

**A THESIS**

**IDENTIFICATION OF STUDENT LEARNING STYLES IN  
STUDYING ENGLISH AT SMK FARMASI  
YASARI PAREPARE**



**BY**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2023**

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Submitted the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)

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**To**

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STATE ISLAMIC INSTITUTE  
PAREPARE**

**2023**

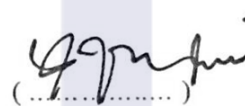
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## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ  
وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

**In the name of Allah, The most gracious and most merciful.**

Alhamdulillah Rabbil Alamin. And first foremost, the researcher wishes to express her heartfelt thanks to Allah SWT for providing the opportunity and time for her thesis to be completed. Salawat and taslim are given to the prophet of Islam, Muhammad Saw. Peace be with him. Who has led us from being uninformed to being educated.

This great occasion, the writer wishes to thank everyone who has supported and helped her finish her thesis as efficiently as possible. She understands that she will be unable to complete this "Thesis" without their support and assistance. The researcher feels that without their assistance and inspiration, this thesis would not have been completed till now. The writer would also want to express gratitude to those who assisted in the completion of this thesis. They are only a few examples:

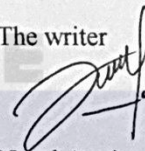
1. Dr. Hannani, M.Ag., as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd. as The Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.
3. Dr. Arqam, M.Pd. as The Chairman of English Program for him fabulous serving to the students.

4. Dr. H. Saepudin, S.Ag., M.Pd. as the first consultant and Munawir, M.Pd. as the second consultant who always takes the time to guide and provide suggestions and directions and convenience for the writer until the end of writing this thesis.
5. All teachers, staffs, and the students of SMK Farmasi Yasari Parepare. Who have helped graciously, accept her and help to collect relevant data.
6. Great thanks the writer give to her beloved family. My great father Asta Mustafa and my beloved mother Hamsiah Malik who always give prayers and blessings as well as material assistance both directly and indirectly. And also my brother Fauzy Ramadhan Asta who always support me.
7. All of friends, Putri Ramadhanti, Renni, and Nadila Kusuma., who always helped, accompanied and give the best support for the writer during the process of completing the thesis.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Amiin.

Parepare, February 11<sup>th</sup> 2023

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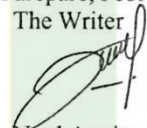
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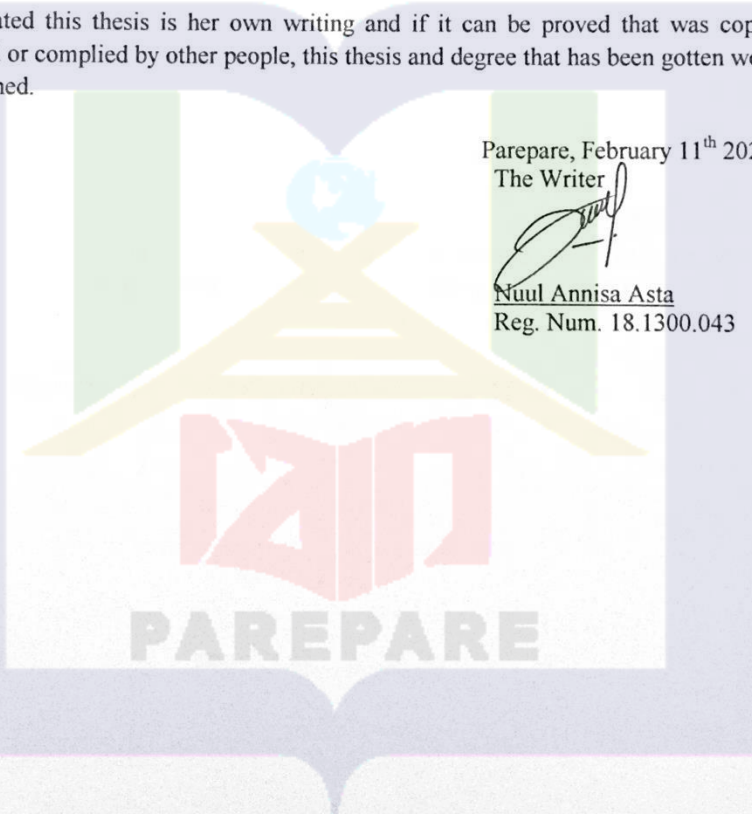
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## ABSTRACT

**Nurul Annisa Asta, 2022.** *Identification of Student Learning Styles in Studying English at SMK Farmasi Yasari Parepare.* (Supervised by H. Saepudin and Munawir).

Learning style is the way a person feels easy, comfortable, and safe when learning, both in terms of time and sensory. Learning style is a style or method that a person chooses to obtain information or knowledge in a learning process. The purpose of this research is to identify students' learning styles in learning English and the teacher's strategy in teaching English the student with different learning styles.

The method used in this research is descriptive qualitative method, where this research focuses on existing phenomena and then understands and analyzes them in depth. data collection technique used is in-depth interviews. The sample of this research was 13 student's from eleventh grade at SMK Farmasi Yasari Parepare.

The first research question was analyzed through interview data with students that in class XI the most prominent learning styles used by students were visual learning styles and auditory learning styles. This is because students prefer to learn by seeing and the teacher explains in front. students also prefer to read when in class accompanied by pictures related to reading or learning material. The second question is analyzed through interview data with teachers, whether the teacher's strategy in teaching students with differences in student learning styles in class is known that the teacher still does not fully know student learning styles, the teacher is only fixated on the strategy of the material presented, so it is lacking in fulfilling differences in learning styles student.

**Keywords :** *Learning Style, Teacher's Strategy, Studying English.*

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# CHAPTER I

## INTRODUCTION

### A. Background

Education is a process in a certain way so that humans acquire knowledge, understanding and ways of behaving according to their needs.<sup>1</sup> Education includes two activities, namely learning and teaching. Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is very helpful in the process of students so they can learn well. While teaching activities include the role of a teacher in order to seek the creation of communication between teaching and learning. A teaching process can be said to be running and succeeding well, if educators can turn themselves into students in a broad sense and are able to grow and develop students' awareness to learn.

According to Chodijah, learning English is necessary for all people, both at an early age and for adults because English is a language that is commonly called an international language that must be known by all people. Not only understood but English must also be mastered.

One of the things that need to be considered in the problems of students in the world of education is the absorption of students. Each student has a different learning style so that in receiving, processing, and remembering the information obtained is also different. Some educators assume that all students are able to understand and accept the learning material provided in the same way, but in reality each individual student is not the same. Every student has differences from one another such as

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<sup>1</sup> Muhibbin Syah, *Psikologi Pendidikan* (Bandung: PT Rosda Karya, 2003).Edisi revisi, 10.

physical differences, character, mindset and how to respond to the material they get in the learning process

The way students learn is usually called learning styles. Learning style is the easiest way for individuals to absorb, organize, and also process the information received. According to Fleming and Mills, learning style is the tendency of students to adapt certain strategies in their learning as a form of responsibility for obtaining a learning approach that is in accordance with the demands of learning in class or school and environmental demands. The right learning style is the key to student success in a learning process. By realizing this, students are able to absorb and process and facilitate learning with their respective learning styles.<sup>2</sup>

In general, there are three types of student learning styles, namely visual, auditory, and kinesthetic. Visual learning style, namely students absorb or understand a lesson by using the five senses of sight such as pictures, writing or animation. Auditory student learning styles are students using the five senses of the ear or hearing such as discussions or explanations given by the teacher. The third learning style is Kinesthetic, this learning style is slightly different from the previous two learning styles, because it covers all parts of the body, namely motion and touch.

Based on observations made by researchers on July 19 2022 at the Yasari Parepare Pharmacy Vocational School. During the process of learning English, the researcher observed students' activities while studying, all students in the class had different ways of learning, there were students who were slow in the learning process such as not being able to remember and understand the material presented by the

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<sup>2</sup> Bire Dkk, "Pengaruh Gaya Belajar Visual, Auditorial, Dan Kinestetik Terhadap Prestasi Belajar Siswa," *Kependidikan* 44 (2014), p.168–74.

teacher, and there were students who were less active just sitting and silent listening without responding to the teacher when asking questions they listened and paid attention to the teacher explaining in front of the class but when tested with questions some students could not answer properly. Then there are also students who are happy and active in the learning process such as when the teacher explains the lesson they are very interested in listening to it, and there are also students who are more happy and able to understand learning when the teacher forms discussion groups with other students. Teachers usually still often use the lecture method or explain in the process of learning English, because learning media facilities and infrastructure are rarely used. This can cause students to feel bored and learning is not effective.

Based on the results of interviews with the English teacher at the Yasari Parepare Pharmacy Vocational School, they stated that regarding the learning style of each student, they still had difficulty understanding it. Teachers can see the learning styles of students in different classes, even in other subjects their learning styles in understanding a lesson are different. Therefore, it is important for teachers to know each student's learning style, but the most important thing lies in the students themselves. Students are expected not only to study at school but also to further increase their desire to study at home so that students can identify and apply learning styles that they deem effective for use in learning. A teacher will be able to understand the characteristics of each student, so that the learning material presented can be accepted by students. in a different way they have. A person's ability to understand something or learn has different levels of understanding, some are fast, medium, or slow. So that in learning activities, students need to be assisted and



directed to understand and recognize learning styles that are suitable for each student so that learning objectives can be achieved effectively.

The researcher chose Yasari Parepare Pharmacy Vocational School as the place to conduct this research for several reasons including, as it is known that Yasari Parepare Pharmacy Vocational School is a private high school that leads to SMK, especially the Pharmacist major, therefore researchers want to find out how learning English at school leads to vocational schools which is claimed to only focus on vocational subjects, and the author also wants to know how students' learning styles are in learning English.

Responding to the problems above, the researcher intends to examine "Identification of Student Learning Styles in Learning English at Yasari Parepare Pharmacy Vocational School" with the aim of knowing what learning styles are often used by students in learning English, as well as an understanding for teachers that it is important to know Each student's learning style is important. students to apply learning models or methods that are appropriate to student learning styles so as to achieve the desired learning outcomes.

### **B. Research Question**

Based on the background explanation above, the researcher formulates the research question as follow :

1. How is the students learning style in studying English at SMK Farmasi Yasari Parepare?
2. What is the teacher's strategy in teaching English the student with different learning styles at SMK Farmasi Yasari Parepare?

### **C. Objective of the Research**

Relating to the problem statement above, the objectives of the research is intended as follow:

1. To find out the student's learning style in studying English at SMK Farmasi Yasari Parepare.
2. To find out the teacher's strategy in teaching English the student with different learning styles at SMK Farmasi Yasari Parepare.

#### **D. Significances of the Research**

##### 1. Theoretically Benefit

Theoretically it can benefit this research to provide a reference in understanding and knowing students' learning styles in learning English. Where it is expected for an educator to manage methods in the learning process in the classroom according to the learning style of each student.

##### 2. Practically Benefit

- a. The results of this study are expected to provide information or as a measure in identifying students' learning styles in learning English,
- b. For further researchers who want to examine student learning styles in learning English so that this research can be a source of information or reference.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Previous Related Research Findings

Nur Wachid in his research entitled “*Identifikasi Gaya Belajar Mahasiswa Pendidikan Bahasa Inggris Universitas Wahidiyah*” discusses the learning styles of students in the English Education Study Program for the entire class of FKIP Wahidiyah University. This research was also conducted to provide information about student learning styles so that students can improve their learning outcomes and make it easier for lecturers in the learning process, especially to determine the model or method and teaching materials that will be applied. Respondents in this research were students of English education at Wahidiyah University FKIP, totaling 29 people. This research design uses quantitative descriptive with a survey approach. Data collection techniques in this study used two techniques is observation and distributing questionnaires. In this research, it shows that students of the English language study program at Wahidiyah University FKIP have a tendency to one learning style of them, visual learning style = 4 people, with auditory learning style = 18 people, with kinesthetic learning style = 2 people, with mixed learning style = 5 people.<sup>3</sup>

Syarfuni, Verawati in her research entitled “*Analisis Karakteristik Gaya Belajar Mahasiswa pendidikan Bahasa Inggris Angkatan 2016 STKIP Bina Bangsa Getsempena Banda Aceh*” discusses the characteristics of the learning styles of students in the English education study program to provide an in-depth description of

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<sup>3</sup> Nur Wachid, “Identifikasi Gaya Belajar Mahasiswa Pendidikan Bahasa Inggris Universitas Wahidiyah,” *Jurnal Psikologi Undip Koulutus* 1 2 (2018).

the characteristics of the learning styles of students in the 2016 English education study program, namely visual, auditory, and kinesthetic learning styles. The subjects of this research were students of the 2016 English language education study program, totaling 42 students. This research is a qualitative descriptive study. The data collection technique of this research used the questionnaire method with the aim of determining what learning styles were dominated by students in the teaching and learning process. The data analysis used in this research is descriptive analysis method. The data in this analysis uses the formula  $P = \frac{f}{n} \times 100\%$  (Arikunto, 2002:23). Then make a decision from the results of descriptive analysis, how the learning style in following the learning process. The results of the analysis of learning styles on 2016 students in this study resulted in as many as 12% visual, 20% auditory, 24% kinesthetic, 7% combination of visual and auditory, 12% combination of visual and kinesthetic, dan 25% combination of auditory and kinesthetic. Thus, the dominant tendency of student learning styles is auditory and kinesthetic learning styles.<sup>4</sup>

Shilfani, Normalia Sirande, Charlie Baka in their research entitled “*Gaya-gaya Belajar Dalam Pembelajaran Mata Kuliah Bahasa Inggris di Program Studi Matematika Mahasiswa UKI Toraja*” discusses identifying the learning styles used by second year students of the Mathematics Education Department, FKIP UKI Toraja. The population in this study were students, totaling 30 students. This research uses quantitative methods. In this study collected through the SAS questionnaire adapted from Rebecca L. Oxford (1993) the students were asked to complete a questionnaire to determine their learning style preferences. The results of this study indicate that the

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<sup>4</sup> Syarfuni and Verawati, “Analisis Karakteristik Gaya Belajar Mahasiswa Pendidikan Bahasa Inggris Angkatan 2016,” *Genta Mulia* VIII, no. 1 (2017):.

learning styles used by students of the Mathematics Education Study Program UKI Toraja in learning English courses are visual, auditory, and kinesthetic learning styles with detailed analysis of the questionnaire. namely, 18 (60%) students in visual learning style, 7 (23.33%) students in auditory learning style and 5 (16.66%) students in kinesthetic learning style.<sup>5</sup>

Based on the studies above, the two studies used quantitative methods and one study used qualitative methods and data collection techniques, namely, observation and questionnaires and the three studies above the population in the study, namely students. in this study will explain in detail the learning styles of students and identify learning styles that are often used by students in learning English and see firsthand whether the learning styles of students are in accordance with the real learning process in class.

## **Theory Review**

### **1. Learning Style**

Learning, for some people when they hear this word what comes to mind is a thick pile of boring books. Learning, many people think that when they have graduated from school they no longer meet the word learning, these people think like that because they do not see or it can be said that they have not enjoyed the benefits resulting from learning. Learning not only while still in school, but also applies to everyone who lives in this world, whether it's still in school, has graduated, has

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<sup>5</sup> Normalia Sirande and Charlie Baka, "Gaya-Gaya Belajar Dalam Pembelajaran Mata Kuliah Bahasa Inggris Di Program Studi Matematika Mahasiswa UKI Toraja," 2019, p.39–44.

worked, even people who have been successful are still required to learn, because learning someone can live life.<sup>6</sup>

According to Thursan Hakim, the definition of learning is a process of change in the human personality which is shown in the form of increasing the quality and quantity of behavior such as increasing skills, knowledge, attitudes, habits, understanding, skills, thinking power, and other abilities.<sup>7</sup>

Learning style is the way a person feels easy, comfortable, and safe when learning, both in terms of time and sensory. Learning style is a style or method that a person chooses to obtain information or knowledge in a learning process. In general, a person will find it difficult to process information in a way that they are not comfortable with because everyone has their own learning needs. Therefore, everyone's learning needs are different, the way they learn and process information is different.<sup>8</sup>

Learning style refers to an individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills.<sup>9</sup> Learning styles are described as characteristics, strengths and preferences in the way people receive and process information. Learning styles have been recognized as important factors for a better understanding of learning models and students' learning dispositions/preferences.

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<sup>6</sup> Nini Subini, *Rahasia Gaya Belajar Orang Besar: Tiru Gaya Belajar Orang Besar, Dan Genggamlah Dunia* (Jogjakarta: Javalitera, 2017), p.11.

<sup>7</sup> Ahdar Djamaluddin and Wardana, *Belajar Dan Pembelajaran, CV Kaaffah Learning Center*, 2019, p.6-7.

<sup>8</sup> Nini Subini, *Rahasia Gaya Belajar Orang Besar: Tiru Gaya Belajar Orang Besar, Dan Genggamlah Dunia* (Jogjakarta: Javalitera, 2017),p.12.

<sup>9</sup> Joy M. ed Reid, *Learning Styles in the ESL/EFL Classroom* (Heinle & Heinle, 1995).

Individual students learn in different ways. For example, some students may learn best while working in groups, while others learn best working alone. Another example is that some students may prefer to learn by doing something while others prefer to read and reflect about it. Learning styles are not just about a preference for a particular type of activity, but rather describe the entirety of the preferences a student has for how learning material is presented, how they process information and how they internalize the information. While there is not a single definition for learning styles, some of the more popular definitions indicate that learning styles are “a description of the attitudes and behaviors which determine an individual’s preferred way of learning”.<sup>10</sup>

Based on some of the opinions above regarding the understanding of learning styles, it can be said that learning styles are individual ways that are owned by students to obtain, absorb, organize, and process information in a learning process. Everyone has a different learning style, when someone has learned to use it correctly it will have an impact on the effectiveness of the absorption of the information received.

Therefore, each person's learning style is different. Some people may prefer to use a learning style in all situations, but others do not. Keep in mind, however, that the learning style applied must be able to absorb what is learned optimally.

## **2. The Importance of Knowing Learning Style**

Knowing the most suitable learning style for yourself is very important because it will make it easier for you to absorb information. The way of learning that

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<sup>10</sup> Jason Bernard et al., “Learning Style Identifier: Improving the Precision of Learning Style Identification through Computational Intelligence Algorithms,” *Expert Systems with Applications* 75 (June 1, 2017): 94–108, <https://doi.org/10.1016/J.ESWA.2017.01.021>. (06 April 2022)

you think is good for you, only you know. Recognizing your own learning style does not necessarily make you smarter, but by recognizing the dominant learning style, you will be smarter in determining effective and effective learning methods for you personally. Therefore, we can take full advantage of learning abilities so that the learning outcomes obtained are optimal.<sup>11</sup>

The learning style is very important for students and teachers including:

- 1) For students, by knowing their learning style, they are expected to be able to absorb information optimally depending on the learning that takes place according to their respective learning styles..
- 2) For teachers, by knowing student learning styles, teachers are expected to facilitate classroom learning in accordance with the students' preferred learning styles.

Every subject teacher should understand that information often appears in both verbal and visual forms, and most information will be lost to someone who does not function well in these two skills. In learning, if a teacher teaches learning in a style that is less attractive to students, students will feel uncomfortable. On the other hand, if a teacher only teaches with a certain learning style that only students like, it can affect the development of the mental skills they need to excel in class or have potential as professionals in the future. Therefore, the aim of education should be to help students to develop their abilities, both in the learning styles they like and those they don't like.<sup>12</sup>

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<sup>11</sup> Nini Subini, *Rahasia Gaya Belajar Orang Besar: Tiru Gaya Belajar Orang Besar, Dan Genggamlah Dunia* (Jogjakarta: Javalitera, 2017), p.14.

<sup>12</sup> Nasution S, *Berbagai Pendekatan Dalam Proses Belajar Mengajar*, Bumi Aksara (Jakarta, 2008), p.115.



### 3. Types of Learning Style

Someone's learning style must be different, some use it by seeing pictures, hearing sounds, or practicing directly. As is known, learning style is a combination of absorbing, organizing, and processing information.<sup>13</sup>

According to Bobby DePotter, At the beginning of a learning experience, one of our first steps is to recognize a person's modality as a visual, auditory, or kinesthetic (VAK) modality. People with visual learning styles learn through what they see, auditory learning styles learn through what they hear, and kinesthetic learning styles learn through movement and touch. Although a person learns by using these three modalities at a certain stage, most people are more inclined to one of the three. The following are various types of learning styles.<sup>14</sup>

#### 1) Visual Learning Style

Visual learning style is a learning style in which ideas, concepts, and other information are presented or conveyed in the form of images. Students who have this learning style have a higher interest in seeing pictures, text, graphics, and other visual illustrations. This learning style emphasizes the important role of the eye as vision. Visual learners are easier to capture lesson information through illustrated material. They also have a strong sense of color and a good understanding of the arts. In the classroom during the learning process, students with

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<sup>13</sup> Tahar Rachman, "Penerapan Model Pembelajaran Visualization, Auditory, Kinesthetic (Vak) Menggunakan Maket Untuk Meningkatkan Hasil Belajar Pada Mata Pelajaran Konstruksi Batu Di Kelas Xi Tkbb Smk Negeri 7 Surabaya," *Angewandte Chemie International Edition*, 6(11), 951–952., 2018, 10–27.

<sup>14</sup> Bobbi DePotter and Mike Henarki, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan*, terj, Alwiyah Abdurrahman (Bandung: Kaifa, 2003), p.112.

visual learning styles process learning by looking and then taking notes down to the details they see to get information. In this case, the visual learner trains the brain to be able to visualize things, starting from describing a scene, real object or imagination, until finally getting what they want.<sup>15</sup>

The characteristics of a person using a visual learning style :

- a) Always neat and organized
- b) Speak quickly
- c) Meticulous in details
- d) Good spellers and can see the actual words in their minds.
- e) Remembering what is seen rather than heard
- f) Remembering by visual association
- g) Usually not bothered by noise
- h) Has trouble remembering verbal instructions unless they are written down, and often asks someone to repeat them.
- i) Fast and diligent reader.
- j) Prefers to read than to be read.
- k) Doodling without meaning when talking or listening.
- l) Forgetting to convey verbal messages to others.
- m) When you get directions to do something, you usually look at the other person first and then act on your own.
- n) Prefers to do demonstrations rather than give speeches

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<sup>15</sup> Rusman, *Belajar & Pembelajaran: Berorientasi Standar Proses Pendidikan* (J: Kencana, 2017), p.134.

- o) Look passive in the discussion.
- p) Prefers art to music.
- q) Sometimes they lose concentration when they want to pay attention.
- r) It's easier to remember if pictures are helped.<sup>16</sup>

## 2) Auditory Learning Style

Auditory learning style is a learning style in which students learn by listening. Auditory learning style is a learning style that is done by someone to obtain information by utilizing the sense of the ear. They rely heavily on their ears to achieve success in learning, for example, by listening to lectures, radio, dialogue or discussions. Therefore, teachers should pay attention to their students to their hearing devices. Students with auditory learning styles can learn faster by using verbal discussions and listening to the explanations explained by the teacher. Auditorial learners can digest the meaning conveyed by the teacher through verbal symbols or sounds, high and low, and speaking speed. Students with this learning style can memorize faster through reading text aloud or listening using audio media.<sup>17</sup>

The characteristics of the auditory learning style :

- a) Talking to yourself at work
- b) Easily distracted by commotion
- c) Move their lips and say the writing in the book while reading

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<sup>16</sup> Bobbi DePotter and Mike Henarki, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan*, terj, Alwiyah Abdurrahman (Bandung: Kaifa, 2003), p.116-118.

<sup>17</sup> Rusman, *Belajar & Pembelajaran: Berorientasi Standar Proses Pendidikan* Rusman, *Belajar & Pembelajaran: (J: Kencana, 2017)*, p.135.

- d) read less because they are not good readers because they cannot remember well what they have just read.
  - e) Can repeat and imitate tone, measure and tone of voice
  - f) It's hard to write, but easy to tell stories
  - g) Speak in a patterned rhythm
  - h) Usually a fluent speaker
  - i) I prefer music to art
  - j) Learn by listening and remembering what was discussed rather than what was seen
  - k) Likes to talk, likes to discuss, and explain things at length
  - l) Lack of interest in new things happening in the environment.
  - m) Better to spell out loud than write it down
  - n) Prefers oral jokes over reading comics.<sup>18</sup>
- 3) Kinesthetic Learning Style

Kinesthetic learning style is a way of learning that is done by someone to obtain information by experiencing, moving, and touching. In addition, kinesthetic learning styles relate to practice or direct learning experiences. Students with this learning style find it difficult to sit still for hours because their desire for activity and exploration is very strong and also very active. They feel they can learn better if the process is accompanied

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<sup>18</sup> Bobbi DePotter and Mike Henarki, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan*. terj, Alwiyah Abdurrahman (Bandung: Kaifa, 2003), p.118

by physical activity. Students with this type like to experiment and are generally untidy and weak in verbal activities<sup>19</sup>

The characteristics of the kinesthetic learning style :

- a) Speak slowly
- b) Always wanting to move.
- c) Easily distracted by commotion
- d) Touching people to get their attention
- e) Stand close when talking to people
- f) Always physically oriented and moving a lot
- g) Likes to use real objects as learning aids.
- h) Learning through manipulation and practice
- i) It is easy to understand the learning that has been done, but it will be difficult to remember the material that has been said or seen.
- j) Memorize by walking and seeing
- k) Using your finger as a guide when reading
- l) Uses a lot of body cues
- m) Can't sit still for long
- n) Using words that contain action
- o) Likes plot-oriented books, they reflect the action with body movements while reading
- p) Possibly bad writing
- q) Want to do everything

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<sup>19</sup> Subini, *Rahasia Gaya Belajar Orang Besar: Tiru Gaya Belajar Orang Besar, Dan Genggamlah Dunia.*, p.21

r) Enjoy busy games.<sup>20</sup>

Based on the explanation above regarding student learning styles that in learning there needs to be a process that involves a student's potential as a whole, namely, the potential for vision, hearing, and motor movement. Of the three potentials, they are very capable of mastering a certain skill, because the three potentials are actively involved in the learning process both physically and psychologically.

A teacher needs creativity to collaborate with various methods, strategies, and learning media according to the material being taught so that they have broad opportunities to take advantage of each learning process. Learning that includes the three kinds of learning styles is by using a variety of approaches and learning media. Learning that is classical but has an individual touch is okay, meaning the teacher must touch the auditory students with lectures and explanations. Using tools and media such as pictures, posters, LCD and other visual media for students who have a visual learning style. While students with a kinesthetic learning style, the teacher must touch it with direct experience such as practice, experiment, demonstration, observation, and other kinesthetic elements.

#### **4. Factors that Influence Student Learning Styles**

There are several factors that influence it, including :

##### 1) Physical Factor

The health of the sense of hearing and the sense of sight greatly affects the ability of students to absorb information and learning that takes place in

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<sup>20</sup> Bobbi DePotter and Mike Henarki, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan* terj, Alwiyah Abdurrahman (Bandung: Kaifa, 2003), p.118-120.

the classroom. To be able to follow the lesson well students must have a healthy body. Without a healthy body, the mind cannot function properly. After all, a student is smart and diligent, but if he is often sick, it will be very difficult to make progress in the learning process.

Physical factors include two parts, namely health and disability. Health factors affect learning activities. The learning process will be disrupted if a person's health is disturbed, besides that they will also get tired quickly, lack enthusiasm, get dizzy easily, sleepy if their body is weak, lack blood or there are disturbances in the senses and body. While a body defect is something that causes less good or less than perfect about the body. The disability can be blind, half blind, deaf, half deaf, broken leg, paralyzed and others. Such a state of physical disability also affects a person's learning activities.

## 2) Emotional

In general, a person's emotions are divided into two parts, namely positive emotions or commonly called pleasant emotions and negative emotions or unpleasant emotions. Emotions are also very influential in the student learning process which includes the quality and quantity of learning. For example, positive emotions can bring a good aura in every student in the learning process, besides that it can accelerate the learning process and achieve good results. On the other hand, negative emotions can slow down the learning process and even stop everything. How important the emotions of a student are in the learning process, therefore if something unwanted happens, a learning must begin by creating a pleasant atmosphere so that a student's

emotions become positive. To get these positive emotions in students is done by sharing ways, including creating a learning environment that is fun for students and not boring.

### 3) Sociological

Social learning is learning to understand a problem and the techniques for solving these problems, as a goal to master the understanding and ability to solve a social problem. Such as family problems, friendship problems, group problems and others. In family problems, someone who learns will receive influence from the family in the form of the way parents educate, the relationship between family members, the household atmosphere and the family's economic situation. Community factors that influence the way or style of student learning include the activities of students in the community, mass media, friends and forms of community life.

### 4) Environment

The environmental factors in question are, things that support or support the learning process, such as the school building and its location, the house where the student's family lives and its location, learning tools, and weather conditions. Such as differences of opinion between students' dislike of something. The school environment will affect the way or style student learning include teaching methods, curriculum, teacher and student relationship, student's relationship, discipline or school rules, learning atmosphere, standards lessons, the condition of the building, the location of the school, and others that related to student activities at school . factor of teachers who influence students, for example the teacher's personality,



teacher's ability to facilitate students and the relationship between teacher with students this will affect the way or style student learning.<sup>21</sup>

## 5. Teacher Strategy

### A. Strategy

Everyone has a different way of carrying out an activity. Usually this method has been carried out before the implementation is carried out. If you don't get optimal results, try to find other ways that can achieve your goals well. The process shows that people are always trying to find the best way to get the expected results. In the world of education, strategy is a plan of action or a series of activities including the use of methods and the utilization of various resources or strengths in carrying out teaching and learning activities. Including the ethics of a teacher in delivering lessons to students.<sup>22</sup>

In general, strategy has the meaning of an outline of the direction to act in a predetermined target effort. Associated with teaching and learning, strategies can be interpreted as general patterns of teacher and student activities in the realization of teaching and learning activities to achieve the goals that have been outlined.<sup>23</sup> All of these actions are carried out in order to achieve a goal. Therefore, before preparing a strategy, it is necessary to

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<sup>21</sup> Nyanyu Khodijah, *Psikologi Pendidikan* (Jakarta: Raja Grafindo Persada, 2014), p.143.

<sup>22</sup> Ondi Saondi and Aris Suherman, *Etika Profesi Keguruan* (Bandung: Refika Aditama, 2010), p. 20.

<sup>23</sup> Abuddin Nata, *Prespektif Islam Tentang Strategi Pembelajaran* (Jakarta: Kencana, 2014), p. 206.

formulate clear objectives that can be measured success. This is because the goal is a spirit in the implementation of a strategy.<sup>24</sup>

Learning is basically a process of adding new information and abilities when we think of new information and abilities. When we think about what information and abilities students should have, at that time we should think about what strategies should be done so that all of this can be achieved effectively and efficiently. It is very important to understand that strategy is the most important part in the learning process. Because what must be achieved will determine how to achieve it. Therefore, before determining a strategy, it is necessary to plan first.<sup>25</sup>

#### B. Teacher

The thing that is imagined when we hear the term teacher is a person who is teaching something to children or students. The predicate of teacher attached to a person is based on the trust given to him by others. Teachers are tasked with preparing humans who can be expected to build themselves and build the nation and state.<sup>26</sup>

Teachers play an important role in cultural transformation through the school system, especially in managing student interactions with learning resources to achieve the desired achievement. For this reason, it is necessary for teachers who have adequate academic and professional abilities, strong

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<sup>24</sup> Made Pidara, *Perencanaan Pendidikan Partisipatori Dengan Pendekatan Sistem* (Jakarta: Rineka Cipta, 2006), p. 79.

<sup>25</sup> Akdon, *Strategic Management for Educational Management (Manajemen Strategi Untuk Manajemen Pendidikan)* (Bandung: Alfabta, 2009), p. 129.

<sup>26</sup> Saiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2000), p. 36.

personality qualities, and live their profession as teachers. The teaching profession is an activity that requires various skills, while these skills require training, either in the form of limited skills training or integrated and independent skills.<sup>27</sup>

Definition of the teacher according to some experts:

- a. According to Sardiman, “Teachers are one of the human components in the teaching and learning process, who play a role in efforts to form potential human resources in the field of development. Therefore, the teacher who is one of the elements in the field of education must participate actively and place his position as a professional, in accordance with the demands of a growing society.”<sup>28</sup>
- b. According to Syaidoh suggests that teachers play an important role both in planning and implementing the curriculum. He further stated that teachers are planners, implementers, and curriculum developers for their classes. Because the teacher is also the front line of curriculum developers, it is the teacher who always evaluates and improves the curriculum.<sup>29</sup>

### C. The Importance of the Teacher Strategy

Effective teachers are teachers who can carry out their duties and functions professionally. In essence, teaching is a process carried out by

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<sup>27</sup> Karwono and Heni Mularsih, *Belajar Dan Pembelajaran Serta Pemanfaatan Sumber Belajar* (Depok: Rajawali Pers, 2018), p. 3.

<sup>28</sup> Arief M Sardiman, “Interaksi Dan Motivasi Belajar Mengajar,” *Jakarta: Rajawali Pers*, 2011, p. 125.

<sup>29</sup> E Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosdakarya, 2009), p. 13.

teachers in developing student learning activities.<sup>30</sup> Being a creative teacher is very important because with this the teacher will find it easier to develop learning strategies that will be taught to their students. So that by varying the strategies used by the teacher, the students' learning motivation will also increase so that they are active in the classroom.

Based on the opinions above, it can be concluded that what is meant by teacher strategy is the point of view and direction of action taken in order to choose the right learning method, which must then be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. Learning strategies are not only limited to procedures or stages of learning activities, but also include the arrangement of materials or learning program packages that will be delivered to students. In this case, the teacher's strategy must emphasize that every expected behavior can be achieved by students in learning activities that can support the creation of fun and effective learning.

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<sup>30</sup> Marno and M Idris, *Strategi Dan Metode Pengajaran* (Yogyakarta: Ar-Ruz Media, 2008), p. 31.

### A. Conceptual Framework

The schematic framework of this research, which is based on the title and problem formulation is:

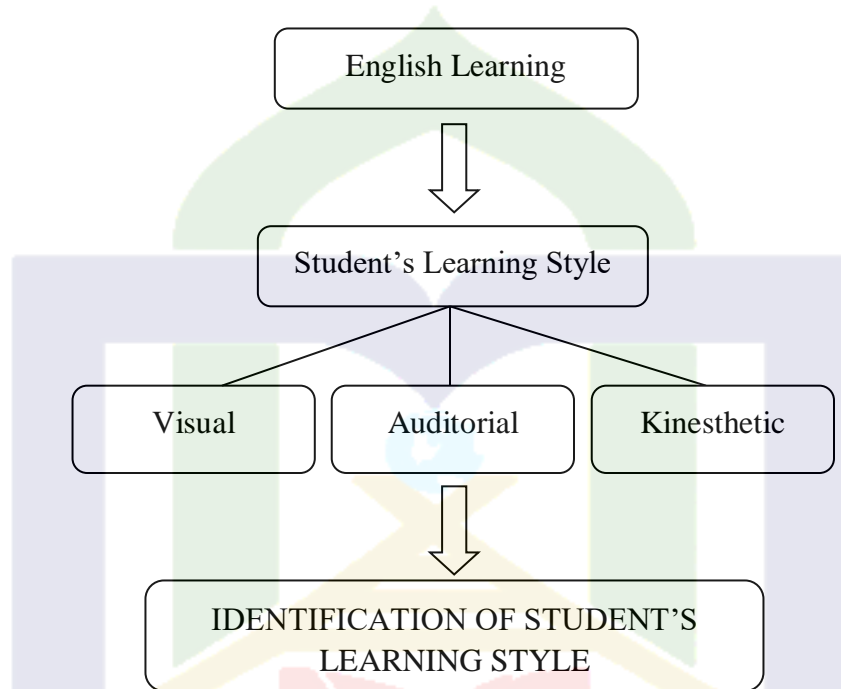


Figure 2.1. Conceptual Framework

The framework of thinking is a reference in carrying out research and is the answer to the formulation of the problem based on a literature review. The framework of thinking is as follows:

In the learning process, each student has their own way of learning. This way of learning is known as a learning style. In general, learning styles are divided into three types of learning styles, namely visual, auditory, and kinesthetic. Visual learning style of students who rely on the sense of sight in learning. Auditory learning style of students who rely on their sense of hearing in learning. And the kinesthetic

learning style of students who rely on motion or touch activities in learning. The three types of learning styles have unique characteristics from each other.

In general, in learning students have all three types of learning styles, but at one time there was only one learning style that stood out for some students. This is what is then used as the reason for researchers to identify, know and describe the learning styles of students at the SMK Farmasi Yasari Parepare in learning English and also want to know the teacher's strategies in overcoming differences in student learning styles in learning English.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Types of Research

This research used a qualitative method that is descriptive. This research focused on existing phenomena and then understands and analyzes them in depth.<sup>31</sup> The aim is to research intensively about the background of the current situation and environmental interactions of a social organization, individual, group or society.<sup>32</sup> Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. A qualitative approach is expected to be able to produce in-depth descriptions of speech, writing, and observable behavior of an individual or group.

The main objective of qualitative research is to understand phenomena or social symptoms by providing an explanation in the form of a clear description of these phenomena or social phenomena in the form of a series of words which will eventually produce a theory. Then this qualitative research is descriptive in nature, that is, the data collected is in the form of words, pictures, not numbers. Although there are numbers, their nature is only as a support. The data obtained includes interview transcripts, field notes, photographs, personal documents and others.

#### B. Locational of the Research

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<sup>31</sup> Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013), p. 9.

<sup>32</sup> Cholid Narbuko, *Metodologi Penelitian* (Jakarta: PT Bumi Aksara, 2009), p. 46.

The location of this research was carried out at SMK Farmasi Yasari Parepare, Jl. Opu Daeng Risaju No.8, South Sulawesi. The reason for the researcher choosing SMK Farmasi Yasari Parepare as a research location is that the researcher wants to find out how the learning style and learning English in that school, with not too many student and a school that is more vocationally inclined.

### **C. Population dan Sample**

#### **1. Population**

Population is all sources of data needed during the research. The target population in this research were all students of SMK Farmasi Yasari Parepare who were learning English with a total population of 51 population at SMK Farmasi Yasari Parepare.

#### **2. Sample**

The sample is part or representative of the population studied. Samples are taken as part of the entire object under study and are considered to represent the entire population. The researcher chose 13 students in class XI and one English teacher at SMK Farmasi Yasari Parepare to be the research sample. The reason the researcher chose class XI students was because students in that class were mature in thinking and expressing opinions.

### **D. Research Focus**

The focus of research is useful for limiting objects. Another benefit of research is that researchers are not trapped by the amount of data obtained in the field. Determination of research focus is more directed at the level of novelty of information to limit qualitative research while limiting research to



choose which data is relevant and data that is not relevant. This research is focused on:

1. How are students learning styles in English learning.
2. What are the teacher's strategies in teaching English to students with different learning styles.

#### **E. Data Types and Sources**

##### **a. Primary Data**

Primary data is the type of data and research data sources obtained directly from the first source or not through intermediaries, both individuals and groups. Primary data is specifically done to answer research questions. The author collects primary data by way of observation and interviews.

##### **b. Secondary Data**

Secondary data is a source of research data obtained by researchers indirectly through intermediary media obtained or recorded by other parties. Secondary data in the form of evidence, records, or historical reports that have been arranged in archives or documentary data. The author obtains secondary data through the library with articles, books or other reference sources.

#### **F. Procedure of Collecting Data**

Procedure of collecting data in this qualitative research is interview.

The interview technique used in this research is in-depth interview. at this stage the interview must be carried out in depth so that we get valid and detailed data. Interview techniques were carried out by researchers with the aim of knowing which became the formulation of the problem in this study. The questions posed to class XI students were about students' learning styles

in learning English with the aim of determining the learning style of each student. Furthermore, the interviews conducted with the teacher were questions to find out the teacher's strategy in teaching English to students with different learning styles.

In this case, the in-depth interview method was carried out with a list of questions that had been previously prepared by the researcher. Excavation was carried out to find out their opinion based on the respondent's point of view in seeing a problem. This interview technique was carried out in which the researcher asked questions that had been prepared for students and teachers, then the researcher listened to the answers given by the respondents by recording everything using sound recording media.

#### **G. Data Analysis Technique**

Data analysis is an activity to organize, sort, classify, code or mark, and categorize it so that a finding is obtained based on the focus or problem to be answered. In this study, researchers used descriptive qualitative. Activities in data analysis include data reduction, data presentation, and drawing conclusions. These three stages can be explained as follows:

##### **1. Data Reduction**

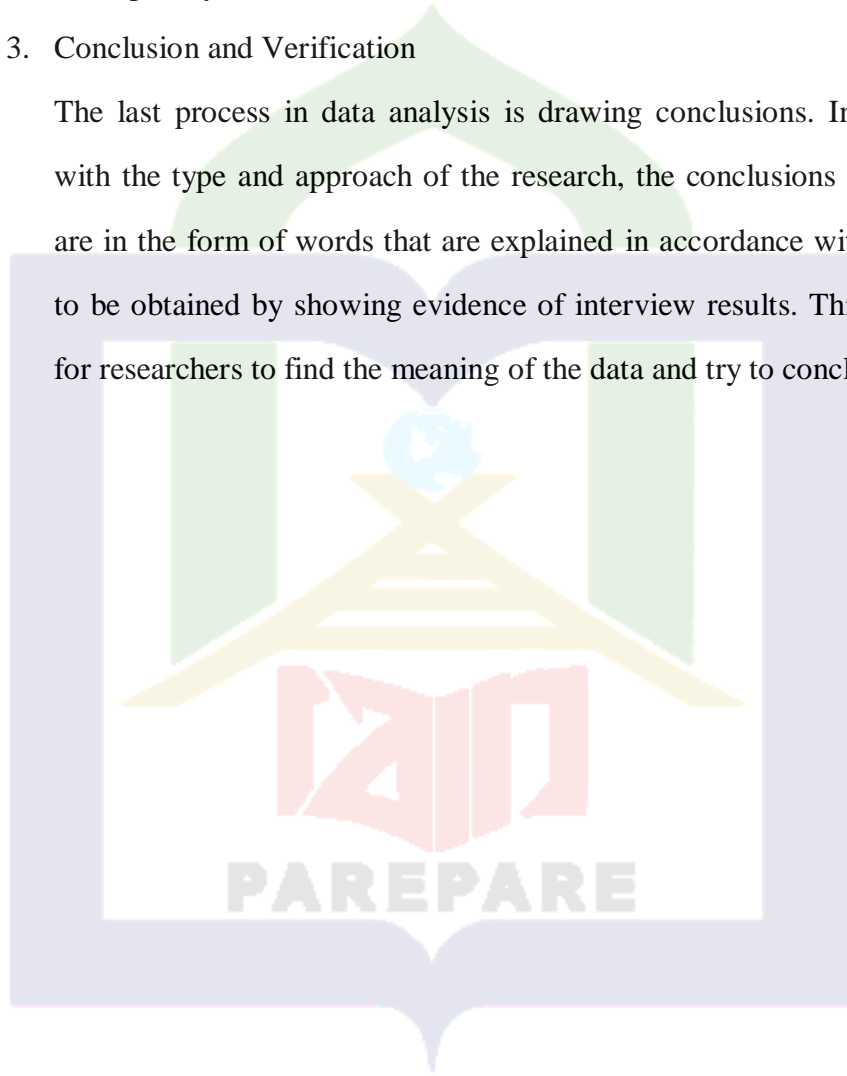
The data reduction process means summarizing, selecting, and focusing on what is important. The data collected from interviews with students and teachers is sorted and then discarded unused data. Therefore, if researchers in conducting research find anything that is considered foreign, unknown, does not yet have a pattern, that is precisely what the researcher should pay attention to in carrying out data reduction.

##### **2. Displaying Data**

Displaying of this data is done by compiling information obtained related to research into written form. The data presented is the result of interviews that have been conducted by researchers and will be presented descriptively.

### 3. Conclusion and Verification

The last process in data analysis is drawing conclusions. In accordance with the type and approach of the research, the conclusions of this study are in the form of words that are explained in accordance with the results to be obtained by showing evidence of interview results. This is in order for researchers to find the meaning of the data and try to conclude it.<sup>33</sup>



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<sup>33</sup> S Nasution, *Metode Penelitian Naturalistik Kualitatif* (Bandung: Tarsito, 1996), p. 129-130.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

Research findings are results or answers from research on the formulation of the problem that has been formulated in the first chapter. This chapter also presents data analysis with informants are student in class XI regarding students' learning styles in learning English and English subject teachers regarding strategies used in teaching English to students with different learning styles. Based on the theory, this study used a qualitative method where informants answered questions from researchers in the interview process.

#### 1. Student Learning Styles

The first step in this research is interviewing students. This student interview was conducted on October 25, 2022 and was supported by an audio recorder. This study interviewed students of class XI to identify students' learning styles in learning English. Data from interviews that have been processed through data reduction, data display, and verification.

##### a. Visual Learning Style

##### 1. Learn by Seeing

In the learning process students learn in different ways. Some students find it easier to remember learning when learning English than listening to the teacher's explanation. As stated by informant 11:

*"Seeing what is written in notebooks and blackboards because I understand better what is written or what I see, because my teacher's explanation is easy to forget it "*

*(“Melihat yang ditulis Di buku catatan dan papan tulis, karena saya lebih paham yang tertulis atau yang saya lihat, biasa kalau penjelasan guru saya mudah lupa yang dikatakannya”)*

The same thing is also explained by informant 6:

*"I like it more like when the teacher writes assignments on the blackboard"*

*(“saya lebih suka jika guru menuliskan tugas di papan tulis”)*

## 2. Remember Reading

Some students like to learn by what they see or prefer to use the role of the eye or sight. Students with a visual learning style prefer reading and viewing texts while studying rather than listening to an explanation of a lesson. As stated by informant 5:

*“I like read sis because I understand better if I read it myself, I also prefer to learn by what I see”*

*(“Saya suka membaca kak, karena saya lebih paham jika saya baca sendiri, saya juga lebih senang belajar dengan apa yang saya lihat”)*

## b. Auditory Learning Style

### 1. Learn by listening and explaining

Some students in the learning process like to study in groups because they prefer to interact with other people so they can present their arguments orally and like to debate in the learning process. As stated by informant 12:

*"I like studying with group, because it's easier and you get help because you study together sis"*

*(“Aku suka belajar berkelompok, karena lebih mudah dan mendapat bantuan karena belajar bersama kak”)*

## 2. Easily distracted by noise

In learning the atmosphere is also a benchmark for how children are can study comfortably in class. there are some students who cannot focus on learning in noisy conditions or there are distractions because they have sensitivity to sound which disturbs them if there are other sounds while studying. As stated by informant 1:

*“ when studying I can't focus if there are distractions and commotion, because if I study I have to focus on the lesson given by the teacher ”*  
*(“pada saat belajar saya tidak bisa focus jika ada gangguan dan keributan, karena jika belajar saya harus focus dengan pelajaran yang diberikan guru”)*<sup>34</sup>

The same thing is also explained by Informant 10:

*“ it's difficult sis, when studying there are other distractions because sometimes you have to focus too while studying”*  
*(“susah kak, kalau belajar ada gangguan yang lain karena kadang-kadang haruska focus juga pada saat belajar”)*<sup>35</sup>

## c. Kinesthetic Learning Style

### 1. Learn by moving and touching

During the learning process there were some students who were very active and couldn't stay still while studying, these students could

<sup>34</sup> Andi Nikita, (16 thn),*Student*, Female, 25 october 2022, oral interview

<sup>35</sup> Nur Esa, (16 thn),*Student*, Female, 25 october 2022, oral interview

always focus on learning or memorizing with movement. As stated by Informant 2:

*" When I learn something or memorize it, my method is to repeat it by rote and I can't stay where I am, so I usually walk around "*

*("Pada saat saya mempelajari sesuatu atau menghafal cara saya adalah mengulang ulang itu hafalan dan saya tidak bisa diam ditempat kak jadi biasa sambil jalan jalan")*

The same thing is also explained by Informant 4:

*" When I learn something or memorize it, I read it over and over and then ask a friend to help memorize it and usually go around memorizing it"*

*("Pada saat saya mempelajari sesuatu atau menghafal, saya baca berulang ulang lalu suruh teman bantuaka hafal ii dan biasa keliling-kelilingka menghafal")*

## 2. Enjoy doing activities

Some students in learning English they are happy if the learning method is given in the form of exercises or games because it will make them interested in learning the lesson given, and also some students are active in moving and doing something experience. As stated by Informant 2:

*" I like learning that has practice and games, sis, because it's fun and easy to understand"*

*("Saya suka pembelajaran yang ada praktek dan gamesnya kak, karena seru dan mudah untuk dipahami pelajaran tersebut")*

The same thing is also explained by Informant 4 :

*" What I like is practice and games, sis, because I can't stay still sis "*  
*("Yang saya suka ada praktek dan games kak, karena saya tidak bisa diam ditempat terus kak")*

d. Combined Learning Style

This learning style is commonly found in students who have a combined learning style. after conducting research at the Yasari Parepare Pharmacy Vocational School, it was found that one student had this combined learning style. This student has a visual and auditory learning style that uses the five senses of sight and hearing more:

1. Visuals:

As stated by Informant 3 : *" I am more able to both explain while writing and reading as well".*  
*("kalau saya kak lebih bisa keduanya menjelaskan sambil menulis dan membaca juga")*

Based on the answers above, people who have this combined learning style can also hear explanations from the teacher and combine it with reading to increase their knowledge.

2. Auditory:

As stated by Informant 3: *" I also like studying in groups, because it is easier to get material because of collaboration and I also like to explain and express opinions "*  
*("saya suka juga belajar berkelompok, karena lebih mudah didapat materi karena kerja sama dan saya suka juga jika menjelaskan dan mengungkapkan pendapat")<sup>36</sup>*

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<sup>36</sup> Afrilia, (16 thn), Student, Female, 25 october 2022, oral interview



Based on the statement above, with a combined visual and auditory learning style, he also likes to interact with other people and has the opportunity to express his opinion.

## 2. The Teacher's Strategy

After the researcher conducted interviews with students, the researcher then conducted interviews with the English subject teacher, Mrs. Firmawati. The interviews were conducted with these teachers to obtain the strategies used by the teachers in teaching English to students with different learning styles to achieve the desired learning outcomes.

The statement made by the English teacher at SMK Farmasi Yasari Parepare who was interviewed by the researcher is:

1. During the learning process delivered, students in class XI showed that students had an interest in some of the material that would be presented. This is as described by Mrs. Firmawati :

*"Sometimes the children depend on the material being presented, if the material is a bit easy to understand, they are very enthusiastic and pay attention, but if it's a bit difficult, it's the other way around, children. So it depends on the difficulty level of the material."*

*("Kadang-kadang anak-anak tergantung dari materi yang dibawakan, kalau materinya mungkin agak mudah dipahami semangat sekali dan memperhatikan sekali, tapi kalau agak sulit yah begitu sebaliknya anak-anak. Jadi tergantung dari tingkat kesulitan materi")*

2. The learning styles of students in the class show that learning styles are indeed different for each student and it is up to the students themselves how they know and know more about it. A teacher in this case facilitates them according to their individual learning styles. As stated by Mrs. Firmawati:

*"In my opinion, learning style is the student's own way of how each of them applies his own way to more easily absorb a lesson so that they can easily understand it. If there are various learning styles that students have*

*in class, I also don't just teach at Pharmacy Vocational High School, and I can see from each school that students are lacking in learning as a result of the pandemic, the ethics are also lacking and their learning still needs to be guided in terms of that's because it was the influence and the environment, then the learning style”.*

*(“Menurut saya, gaya belajar itu cara siswa itu sendiri bagaimana mereka masing-masing individu menerapkan caranya untuk lebih mudah menyerap suatu pembelajaran agar mereka mudah pahaminya. Kalau disini bermacam-macam gaya belajar yang dimiliki siswa dalam kelas, kan saya juga tidak hanya mengajar di smk farmasi, dan saya lihat dari masing-masing sekolah juga siswa kurang dalam belajar akibat dari pandemic, etikanya juga kurang dan belajarnya masih perlu dibimbing dalam hal itu karena itu tadi pengaruhnya dan lingkungan, kemudian gaya belajar”)*

*“I have read the character of each student and because the number of students here is also not too many compared to other schools, so yes it is easier to understand the learning styles of each student, and I see that the learning styles of students here are almost the same. the same just a little different”*

*(“saya telah baca karakternya masing-masing siswa dan karena jumlah siswa disini kan juga tidak terlalu banyak dibandingkan dengan sekolah-sekolah lain jadi ya lebih mudah untuk memahami gaya belajar siswa masing-masing, dan gaya belajar siswa disini saya lihat hampir sama-sama hanya sedikit yang beda”).*

3. The strategy used in the learning process in class, it can be seen that the strategy that is presented is to follow the material that will be conveyed in class, be it explanations, groups, questions and answers, or practice. learning is achieved because students do not feel bored and can develop themselves according to the way the teacher teaches and also balance it with the style or way of learning they have. As said by Mrs. Firmawati:

*“If I use the strategy that is in accordance with the material that I want to present, for example if the material requires theory or explanation I just explain and as much as possible students can understand it, similarly if the material presented is in the form of practice I do it with practice by getting all students involved and understanding the lessons*

*that I bring. Then I also occasionally apply group learning activities so that students can also interact and work together with their friends. Then I also usually give all rote assignments whether it's vocabulary or expressions to increase students' skills in English and make them happy with learning English”.*

*(“Kalau strategi si saya pakai yang sesuai dengan materi yang ingin saya bawakan, misalnya jika materinya membutuhkan teori atau penjelasan saya hanya menjelaskan dan sebisa mungkin siswa dapat memahaminya, begitu pula jika materi yang dibawakan berupa praktek saya melakukannya dengan praktek dengan membuat semua siswa terlibat dan memahami pembelajaran yang saya bawakan. Kemudian juga saya sesekali menerapkan kegiatan belajar secara berkelompok agar siswa juga dapat berinteraksi dan bekerja sama dengan temannya. Kemudian saya juga biasa memberikan semua tugas hafalan apakah itu kosakata atau ekspresion untuk menambah skill siswa dalam bahasa inggris dan membuat mereka senang dengan pembelajaran bahasa inggris”)*

## **B. Discussion**

In the findings of this study, the researcher was able to identify students' learning styles in learning English and the strategies used by the teacher in teaching English the student with differences students' learning styles in accordance with the information collected in the field and also the formulation of the problem and linking it also with existing theory and has been included in chapter II. Each individual has a learning style that each individual differs in learning activities, the way or style that each individual has is shown in the way they absorb learning in ongoing learning activities, the different student learning styles show that there are students who learn by seeing things, by their hearing and talk a lot, as well as by hands-on practice.

Based on interviews with students of class XI at SMK Farmasi Yasari Parepare about student learning styles in learning English, it shows that the most prominent learning styles possessed by class XI students are visual learning styles

and auditory learning styles, these two learning styles indicate that the number of students who have the two learning styles are the same. This is because students prefer to hear explanations and also like to see text or pictures explained by the teacher in the learning process.

Learning style is a way of absorbing, organizing and processing information. With learning styles students can more easily know and learn lessons according to the style or way that is considered easy by the students themselves. Every individual has different learning needs and the way they learn and process information is also different.<sup>37</sup> Learning style has been recognized as an important factor for a better understanding of learning models and student learning dispositions/preferences. Some of the more popular definitions indicate that learning styles are "descriptions of attitudes and behaviors that determine the individual's preferred way of learning".<sup>38</sup> Learning styles determine how individuals receive and absorb knowledge so that students can master the lessons they learn.

In general, the various learning styles are divided into three according to Bobby Depotter, before carrying out learning, our first step is to recognize a person's modality whether it is visual, auditory or kinesthetic (VAK). Someone with a visual learning style learns through what they see or uses more of the five senses of the eye or sight where ideas, concepts, data and other information are packaged in the form of images and techniques, secondly someone with an auditory learning style learns through what they hear. This will rely on success in learning through the ear (hearing), and the kinesthetic learning style, that is, a person learns through

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<sup>37</sup> Subini, *Rahasia Gaya Belajar Orang Besar: Tiru Gaya Belajar Orang Besar, Dan Gengamlah Dunia.*

<sup>38</sup> Reid, *Learning Styles in the ESL/EFL Classroom.*

movement and touch by doing, touching, feeling, moving, and experiencing or experiencing. Most individuals tend to prefer one of the three learning styles or some use a combined learning style.<sup>39</sup>

A student or learner is an individual who is obliged to get educational services in accordance with their talents, interests and abilities so that they grow and develop properly and have satisfaction in receiving the lessons given by their teacher or educator. Learning is a process of interaction between educators and students and learning resources in a learning environment. Learning is an assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students. Learning is done through certain stages. In learning, educators facilitate students so that they can learn to study well, with this in mind it will produce an effective learning process as expected.<sup>40</sup>

Learning styles in the world of education have an impact on students and also educators. This is related to what learning styles are used for learning materials, teaching and assessment as a benchmark for learning achievement. Especially a teacher must adjust between teaching methods and learning styles, therefore the teacher must develop a learning strategy to overcome this. The teacher must be able to make students feel interested in participating in the learning process so that students have an interest in learning. Teachers are also required to be creative, especially in terms of teaching and arranging learning in the classroom, because the teacher must really know how to learn or style that is good and suitable for students,

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<sup>39</sup>DePotter and Henarki, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan*.

<sup>40</sup> Dwi Prasetya Danarjati, *Psikologi Pendidikan* (Yogyakarta: Bumi Aksara, 2014).

in this way it can give a good response to students, students are more enthusiasm in the process of learning English, students will have a desire to learn because there is encouragement and interest from the teacher who explains the material by adjusting students' learning styles. Learning English at school is expected to help students increase their interest and ability in foreign languages, as well as improve their spoken and written English.

From the description above, it shows that the analysis of research data using interviews with research sources or informants regarding student learning styles at SMK Farmasi Yasari Parepare:

### **1) Student Learning Styles**

#### **A. Visual Learning Style**

##### **1. Learn by seeing**

Research findings in this case, students with a visual learning style in learning characteristics through the senses of the eye. In learning they prefer to read than to be read, this is related to the characteristics of the visual learning style according to Bobbi DePotter and Mike Henarki, namely, prefers to read than to be read and fast and diligent reader. Students with a visual learning style in learning to understand or learn lessons prefer if they read and understand it themselves compared to listening or reading it because someone with a visual learning style uses their vision more, with that the lessons they learn they can easily understand.

##### **2. Remember reading**

In this characteristic, students with visual learning styles are also good spellers and can convey words in their minds. Students with this learning

style more easily understand a word or sentence if they spell it in their minds, this is related to the characteristics of the visual learning style according to Bobbi DePotter and Mike Henarki namely, good spellers and can see the actual words in their minds and meticulous in details. Visual learning styles can do that because what they know and have seen is conceptualized in their minds.

Students with a visual learning style more easily remember lessons by what they see than what they hear, such as the characteristics of the visual learning style according to Bobbi DePotter, namely, remembering what is seen rather than heard and remembering by visual association. In this case the visual learning style is easier to remember the learning given by the teacher with what they see, whether what is written on the blackboard or written in the textbook. because students with this learning style use their vision or something they see in understanding the learning being studied.

In addition, students with a visual learning style also have difficulty remembering commands given orally and often ask for repetition to make it easier to remember and understand them. This is related to the characteristics of the visual learning style according to Bobbi DePotter, namely, has trouble remembering verbal instructions unless they are written down, and often ask someone to repeat them. This is because students with a visual learning style are less able to understand or remember something with what they hear, they more easily remember orders or assignments given in writing and when the teacher gives an explanation of the material they have difficulty if they only hear it once.

## B. Auditory Learning Style

### 1. Learn by listening and explaining

Students who have an auditory learning style, they can repeat and imitate the tones they hear. The characteristics of the auditory learning style about being able to repeat and imitate tone, measure and tone of voice show that students with an auditory learning style can repeat what they hear, such as when the teacher gives an English sentence and asks students to repeat it, students who having an auditory learning style can repeat it because they can understand and learn quickly what they only hear because they use the five senses of the ear or ear in the learning process.

Students with an auditory learning style also like to study in groups, when the teacher uses the learning method by making groups of auditory students the most enthusiastic because they like things that work together, interact and discuss with their classmates and they will stand out more than the others. This relates to the characteristics of the auditory learning style, namely, likes to talk, likes to discuss, and explains things at length, learns by listening and remembering what was discussed rather than what was seen.

### 2. Easily distracted by noise

In the findings of this study, students with an auditory learning style cannot focus on learning if there are distractions or noise around them. This is because auditory learners have sensitivity to sound and this can interfere with their concentration and hearing. In the findings of this study, students with an auditory learning style cannot focus on learning if there are distractions or noise around them. This is because auditory learners have



sensitivity to sound and this can interfere with their concentration and hearing. As shown, the characteristics of the auditory learning style are Easily distracted by the commotion. As shown, the characteristics of the auditory learning style are Easily distracted by commotion

### C. Kinesthetic Learning Style

#### 1. Learn by moving and touching

In the findings of this study, students with kinesthetic learning styles involve their fingers to focus more on reading because kinesthetic students touch objects and movements in learning or understanding something. Students with a kinesthetic learning style learn to use movement and touch or physical. This is because the kinesthetic learner's curiosity is carried out by touching objects and by movement. this is related to the characteristics of the kinesthetic learning style, namely, using your finger as a guide when reading.

In addition, it is easier for kinesthetic students to remember or memorize by moving because students with this learning style cannot stay still, always want to move even if they memorize or learn something. This is because kinesthetic students learn by moving as related to the characteristics of learning styles, namely, memorize by walking and seeing.

#### 2. Enjoy doing activities

Students with kinesthetic learning styles like learning that does practice, games or experiments because kinesthetic students in learning something are better able to understand learning with practice or games that involve psychomotor or movement, this can make kinesthetic students interested in

learning it, when the teacher uses the learning method with games or kinesthetic student practice will be very excited even those who ask the teacher to use the method. This is related to the characteristics of the kinesthetic learning style, namely, enjoying busy games and always physically oriented and moving a lot.

In addition, students with a kinesthetic learning style like to practice and immediately practice it, such as practicing dialogue, kinesthetic students directly practice it with their friends or ask their friends to help them, this can make kinesthetic students more easily understand learning because they like experimentation and something they have learned. do. In this case it relates to the characteristics of the kinesthetic learning style, namely, learning through manipulation and practice, it is easy to understand the learning that has been done, but it will be difficult to remember the material that has been said or seen

#### D. Combined Learning Styles

In the findings of this study regarding combined learning styles, the researcher got one student who has two learning styles, namely, visual and auditory. The combined learning style between visual and auditory means the learning style that students have by combining the two learning styles, students with this learning style use the five senses of sight and hearing in their learning process such as liking listening, writing and also reading this shows that students with this learning style combines hearing and sight. Students with this learning style also like to write and hear the teacher's explanation, they can understand learning whether by visual or auditory, this

shows that students can have more than one learning style. Student learning styles are indeed different and students tend to have one learning style, but students can also have more than one learning style.

## **2) Teacher's Strategy in Teaching English the Student With Differences Learning Styles.**

In the Big Indonesian Dictionary, strategy is a careful plan of activities to achieve specific goals. Researchers argue that strategies in the teaching process need to be designed and implemented by the teacher when carrying out the learning process. Strategies in teaching and learning are very influential on student learning outcomes. With a good and appropriate learning strategy, of course you will get maximum learning results. Students can learn comfortably, because the teacher teaches with empathy, with a mature strategy to convey the importance of material for the future life of students, and also understands the forms of the subject matter conveyed. With this understanding, a teacher can determine a suitable strategy that fits the student's learning style, the form of the material, maybe in the form of a concept, method or learning model.

In the findings of this study, interviews were conducted with English subject teachers, namely, Mrs. Firmawati. According to him, she already knows some of the learning styles of class XI students at Yasari Parepare Pharmacy Vocational School, the learning styles of students are almost the same and only slightly different. students who do not have much can help teachers understand the learning styles that students have.

The strategy used by the teacher in learning English by Ms. Firmawati is enough to make students comfortable in learning, but the teacher is only fixated on

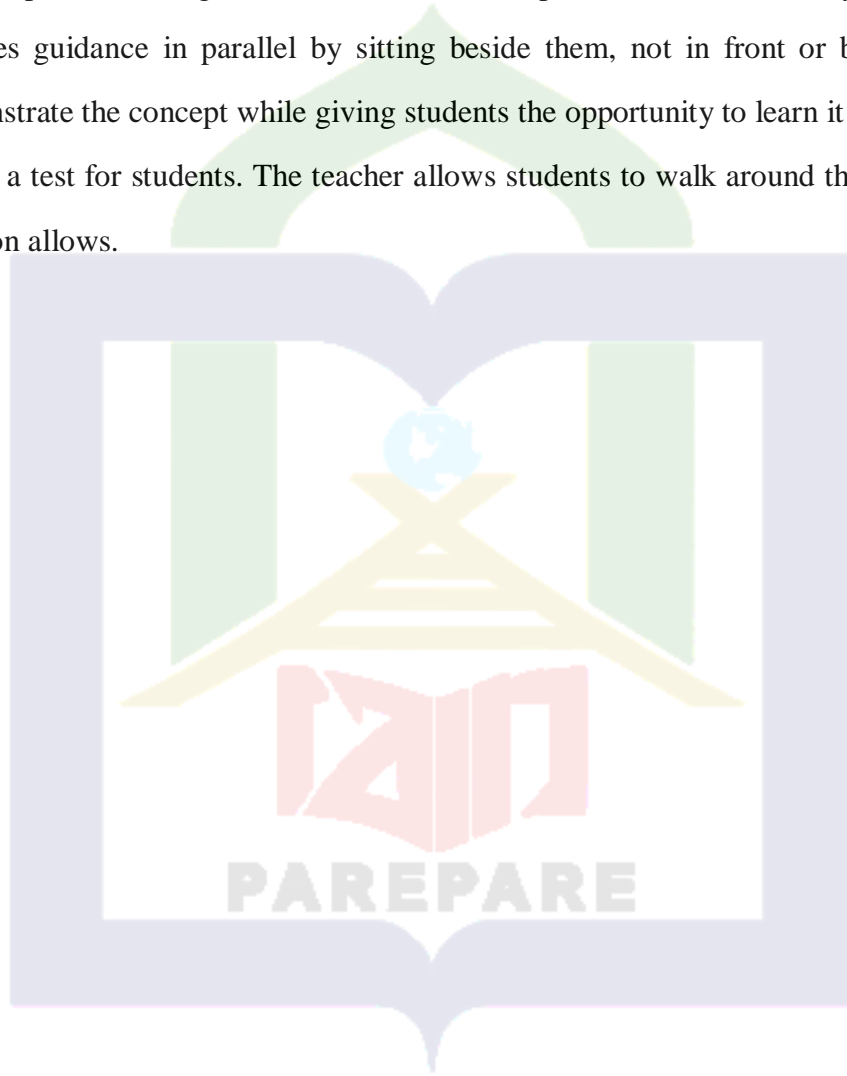
the strategy of the material being delivered, so it is lacking in meeting the differences in student learning styles. as said by Mrs. Firmawati *"If I use a strategy that is appropriate to the material what I want to present, for example if the material requires theory or explanation I just explain and as much as possible the students can understand it, similarly if the material presented is in the form of practice I do it with practice by getting all students involved and understanding the learning that I am presenting. Then I also apply learning activities in groups so that students can also interact and work together with their friends"*.<sup>41</sup> This only shows that the auditory learning style and kinesthetic learning style are involved, while the visual learning style is lacking in implementing strategies where the teacher's strategy only uses the lecture method, study groups and a little practice then the strategy for the visual learning style is less implemented.

The teacher's strategy in teaching English to students with different student learning styles should balance the three existing student learning styles. The teacher's strategy makes it easier for students to learn in class that can adapt teaching methods to student learning styles, including for visual students, namely encouraging students to describe information using something that can be seen that looks interesting so that students with a visual learning style can learn it easily. It's easy to show English videos, English dialogue videos so that students are also interested in English lessons. Students with an auditory style, namely the teacher uses vocal variations or changes in pitch, speed, and volume in explaining lessons, the teacher teaches tone or pronunciation in English, the teacher uses repetition, asks students to repeat sentences or vocabulary in English that is taught, uses music as a cues for routine activities, and

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<sup>41</sup> Firmawati (42 thn), Teacher, Female, 25 october 2022, oral interview

creating group study methods so that students can interact with other students. Whereas students with a kinesthetic learning style, namely the use of assistive devices when teaching to arouse curiosity and students are interested in learning it, create direct experiences or games so that students experience it, if self-study the teacher provides guidance in parallel by sitting beside them, not in front or behind them, Demonstrate the concept while giving students the opportunity to learn it step by step. This is a test for students. The teacher allows students to walk around the class if the situation allows.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the results of research that has been conducted in class XI of SMK Pharmacy Yasari Parepare, several conclusions can be drawn as follows:

1. Student learning styles in learning English for class XI of Yasari Parepare Pharmacy Vocational School, that is, all students in grade 13 students have a tendency and are most prominent with visual and auditory learning styles. This is because most students prefer to learn by seeing and hearing the teacher explain in front of them and also students in the class prefer to read what is written on the blackboard and in English textbooks, and most of the students also like to listen to the explanation of the subject matter explained by the teacher.
2. The teacher's strategy in teaching English to students with different student learning styles, from the results of interviews with the teacher it is known that the teacher still does not fully know the student's learning style, the teacher is only fixated on the strategy material presented, so it does not meet the differences in student learning styles. The strategies that are usually designed by English subject teachers in the learning process are only material explanations.

#### B. Suggestion

The suggestions for this research are as follows:

1. For teachers

As a teacher, it is expected to better understand the characteristics of each student, be able to recognize the learning styles of all students. The tendency of the learning style of class XI students of Parepare Pharmacy Vocational School is a visual and auditory learning style. Therefore teachers who teach in these classes should use learning strategies or methods that can adapt to student learning styles, such as visuals using more pictures, a video to improve student visualization, auditory using more media such as speakers or other auditory media so that students can absorb good learning, and kinesthetic adds more learning methods that involve psychomotor movements and direct experience so that students are interested in learning it.

## 2. For students

As someone who needs education that will be useful someday, a student is expected to know himself better whether the learning style is suitable for him so that the learning provided can be digested and absorbed easily and effectively. It is also expected that students will be more active and diligent in participating in learning activities at school so that the learning outcomes expected of students are achieved and can be improved again

The results of this study can be used for research regarding the identification of student learning styles and for further research who wish to conduct research by reading and understanding the results of this research, and are expected to be able to conduct even better research than this research.

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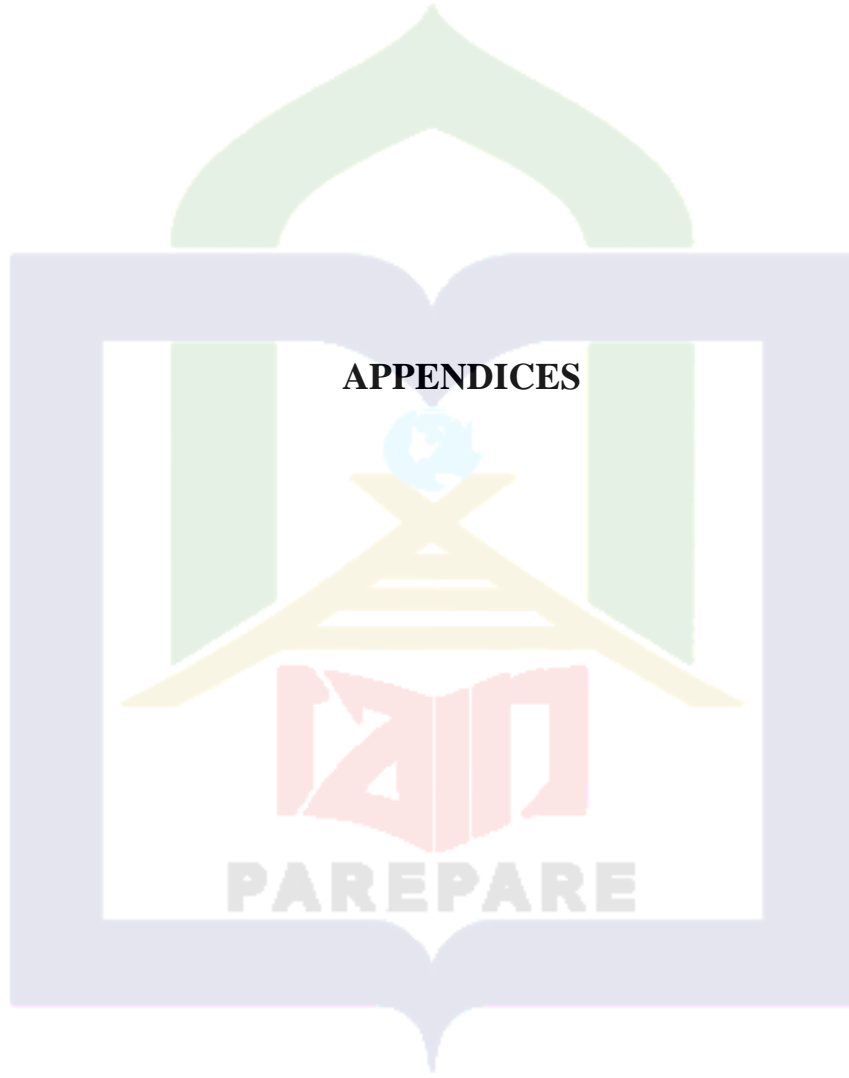
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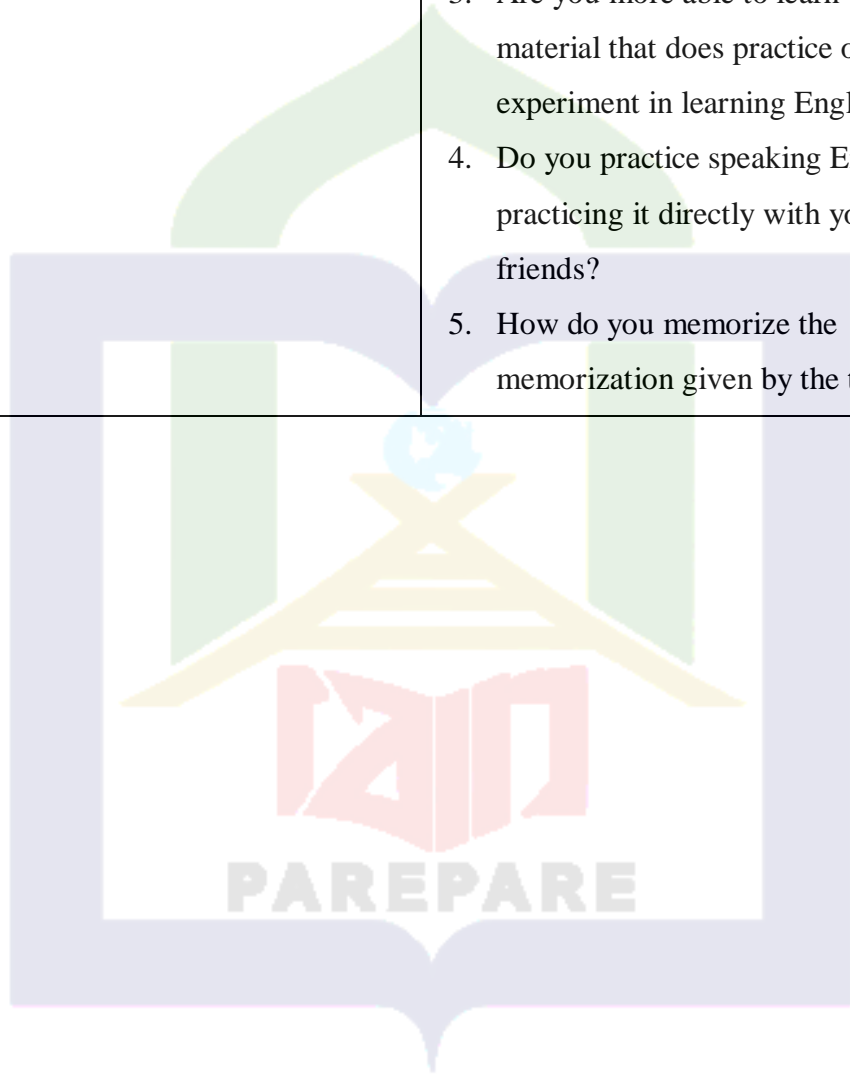
**APPENDICES**

**PAREPARE**

**Appendix 1 : Interview for Student**

No.	Variable	Question Item
1.	Visual	<ol style="list-style-type: none"> <li>1. Do you prefer reading than read in learning English?</li> <li>2. Are you a good speller and can you convey words in your mind in learning English?</li> <li>3. Do you remember better what seen than heard in learning English?</li> <li>4. Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?</li> <li>5. Do you like to doodle while studying in learning English?</li> </ol>
2.	Auditory	<ol style="list-style-type: none"> <li>1. Do you like to read aloud and listen to English learning materials?</li> <li>2. Do you move your lips when read english text?</li> <li>3. Can you repeat and imitating the tone by just listening in learning English?</li> <li>4. Can you stay focused on studying?, when there is a disturbance?</li> <li>5. Do you like studying group in learning English?</li> </ol>

3.	Kinesthetic	<ol style="list-style-type: none"><li>1. Are you standing near when talk to other people?</li><li>2. Do you involve fingers to more focus when reading English text?</li><li>3. Are you more able to learn with material that does practice or experiment in learning English?</li><li>4. Do you practice speaking English by practicing it directly with your friends?</li><li>5. How do you memorize the memorization given by the teacher?</li></ol>
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## Appendix 2: Student's Interview Form

### Informant 1

**NAMA** : Andi Nikita Chairum Nisa

**KELAS** : XI

No.	Question	Answer
1.	What do you think about English subject?	Bagus dan seru, dan mudah saya pahami
2.	Do you prefer reading than read in learning English?	Dibacakan kak karena sulit kalau saya sendiri
3.	Are you a good speller and can you convey words in your mind in learning English?	Tidak kak
4.	Do you remember better what seen than heard in learning English?	Lebih ingat yang dijelaskan oleh guru
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Mudah ji, tidak kusuruhji ulangi
6.	Do you like to doodle while studying in learning English?	Biasaji kalau disuruh
7.	Do you like to read aloud and listen to English learning materials?	Iye kak, begituka
8.	Do you move your lips when read english text?	Kadang dalam hati tapi lebih sering kalau bergerak juga bibir dan ada suaranya yang pelan

9.	Can you repeat and imitating the tone by just listening in learning English?	Bisa bisaji kak
10.	Can you stay focused on studying?, when there is a disturbance?	Pada saat belajar saya Tidak bisa focus jika ada gangguan dan keributan, karena jika saya belajar saya harus focus dengan pelajaran yang diberikan guru.
11.	Do you like studying group in learning English?	Iya kak, karena seru
12.	Are you standing near when talk to other people?	Tidakji kak
13.	Do you involve fingers to more focus when reading English text?	Jarang
14.	Are you more able to learn with material that does practice or experiment in learning English?	Tidak, lebih suka yang menjelaskan guru
15.	Do you practice speaking English by practicing it directly with your friend?	Biasaji kak
16.	How do you memorize the memorization given by the teacher	Dibaca sampai 4 sampai 4 kali di ulang ulang baru saya hafal dan biasa saya menghafal ditempatku ji

**Informant 2****NAMA : Andi Adel Karla Rahim****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Seru tapi tidak gampang
2.	Do you prefer reading than read in learning English?	Dibacakan tapi di beri contoh
3.	Are you a good speller and can you convey words in your mind in learning English?	Tidak kak
4.	Do you remember better what seen than heard in learning English?	Dituliskan di papan tulis dan dijelaskan dengan ada contohnya kak
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Biasa agak susah jadi minta ulang
6.	Do you like to doodle while studying in learning English?	Biasaji kak kalau disuruh
7.	Do you like to read aloud and listen to English learning materials?	Tidak tonji kak
8.	Do you move your lips when read english text?	Ada suaranya tapi pelan
9.	Can you repeat and imitating the tone by just listening in learning	Dilihat dulu teksnya dan objeknya



	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Bisaji kak
11.	Do you like studying group in learning English?	Lebih suka kelompok, karena seru
12.	Are you standing near when talk to other people?	Iye kak dan selaluka sentuh orang
13.	Do you involve fingers to more focus when reading English text?	Iye kak biar tidak lari-lari bacanya
14.	Are you more able to learn with material that does practice or experiment in learning English?	Saya suka pembelajaran yang ada praktek dan gamesnya kak karena seru dan mudah untuk dipahami pelajaran tersebut
15.	Do you practice speaking English by practicing it directly with your friend?	Iya kak begituka
16.	How do you memorize the memorization given by the teacher?	Pada saat saya mempelajari sesuatu atau menghafal, cara saya adalah mengulang-ulang itu hafalan dan saya tidak bisa diam ditempat kak jadi biasa sambil jalan jalan

**Informant 3****NAMA : Afrilla Moulidya****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Susah susah gampang
2.	Do you prefer reading than read in learning English?	Kalau saya kak Menjelaskan sambil menulis dan membaca juga
3.	Are you a good speller and can you convey words in your mind in learning English?	Bisa-bisaja kak kalau tidak terlalu susah
4.	Do you remember better what seen than heard in learning English?	Dituliskan di papan tulis, karena itu yang selalu di lakukan guru dan yang dijelaskan juga guru
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Biasa diminta ulang
6.	Do you like to doodle while studying in learning English?	Iya kak sementara menjelaskan menulisma juga dan yang pentingji saja kak
7.	Do you like to read aloud and listen to English learning materials?	Iye sukaji
8.	Do you move your lips when read english text?	Biasa dikasi gerak bibir kak dan ada suara sedikit
9.	Can you repeat and imitating the tone by just listening in learning	Tidak bisa harus melihat teks, tapi kalau sedikitji kalimatnya bisaji langsung kusebut kak

	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Sembarangji kak
11.	Do you like studying group in learning English?	Iya kak kusukaji berkelompok, karena lebih mudah didapat materi Karena sama-sama kerja i
12.	Are you standing near when talk to other people?	Tidakji kak
13.	Do you involve fingers to more focus when reading English text?	Jarang kak
14.	Are you more able to learn with material that does practice or experiment in learning English?	Tidak, tapi yang ada pake dialog kak
15.	Do you practice speaking English by practicing it directly with your friend?	Iya suka sukaji
16.	How do you memorize the memorization given by the teacher?	Ulang-ulang dan duduk ditempat.

**Informant 4****NAMA : Anita Sapitri****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Bagusji, menyenangkanji juga
2.	Do you prefer reading than read in learning English?	Suka membaca teks tapi biasa ada salah penyebutanku
3.	Are you a good speller and can you convey words in your mind in learning English?	Kurang kak
4.	Do you remember better what seen than heard in learning English?	Yang na jelaskan guru, karena lebih mengerti guru yang menjelaskan dan lebih mengerti lagi kalau ada prakteknya atau contoh yang nakasiki guru
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Tidakji kak lebih kuingat saya yang kayak sudah dialami
6.	Do you like to doodle while studying in learning English?	Suka suka ji
7.	Do you like to read aloud and listen to English learning materials?	Tidak terlalu
8.	Do you move your lips when read english text?	Biasa dengan suara biasa dalam hati
9.	Can you repeat and imitating the tone by just listening in learning	Sa mengerti dulu kak

	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Lumayan
11.	Do you like studying group in learning English?	Saya suka sendiri dan kelompok, kalau kelompok bias rame rame, kalau sendiri pasti bertanya jki jg
12.	Are you standing near when talk to other people?	Iye kak biar perjelas
13.	Do you involve fingers to more focus when reading English text?	Iye biasaka kak begitu
14.	Are you more able to learn with material that does practice or experiment in learning English?	Yang saya suka ada practice dan Games kak, karena saya tidak bisa diam ditempat terus kak.
15.	Do you practice speaking English by practicing it directly with your friend?	Iye kak kusuruh temanku bantuka
16.	How do you memorize the memorization given by the teacher?	Pada saat saya mempelajari sesuatu atau menghafal saya baca berulang ulang lalu suruh teman bantuka hafal ii dan biasa keliling-kelilingka menghafal.

**Informant 5****NAMA : Bunga Shecillia****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Seru tapi ada susahnya
2.	Do you prefer reading than read in learning English?	Saya suka membaca kak, karena saya lebih paham jika saya baca sendiri, saya juga lebih senang belajar dengan apa yang saya lihat.
3.	Are you a good speller and can you convey words in your mind in learning English?	Bisa bisa jka kak
4.	Do you remember better what seen than heard in learning English?	Biasa kalau guru yang menjelaskan di depan kelas kak saya lihat bukuku tentang itu yang najelaskan guru
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Iye kak yang ditulisji lebih bisa kuingat kalau yang nabilang orang kadang kulupa
6.	Do you like to doodle while studying in learning English?	Iya, biasa sambil dan selesai menjelaskan dicatat yang penting saja kak
7.	Do you like to read aloud and listen to English learning materials?	Tidakji kak
8.	Do you move your lips when read english text?	Membaca dalam hati, karena takut mengganggu

9.	Can you repeat and imitating the tone by just listening in learning English?	Kubaca dulu teksnya
10.	Can you stay focused on studying?, when there is a disturbance?	Bisa kalau misal tidak terlalu ribut
11.	Do you like studying group in learning English?	Sendiri, karena samaji kurasa kalau sendri dengan berkelompok, tapi tergantung dengan siapa ditemani berkelompok
12.	Are you standing near when talk to other people?	Tidakji kak, diamja tempatku
13.	Do you involve fingers to more focus when reading English text?	Tidak kak
14.	Are you more able to learn with material that does practice or experiment in learning English?	Hanya menjelaskan guru dan yang natulis guru
15.	Do you practice speaking English by practicing it directly with your friend?	Jarang kak
16.	How do you memorize the memorization given by the teacher?	Duduk ditempat dan mulai menghafal kak

**Informant 6****NAMA : fitya Arifah Ramadhani****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Susah, karena susah disebut kata katanya
2.	Do you prefer reading than read in learning English?	Lebih suka ka membaca teks daripada orang yang bacakanka
3.	Are you a good speller and can you convey words in your mind in learning English?	Iye kak bisa bisa jka
4.	Do you remember better what seen than heard in learning English?	Yang natulis guru di papan tulis atau materi yang dibuku
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Saya lebih suka jika guru menuliskan tugas di papan tulis
6.	Do you like to doodle while studying in learning English?	Iya saya catat yang pentingji kak biar mudah kuingat
7.	Do you like to read aloud and listen to English learning materials?	Tidakji kak
8.	Do you move your lips when read english text?	Dalam hatija kak
9.	Can you repeat and imitating the tone by just listening in learning	Tidak terlalu kak



	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Tidak bisa
11.	Do you like studying group in learning English?	Lebih suka sendiri, karena kalau kelompok berharap satu sama lain
12.	Are you standing near when talk to other people?	Tidak tonji kak
13.	Do you involve fingers to more focus when reading English text?	Kadang-kadangji kak
14.	Are you more able to learn with material that does practice or experiment in learning English?	Tidak suka yang games, hanya menjelaskan dan yang tertulis guru di papan tulis kak
15.	Do you practice speaking English by practicing it directly with your friend?	Biasa sendiriku ji kak
16.	How do you memorize the memorization given by the teacher?	Diam ditempat yang tenang dan mulai menghafal

**Informant 7****NAMA : Frielsya Maharani****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Susah, karena susah disebutkan dan susah di hafal
2.	Do you prefer reading than read in learning English?	Malaska membaca kak jadi mending dibacakanka
3.	Are you a good speller and can you convey words in your mind in learning English?	Tidak kak
4.	Do you remember better what seen than heard in learning English?	Yang dijelaskan guru tentang Di buku pelajaran dan di papan tulis
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Tidakji kak
6.	Do you like to doodle while studying in learning English?	Iya biasaji kak tapi tidak sering jarangji ituji kalau disuruh
7.	Do you like to read aloud and listen to English learning materials?	Iya kak, kalau membaca keras-keras dan lebih sasuka mendengarkan materi pelajaran yang dijelaskan
8.	Do you move your lips when read english text?	Sambil ada gerak bibir dan ada suara sedikit
9.	Can you repeat and imitating the tone by just listening in learning	Bisaja kak

	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Susah kak
11.	Do you like studying group in learning English?	Iya sukaji kak
12.	Are you standing near when talk to other people?	Tidak ji kak
13.	Do you involve fingers to more focus when reading English text?	Tidakji juga kak
14.	Are you more able to learn with material that does practice or experiment in learning English?	Suka semuaji tapi mending yang kudengar saja
15.	Do you practice speaking English by practicing it directly with your friend?	Tidakji kak tapi sasuka kalau sadengar temanku
16.	How do you memorize the memorization given by the teacher?	Dihafal duduk tenang

**Informant 8****NAMA : Ike Mawadda Warahma****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Bagus saya suka
2.	Do you prefer reading than read in learning English?	Suka semua kak tapi lebih sering yang sadengar membaca orang
3.	Are you a good speller and can you convey words in your mind in learning English?	Tidak kak
4.	Do you remember better what seen than heard in learning English?	Yang dijelaskan oleh guru
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Tidakji kak bisaja kalau sadengar ii
6.	Do you like to doodle while studying in learning English?	Hanya yang dipapan tulis kalau disuruhki
7.	Do you like to read aloud and listen to English learning materials?	Iye kak kusuka
8.	Do you move your lips when read english text?	Kadang-kadang kak dan dengan suara
9.	Can you repeat and imitating the tone by just listening in learning	Bisaji kak kalau tidak terlalu susah

	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Tidak bisa kak
11.	Do you like studying group in learning English?	Iya kak, karena seru
12.	Are you standing near when talk to other people?	Tidakji juga
13.	Do you involve fingers to more focus when reading English text?	Tidakji kak
14.	Are you more able to learn with material that does practice or experiment in learning English?	Suka semuanya
15.	Do you practice speaking English by practicing it directly with your friend?	Biasaji kak
16.	How do you memorize the memorization given by the teacher?	Dibaca berulang ulang dan focus ditempat

**Informant 9****NAMA : Juwita Ananda****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Lumayan bagus
2.	Do you prefer reading than read in learning English?	Membaca kak
3.	Are you a good speller and can you convey words in your mind in learning English?	Iya kak biasaji
4.	Do you remember better what seen than heard in learning English?	Lihat dipapan tulis yang natulis guru
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Iya kak yang ditulis lebih kuingat
6.	Do you like to doodle while studying in learning English?	Iya mencatat, sementara menjelaskan biasa hal-hal penting kak
7.	Do you like to read aloud and listen to English learning materials?	Tidak
8.	Do you move your lips when read english text?	Di dalam hati
9.	Can you repeat and imitating the tone by just listening in learning	Dibaca dahulu

	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Sembarangji kak saya
11.	Do you like studying group in learning English?	Suka suka ji
12.	Are you standing near when talk to other people?	Tidak kak ditempat duduk jka
13.	Do you involve fingers to more focus when reading English text?	Tidak biasa kak
14.	Are you more able to learn with material that does practice or experiment in learning English?	Suka sukaji kalau ada gamesnya
15.	Do you practice speaking English by practicing it directly with your friend?	Biasa sendirikuji
16.	How do you memorize the memorization given by the teacher?	Duduk tenang, baca berulang terus tutup mata

**Informant 10****NAMA : Nur Esa Pradian****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Susah di sebutkan
2.	Do you prefer reading than read in learning English?	Tidak terlalu suka mending kudengar orang membaca
3.	Are you a good speller and can you convey words in your mind in learning English?	Tidak bisaka kak
4.	Do you remember better what seen than heard in learning English?	Saya lebih mengingat jika Mendengarkan yang dijelaskan guru
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Bisa jka kak kalau dengan lisan
6.	Do you like to doodle while studying in learning English?	Dicatat sehabis menjelaskan tapi disuruhpi guru
7.	Do you like to read aloud and listen to English learning materials?	Iya
8.	Do you move your lips when read english text?	Biasa menggerakkan bibir
9.	Can you repeat and imitating the tone by just listening in learning	Bisaji kak



	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Susah kak kalau belajar ada gangguan yang lain karena kadang-kadang haruska focus juga
11.	Do you like studying group in learning English?	Iya kak, karena lebih mudah dan rame
12.	Are you standing near when talk to other people?	Tidak
13.	Do you involve fingers to more focus when reading English text?	Tidakji juga
14.	Are you more able to learn with material that does practice or experiment in learning English?	Menjelaskan saja guru
15.	Do you practice speaking English by practicing it directly with your friend?	Jarang kak
16.	How do you memorize the memorization given by the teacher?	Dibaca berulang ulang sampai hafal dan diam ditempat

**Informant 11****NAMA : Nurhikma Kumalasari****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Susah susah gampang
2.	Do you prefer reading than read in learning English?	Membaca teks bhs inggris kak supaya lebih kupahami
3.	Are you a good speller and can you convey words in your mind in learning English?	Iya kak biasaka begitu
4.	Do you remember better what seen than heard in learning English?	Melihat yang di tulis di buku catatan dan papan tulis, karena saya lebih paham yang tertulis atau yang saya lihat, biasa kalau penjelasan guru saya mudah lupa yang dikatakannya.
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Iya kak lebih pahamka kalau tertulis, dan biasa kusuruh guru ulangi apa yang nabilang
6.	Do you like to doodle while studying in learning English?	Iya kak kayak di catat yang penting kak
7.	Do you like to read aloud and listen to English learning materials?	Tidak kak
8.	Do you move your lips when read english text?	Dalam hati

9.	Can you repeat and imitating the tone by just listening in learning English?	Lihat teks dahulu
10.	Can you stay focused on studying?, when there is a disturbance?	Sembarangji saya kak
11.	Do you like studying group in learning English?	Bisaji kak kalau Berkelompok bisa lebih bekerja sama
12.	Are you standing near when talk to other people?	Biar ditempat duduk ja kak
13.	Do you involve fingers to more focus when reading English text?	Tidakji kak
14.	Are you more able to learn with material that does practice or experiment in learning English?	Suka dan bisa semuaji kak
15.	Do you practice speaking English by practicing it directly with your friend?	Biasa sendirija kak
16.	How do you memorize the memorization given by the teacher?	Lebih suka sendiri biar mudah menghafal

**Informant 12****NAMA : Syahuri Syaiful****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Bagus tapi susah gampang
2.	Do you prefer reading than read in learning English?	Tidak suka, hanya mendengarkan yang dibacakan dan dijelaskan oleh guru
3.	Are you a good speller and can you convey words in your mind in learning English?	Kalau dieja Tidak kak, tapi biasa langsung bisaji kusebut.
4.	Do you remember better what seen than heard in learning English?	Guru yang sambil menjelaskan kak
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Tidak kak, lebih bisaka apa yang nabilang orang
6.	Do you like to doodle while studying in learning English?	Kadang-kadang biasa tidak
7.	Do you like to read aloud and listen to English learning materials?	Iya kak kusuka
8.	Do you move your lips when read english text?	Iya kak saya gerakkan bibirku ketika membaca dan ada suaranya tapi tidak ributji
9.	Can you repeat and imitating the tone by just listening in learning	bisaja kak karena mudahji untuk saya itu

	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Tidak bisa kak
11.	Do you like studying group in learning English?	Aku suka belajar berkelompok, karena lebih mudah dan dapat bantuan karena belajar bersama kak
12.	Are you standing near when talk to other people?	Biasa kak, tapi kalau jauh biasji kudengar juga
13.	Do you involve fingers to more focus when reading English text?	Tidak kak, langsung kubaca saja
14.	Are you more able to learn with material that does practice or experiment in learning English?	Tidak, lebih suka guru yang menjelaskan
15.	Do you practice speaking English by practicing it directly with your friend?	Kadang-kadangji kak
16.	How do you memorize the memorization given by the teacher?	Dibaca berulang ulang sampai hafal dari awal dan menyendiri biar focus

**Informant 13****NAMA : Syarifa Fatimah Az-Zahra****KELAS : XI**

No.	Question	Answer
1.	What do you think about English subject?	Susah susah gampang
2.	Do you prefer reading than read in learning English?	Saya yang Membaca kak
3.	Are you a good speller and can you convey words in your mind in learning English?	bisaja saya begitu
4.	Do you remember better what seen than heard in learning English?	Iya kak seperti pelajaran yang Dilihat di papan tulis dan yang dibuku
5.	Do you have a hard time remembering commands verbally except in writing and do you often ask people others repeat what he said in learning English?	Iya kak, lebih mudah kalau kuliati yang ditulis
6.	Do you like to doodle while studying in learning English?	Iya kak seperti hal penting sama yang disuruhki catat dari papan tulis
7.	Do you like to read aloud and listen to English learning materials?	Kalau membaca dengan keras saya tidak begitu suka kak tapi kalau mendengarkan kayak penjelasan guru kusukaji
8.	Do you move your lips when read english text?	Tidak, cuman dalam hati
9.	Can you repeat and imitating the tone by just listening in learning	Tidak, harus lihat teks dulu baru bisa menyebutkannya

	English?	
10.	Can you stay focused on studying?, when there is a disturbance?	Kadang bisa kadang juga tidak kak
11.	Do you like studying group in learning English?	Saya lebih suka belajar sendiri tapi kalau disuruhki kelompok sembarangji kak
12.	Are you standing near when talk to other people?	Tidakji
13.	Do you involve fingers to more focus when reading English text?	Iya biasa kak
14.	Are you more able to learn with material that does practice or experiment in learning English?	Tidak kak, hanya teks yang tertulis atau ada gambarnya
15.	Do you practice speaking English by practicing it directly with your friend?	Saya lebih suka sendiri kak
16.	How do you memorize the memorization given by the teacher?	Dibaca berulang ulang sampai hafal dan menyendiri.

**Appendix 3 : Interview for Teacher**

NO	QUESTION
1	What steps did you prepare before the English learning process took place?
2	How do the students of class XI learn during the English learning process?
3	Do all class XI students pay attention to you when teaching English lessons?
4	Are your teaching methods varied in teaching English lessons?
5	What do you think about students' learning styles?
6	Do you know the learning styles of students in learning English?
7	What do you think about strategies in the teaching and learning process?
8	What strategies do you usually use during the teaching and learning process?
9	Has the use of this strategy adapted to the student's learning style?
10	What is the impact of using this strategy?



**Appendix 4 : Teacher's Interview Form****Name : Firmawati, S.Pd.**

NO	PERTANYAAN	JAWABAN
1.	What steps did you prepare before the English learning process took place?	Sebenarnya saya harus Bawa rpp ke dalam kelas, tapi yang saya lakukan biasanya tidak membawanya dan langsung saja menerapkan pembelajaran. Dan saya juga biasa mempersiapkan media seperti proyektor atau lcd dan juga membawa laptop.
2.	How do the students of class XI learn during the English learning process?	Mereka cukup memperhatikan yah, tapi yah itu tergantung dari materi juga anak-anak tertariknya, dan kan masih beradaptasi juga dengan cara belajarnya yang dari corona kemarin.
3.	Do all class XI students pay attention to you when teaching English lessons?	Kadang-kadang anak-anak tergantung dari materi yang dibawakan, kalau materinya mungkin agak mudah dipahami semangat sekali dan memperhatikan sekali, tapi kalau agak sulit yah begitu sebaliknya anak-anak. Jadi tergantung dari tingkat kesulitan materi.
4.	Are your teaching methods varied in teaching English lessons?	Iya bervariasi, tapi tergantung juga dari materi, kalau lagi butuh contoh-contoh dari luar yah disiapkan kalau materi ji saja yah penjelasan.
5.	What do you think about students' learning styles?	Menurut saya, gaya belajar itu cara siswa itu sendiri bagaimana mereka masing-masing individu menerapkan caranya untuk lebih mudah menyerap suatu pembelajaran agar mereka mudah pahami. kalau disini bermacam-macam gaya belajar yang dimiliki siswa dalam kelas,

		kan saya juga tidak hanya mengajar di smk farmasi, dan saya lihat dari masing-masing sekolah juga siswa kurang dalam belajar akibat dari pandemic, etikanya juga kurang dan belajarnya masih perlu dibimbing dalam hal itu karena itu tadi pengaruhnya dan lingkungan.
6.	Do you know the learning styles of students in learning English	Iya masing-masing, telah saya baca karakternya masing-masing siswa dan karena jumlah siswa disini kan juga tidak terlalu banyak dibandingkan dengan sekolah-sekolah lain jadi ya lebih mudah untuk memahami gaya belajar siswa masing-masing
7.	What do you think about strategies in the teaching and learning process?	Strategi dalam pembelajaran yang saya maksud itu sebuah rencana atau rancangan yang disusun untuk mendapatkan metode yang tepat untuk digunakan dalam kegiatan mengajar dengan tujuan agar tercapai hasil pembelajaran yang diinginkan.
8.	What strategies do you usually use during the teaching and learning process?	Kalau strategi si saya pakai yang sesuai dengan materi yang ingin saya bawakan, misalnya jika materinya membutuhkan teori atau penjelasan saya hanya menjelaskan dan sebisa mungkin siswa dapat memahaminya, begitu pula jika materi yang dibawakan berupa praktek saya melakukannya dengan praktek dengan membuat semua siswa terlibat dan memahami pembelajaran yang saya bawakan. Kemudian juga saya sesekali menerapkan kegiatan belajar secara berkelompok agar siswa juga dapat berinteraksi dan

		bekerja sama dengan temannya. Kemudian saya juga biasa memberikan semua tugas hafalan apakah itu kosakata atau ekspresi untuk menambah skill siswa dalam bahasa inggris dan membuat mereka senang dengan pembelajaran bahasa inggris
9.	Has the use of this strategy adapted to the student's learning style?	Saya rasa strategi yang saya bawaan bisalah menyesuaikan dengan gaya belajar masing-masing siswa karena saya juga menggunakan metode atau model pembelajaran yang bervariasi jadi dapat menyeimbangkan dengan gaya belajar yang dimiliki siswa.
10.	What is the impact of using this strategy?	Kalau dampak yang dapat dilihat dari penggunaan strategi saya ini ya anak-anak dapat mengembangkan dirinya dalam belajar lebih giat lagi dan itu terbukti dari siswa yang ingin meningkatkan perkembangannya dari minggu ke minggu pertemuan dalam pembelajaran bahasa inggris mereka menjadi mulai menyukai dan tertarik dengan pelajaran bahasa inggris dan juga memotivasi siswa juga serta kalau mengenai gaya belajar siswa diharapkan dengan mudah memahami gaya belajarnya masing-masing karena dengan itu siswa dapat melihat dan menilai sendiri bagaimana cara yang tepat untuk belajar dan memahami pembelajaran

**Appendix 5 : Documentation**



Interview with informant 1



interview with informant 2



Interview with informant 3



Interview with informant 4



Interview with informant 5



Interview with informant 6



Interview with informant 7



Interview with informant 8



Interview with informant 9



Interview with informant 10



Interview with informant 11



Interview with informant 12



Interview with informant 13



Interview with teacher

## Appendix 6 : Recommendation Letter from IAIN Parepare

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBIYAH**  
Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 0421) 21307 Fax.24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.4147/In.39.5.1/PP.00.9/10/2022  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-  
Kota Parepare

*Assalamu Alaikum Wr. Wb.*  
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Nurul Annisa Asta
Tempat/Tgl. Lahir	: Parepare, 9 November 2000
NIM	: 18.1300.043
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: BTN Sao Asri Blok E2 No.14, Kel. Lapadde, Kec. Ujung, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**Identification Of Student Learning Styles In Studyin English At SMK Farmasi Yasari Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2022.  
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*  
Parepare, 05 Oktober 2022  
Walik Dakan I,  
  


Tembusan :  
1 Rektor IAIN Parepare  
2 Dekan Fakultas Tarbiyah

## Appendix 7 : Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan


		SRN IP0000752
<b>PEMERINTAH KOTA PAREPARE</b> <b>DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU</b> <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id</i>		
<b>REKOMENDASI PENELITIAN</b> <b>Nomor : 752/IP/DPM-PTSP/10/2022</b>		
Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian. 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
<b>M E N G I Z I N K A N</b>		
KEPADA		
NAMA	: <b>NURUL ANNISA ASTA</b>	
UNIVERSITAS/ LEMBAGA	: <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</b>	
Jurusan	: <b>PENDIDIKAN BAHASA INGGRIS</b>	
ALAMAT	: <b>BTN SAO ASRI BLOK E2 NO. 14 PAREPARE</b>	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
JUDUL PENELITIAN	: <b>IDENTIFICATION OF STUDENT LEARNING STYLES IN STUDYING ENGLISH AT SMK FARMASI YASARI PAREPARE</b>	
LOKASI PENELITIAN	: <b>KANTOR CABANG DINAS PENDIDIKAN WILAYAH VIII (SMK FARMASI YASARI PAREPARE)</b>	
LAMA PENELITIAN	: <b>12 Oktober 2022 s.d 12 November 2022</b>	
	a. Rekomendasi Penelitian berlaku selama penelitian berlangsung b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan	
	Dikeluarkan di: <b>Parepare</b> Pada Tanggal : <b>12 Oktober 2022</b>	
	<b>KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE</b>	
	 <b>Hj. ST. RAHMAH AMIR, ST, MM</b>	
	Pangkat : <b>Pembina (IV/a)</b> NIP : <b>19741013 200604 2 019</b>	
<b>Biaya : Rp. 0.00</b>		

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1  
• Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah  
• Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**  
• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



**Appendix 8 : Letter of research completing from SMK Farmasi Yasari PAREPARE**



**Yayasan Syarikat Islam (YASARI) Parepare**  
**SEKOLAH MENENGAH KEJURUAN FARMASI**  
**SMK FARMASI YASARI PAREPARE**  
NPSN : 40314225. NSS: 322196103003. Akreditasi : B  
Jl. Opu Daeng Siraju No 8. Tlp 0421-22856 Pos 91131 Parepare

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**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**  
No.180/SMK-F/XI/2022

Yang bertanda tangan di bawah ini:


**Nama : Nurnubuwwah, S.Pd.I**  
**Jabatan : Kepala Sekolah**  
**Alamat : Jl. Bukit Madani**

Dengan ini menerangkan bahwa Mahasiswi yang beridentitas

**Nama : Nurul Annisa Asta**  
**NIM : 18.1300.043**  
**Program Studi : Pendidikan Bahasa Inggris**  
**Alamat : BTN Sao Asri Blok E2 No. 14 Parepare**  
**Universitas : Institut Agama Islam Negeri Parepare (IAIN)**

Telah selesai melakukan penelitian di SMK Farmasi Yasari, Kecamatan Soreang, Kota Parepare Selama 1 Bulan. Terhitung mulai tanggal 12 Oktober s/d 12 November untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul: **"IDENTIFICATION OF STUDENT LEARNING STYLES IN STUDYING ENGLISH AT SMK FARMASI YASARI PAREPARE"**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk di gunakan sepenuhnya.

Parepare, 13 November 2022  
Kepala Sekolah SMK Farmasi Yasari Parepare  
  
**NURNUBUWWAH, S.Pd.I**

## CURRICULUM VITAE



Nurul Annisa Asta, his nick name is Nisa, the writer was born in on November 09<sup>th</sup> 2000 in Parepare city, South Sulawesi. She is the first child from two children in her family, her father name is Asta Mustafa and her mother's name is Hamsiah Malik. She is a student of English Education Program in Tarbiyah faculty at State Islamic Institute (IAIN) Parepare. His education background, she began her study on SDN 47 Parepare 2007-2012, while at the same year she study in SMPN 2 Parepare 2012- 2015 and then continued her study in SMKN 3 Parepare and graduated on 2018. Then continued hers study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "*Identification of student Learning Styles in Studying English at SMK Farmasi Yasari Parepare*"

