buku, gambar, atau? (WOULD YOU PREFER BOOK, PICTURE, OR...?)

Sanatul: Video dan musik (VIDEO AND MUSIC)

Resarcher: Terus biar cepet hafal diapain? (THEN, HOW DO YOU MEMORIZE FAST?)

Sanatul: Diautentik (READIT AGAIN)

Resarcher: Kanatinya enggak baku hafal kan ya? Terus diadepin? (There is someone who listens, then can memorize. THEN, READ IT AGAIN?)

Sanatul: Nggak pernah hafal (NEVER STUDY)

Resarcher: Mau nggak pernah hafal? (WANT? NEVER STUDY?)

Sanatul: Ungrek dedeknoh (UNGREK IS SPONTANEOUS)

Resarcher: Ngkhaguti? Smaskat? (NEED IT? ABSOLUTELY?)

Sanatul: Ngkk (NO)

Resarcher: Terusampongyosiqui? (THEN NEXT? WHO?)

Nung: Nung Pui Lestari (PUI LESTARI)

Resarcher: Lebhukalukugentar? (WOULD YOU PREFER BOOK, PICTURE...)?

Nung: Musik (MUSIC)
Reseaker: “Terus bia rcep ethaf? Dlac? (Then, how do you pronounce fast? Read it?)

Nung: “Dlenginindluxubulugulang (Listen it adequately)

Reseaker: “CagbepbchkbIngirsdimnhgumari? (How do you study English at home?)

Nung: “Dlac (Read it)

Reseaker: “Ole, sanpingya? (Ok, next?)

Ria: “Riapji (RiaPji)

Reseaker: “Lobsyokhmkskantarakutuvido? (Would you prefer book, music, photo or video?)

Ria: “Msk (Music)

Reseaker: “Tensalukbipathaf? (Then, how do you pronounce fast?)

Ria: “Drginimskarblawalinya (Listen music while read the lyric)

Reseaker: “CagbepbchkbIngirsdimnhgumari? (How do you study at home?)

Ria: “Ngkpernhbchjn (arbitertwo) (Never study while laughing)

Reseaker: “Ngkpernhbchjn jga? Lakawulagen? (Never study too? Then, if there is a test?)

Ria: “Kdulagen bchjynadi selachan (If there is a test, I study at school)

Reseaker: “Dlac? Itknjgchbchjn (Read it? That's a good study)

Ria: “Kytiplonggcdunm (Yes, but this is not at home)

Reseaker: “Tensanpingya? (Then, next?)

Wynh: “Wynh Ellyan (WynhEllyan)

Reseaker: “Lobsyokhmkskbluganbhar...? (Would you prefer music, book, photo...?)
Wynd: *Gambar, tapi gambar itu nang (Picture, but the picture is missing)*
Researcher: *Kungkungan yang gambaran? (Yes, that's okay, the important is picture, isn't it?)*
Wynd: *Ya (Yes)*
Researcher: *Terskalungflikinrapeteidpin? (Then how by you noise fast?)*
Wynd: *Bacalungutung (Read it over and over)*
Researcher: *Caddebejirdumhngrinu? (How by you study at home?)*
Wynd: *Ya, aludlin (Yes, by memorizing)*
Researcher: *Samingya? (Next?)*
Eva: *Eva Nurul Afifah (Eva Nurul Afifah)*
Researcher: *Lebih suka buku, gambar, musik, atau video? (Would you prefer book, picture, music, or video?)*
Eva: *Videomusic, videomusika, video music (Music video, video and music)*
Researcher: *Terskalungflikinrapeteidpin? (Then easy memorizing by reading listening or...?)*
Eva: *Dengeomuksramah觖 listen music and edit)*
Researcher: *Terskalungflikinrapeteidpin? (Then how by you study at home?)*
Eva: *Dengeomuksramah (Listen music and edit)*
Researcher: *Samingya? (Next?)*
Laila: *Laila (Laila)*
Researcher: *Lahakuvidomus...? (Would you prefer video music...?)*
Laila: *Vidomusik (Music video)*
Researcher: *Terus ngalihin biar cepet ginau? (The how to memorize fast?)*
Laila: *Dhaca (Reading)*
Researcher: *Cahaya jariin ngahginu? (How do you study at home?)*
Laila: *Dhaca samadeng, dhaca dunh sanbl idir (Read and listen, read it at night, while sleep)*

Researcher: *Namak spying? (What is your name?)*
Rahmania: *Rahmania (Rahmania)*

Researcher: *Kamu bhs langan, buku, video, amali? (Would you prefer phone, book, video, music?)*
Rahmania: *Mas (Misc)*

Researcher: *Binggatho, samadeng, dhaca, akun, sanbl gak? (How do you memorize fast? Read? Listen? Or you have to move?)*
Rahmania: *Tingkat tudinda google, samulung (Translate Google and read it again and again)*

Researcher: *Terus kalau di rumah ginau? (Then how do you study at home?)*
Rahmania: *Ngkkelajir (Never study)*

Researcher: *Terus sampinya? (Then next?)*
Nanda: *Nait Aka (Nad Aka)*

Researcher: *Labhu cekku gaphunyom maku video? (Would you prefer book, phone, music, video?)*
Nanda: *Vidomandalu (Video/Book)*
Researcher: Terus kalau nangafalin biar cepat gimanah?
(Nand: Then how do you memorize fast?)

Nand: Dha (Read)

Researcher: Dhaulang? (Read repeatedly?)

Nand: Ya (Yes)

Researcher: Terus caberjordinunhginah? (Then how do you study at home?)

Nand: Dha (Read)

Researcher: Terus sampingya? (Then, next?)

Um: Um Habibah (Um Habibah)

Researcher: Kamu lebih sukabuku, gambar, video atau musik?
(Um: Would you prefer book, picture, video or music?)

Um: Buku sama musik (Book and music)

Researcher: Terus lebih cepet hafalnya kalau dibaca, dengar, atau disambal ya ngitum? (Then fast memorizing if read, listen, or memorizing by walking or moving?)

Um: Ditulis doli (Write on book)

Researcher: Terus gagahbhinu Inggris dinunhginah? (Then how do you study English at home?)

Um: Bacaulang (Read and read)

Researcher: Terus sampingya? (Then next?)

Elia: Elia (Elia)

Researcher: Luhbuka gantarmuskato video? (Would you prefer book, poem, music, video?)

Elia: Diplani (Understand it)
Researcher: *Teras carabai padi rumahginu?* (Then how do you study at home?)
Elin: *Dhac (Read)*
Researcher: *Teras sampi ngany?* (Then, next?)
Yana: *Yana (Yana)*
Researcher: *Lbah sukulu musik ganar mutuvido?* (Would you prefer book, music, picture, or video?)
Yana: *Bkusamutuvido (Book and video)*
Researcher: *Teras biar acpethol?* (Then how do you memorize fast?)
Yana: *Dulis (Write it)*
Researcher: *Carana Bahasa Inggrid dimanhginu?* (How do you study English at home?)
Yana: *Dhac (Read)*
Researcher: *Namanya?* (Your name?)
Amalia: *Amalia (Amalia)*
Researcher: *Lbah sukulu musik ganar mutuvido?* (Would you prefer book, music, picture, or video?)
Amalia: *Bku (Book)*
Researcher: *Caameng of biarapeti?* (Then how do you memorize fast?)
Amalia: *Dhaculangutu (Read a then you study)*
Researcher: *Teras carabai padi rumahginu?* (Then how do you study at home?)
Amalia: *Nggkenh baih (Never study)*
Researcher: *Nggkenh baih?* (Never study?)
Amalia: *Ya (Yes)*
Reseacher: Kaulangan? (If there is a test?)

Analia: Ya sekolah belajar ya (Yah, study at school)

Reseacher: Sampai ya? (Next?)

Naida: Naida Putri Wancia (Tenanyaini) (Naida Putri Wancia (Her friend responds))

Reseacher: Terus kaulanggan ya? (Then, you study book, music, picture, or video?)

Naida: Video (Video)

Reseacher: Baca cepet hafalan yang apa? (What you do to memorize fast?)

Naida: Baca ulang dianyang ngakat aja nggak ada orang, nggak ada kebisangan (Read it over and over at the quiet room, no people, no commotion)

Reseacher: Terus sampai nya siap apa? (Then, next? Who)

Nur: Nur Badriyah (Nur Badriyah)

Reseacher: Terus sampai nya? (Then, next? Who)

Nur: Bukan music (Bukan music)

Reseacher: Terus sampai nya? (Then, next? Who)

Nur: Latihan (Exercise)

Reseacher: Terus sampai nya? (Then, next? Who)

Nur: Latihan (Exercise)
Nur: "Denger musik terus dibaca terus (Listen music then read it over and over)"

Reseacher: "Teman belajar di rumah gimana? (Then how do you study at home?)"

Nur: "Ya kadang ngomong sama adiknya (Yeh, sometimes having conversation with my sister)"

Reseacher: "Teman poprigya? (Then next?)"

Wa'f: "Wa'f (Wa'f)"

Reseacher: "Mau buku, gambar, musik, atau video? (Would you prefer book, picture, music, or video?)"

Wa'f: "Msk (Msk)"

Reseacher: "Berepa lama belajar? (How long do you study?)"

Wa'f: "Dlm pslukgutng (Read again and again)"

Reseacher: "Cakdebjrdtrndh? (How do you study at home?)"

Wa'f: "MbrqsgndtldgmskldgmlntnTV (Read while listen to music sometimes while watch TV)"

Reseacher: "Teman poprigya? (Then next?)"

Tasfa: "Tasfa (Tasfa)"

Reseacher: "Lbhs kdlkugntbr...? (Wht do u prefer picture...?)"

Tasfa: "Msk (Msk)"

Reseacher: "Berepa lama belajar? (How long do you study?)"

Tasfa: "Dlm pslukgutng (Read psl)"

Reseacher: "Cakdebjrdtrndh? (How do you study at home?)"

Tasfa: "Ngjr mntrnman, vgr sps dlvsmsnplbs (Search comfortable place that quiet then read over and over until understand)"
Researcher: 

Salma: 

Researcher: 

Salma: 

Researcher: 

Salma: 

Researcher: 

Salma: 

Researcher: 

Salma: 

Researcher: 

Ratna: 

Researcher: 

Ratna:
Nomor : B-1632/In.21/D1/PN.03.00/08/2017
Lamp : -
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala MAN Salatiga
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : AYU DEWI FATIMAH
NIM : 113-13-142
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 DESCRIPTIVE STUDY OF LEARNING STYLE IN LEARNING ENGLISH USED BY THE ELEVENTH GRADE STUDENTS OF MAN SALATIGA IN THE ACADEMIC YEAR OF 2017/2018

Dengan Pembimbing : Mashlihatul Umami, M.A.

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 07 Agustus 2017 s.d selesai.

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

Wassalamualaikum w.w.

Salatiga, 04 Agustus 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

(Suwardi, M.Pd.
NIP. 19670121 199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor : B-926/ Ma. 11 59/ TL 00/ 08/ 2017

Berdasarkan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Salatiga Nomor : B-1632/ In. 21/D1/PN. 03. 00/ 08/ 2017 tanggal 04 Agustus 2017 perihal Permohonan Izin Penelitian Skripsi, bersama ini Kepala Madrasah Aliyah Negeri Salatiga menerangkan dengan sesungguhnya bahwa :

Nama : AYU DEWI FATIMAH
NIM : 113-13-142
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jenjang : S. 1
Dosen Pembimbing: Mashlihatul Umami, M.A


Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Salatiga, 23 Agustus 2017
Kepala Madrasah Aliyah Negeri Salatiga

[Signature]

Handono
Kepada
Yth. Maslihatul Umami, M.A
Di Tempat

Assalamualaikum w.w.

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

Nama : AYU DEWI FATIMAH
NIM : 113-13-142
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE CORRELATION BETWEEN STUDENTS ANXIETY IN PRODUCING ENGLISH AND THEIR SPEAKING ACHIEVEMENT (EX POST FACTO STUDY ON SECOND SEMESTER OF SPEAKING CLASS OF ENGLISH DEPARTEMEN OF STATE INSTITUTE FOR ISLAMIC STUDIES SALATIGA)

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

Wassalamualaikum w.w.

Salatiga, 02 Februari 2016

[Signature]

[Mufiq, S.Ag., M.Phil.]
NIP. 19690617 199603 1004

Tembusan : 1. Dosen Pembimbing
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CATATAN:

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA
## Daftar Nilai Suraikebangkatan Mahasiswa

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|----|------------------------------------------------------------------------------|---------------------------------|-----------------|--------|
| 38 | Kejuaraan Provinsi (Kejurprov) Pencak Silat Jawa Tengah Tahun 2016          | 15-18 Desember 2016             | Panitia         | 3      |
| 39 | International Seminar “Be Global Citizen through Non Formal Learning in International Voluntary Service: Another Way to Go Abroad” | 04 April 2017                   | Peserta         | 8      |
| 41 | Pemasyarakatan Kewirausahaan                                                | 27 April 2017                   | Peserta         | 4      |
| 42 | Scholarship Seminar “Unlocking the Future through Scholarship” by Ya Bismillah | 23 Mei 2017                    | Peserta         | 2      |
| 43 | TOEFL Training                                                              | 10 April-22 Mei 2017            | Peserta         | 2      |
| 44 | Sertifikat Tes TOEFL                                                        | 22 Mei 2017                     | Peserta         | 4      |

| Jumlah nilai | 161 |

Salatiga, 02 Agustus 2017

Wakil Dekan Bidang

Kemahasiswaan dan Kerjasama

[Signature]

Achmad Maiman, M.Ag.

NIP. 19700510 199803 1 003
The researcher gives explanation to the students.

The teacher answers the students’ asking.
Students' enthusiasm in filling the questionnaire
The teacher interviews the students by grouping.
CURRICULUM VITAE

Name: Ayu Dewi Fatimah
Place, Date of Birth: Kab. Semarang, March 12th, 1995
Sex: Female
Religion: Islam
Last Education: S1 Pendidikan
Faculty: English Education Department
IK: 3.65

Education History
1. MI Sudirman, Kec. Susukan, Kab. Semarang (ULSIH 2007)
2. SMP Negri 1 Suruh (ULSIH 2009)
3. MAN Salatiga (ULSIH 2013)
4. IAIN Salatiga (ULSIH 2017)