

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher describes the result and the discussion. The data obtained is expected to be able to answer the research problems mentioned in the first chapter.

A. Finding

1. Students' Learning Style

The first research in this study the researcher was distributed student's learning style questionnaire. It was done on July 17, 2012. In this section, the researcher distributed learning style questionnaire to the 30 students as sample of this research. It contains 30 questions (see appendix 1). Students choose an answer by circle the options that they prefer. One question only has one answer. The format of answer as follow:

Never = 0

Rarely = 1

Sometimes = 2

Often = 3

Always = 4

2. Students' strategies in English Speaking

a. First Meeting

In the first meeting the researcher started her research. The research was done on July 23, 2012 at 08.00- 09.00. The researcher checked the students' condition and attendance. Then, she divided red paper for visual learners' students, blue paper for auditory learners and green paper for kinesthetic learners. The purposed of distributed color paper was a sign and made the easiest way to observed them. She gave brief explanation and rule about speaking activity for students. It was retelling story. Students worked in pairs. They told each other about their experiences or events that they had ever experienced or seen. Then, the researcher asked them to retell in front of class. In this observation, she observed what students had done at the time while they listened her or his friend's story and how they retold in front of class.

The researcher found that a visual learner need to illustrate thing, so they can understand what her friends mean. For example, when her friend said "Do you know the "oblique home"?it makes me dizzy (move her hand to illustrate oblique home and give dizzy expression). A visual learner said to her friend (she pay attention to her friends hand movement and expression)

“hmm..please describe to me the shape of oblique home that make you dizzy?” . Besides, the researcher found that another visual learners need to write what her friend said, so she would able to remember that. In the other hand, visual learners not only write what their friend said to them but they also asked her or his friend again to match what they had written and what their friend said. The researcher also found how visual learners prepared them selves retelling story in front of class. First, visual learners need to read their note first and remember by closing their book. Second, they need to write the point in their book and remember it by each point.

The next were auditory learners’ strategies. First, the researcher found that they enjoyed listening her friends’ story. Sometimes they smile and nod their head as sign that they enjoy and understand the story. Besides, other auditory learners need to write down new vocabularies and ask her friend about the meaning and repeat those words, such as” *Can you repeat how to say “preacher”... “rostrum”... (Repeated the words by mimicked by moved his lips and)*. Second, the researcher found that auditory learners need to repeat what their friend said without seeing notes in his book. The researcher also found how auditory learners prepared them selves retelling story in front of class. They need to recheck the story by asking some questions to their partner related story. They also move their lips to remember the story and how to say something.

The last were kinesthetic learners' strategies. The researcher found that they need body movement although they need to write something in his book. The researcher found that the listen to their friends' story by giving response excess, such as hit something that around him. For example, their friends said *"I looked at the keeper, it was amazing moment but it not goal...*, kinesthetic learner said to his friends *"unfortunately.....,should be there was another player..(He was clap his hands hit the desk)*. Second, kinesthetic learners need to touch or hold thing around them. They need touch some paper, fold it, and also make a note while listening their friends' story. The researcher also found how kinesthetic learners prepare for retelling story in front of class. They need to read their note first and try to speak by them selves and move their hand as a sign for the way of story.

Next section was retelling story in front of class. The researcher observed how students with different learning style retell in front of class by their strategies. First were visual learners' strategies. Sometimes visual learner looked at above and moved her eyes while retelling. They found difficulties when they wanted to said thing. They asked help to the audience by illustrating with their hand first, so audience understands what they mean. Second, it was auditory learners retelling by intonating, just like there is a rhyme. They also found the difficulties when retelling the story but, they tried by them selves to tell it by moving their lips. Third, it was kinesthetic learners

retelling story in front of class. They need to move their body when they retell in front of class, such as *hemmm...i'm forget...what is the English of...*(by pointed his finger in his head and move his legs).

b. Second Meeting

In the second meeting, the research was done on July, 24 2012 at 08.00-09.00. The speaking activity was retelling story about their experience. The researcher asked them to change their pairs, so they would get difference story. She distributed color paper again. The purposed of distributed color paper was a sign and made the easiest way for her observed them. In this meeting she rechecked what strategies were used by each learner on this retelling story activity. In the second meeting, the researcher observed strategies used by visual, auditory and kinesthetic learner in retelling story. She rechecked students' strategies and asked students changed their partner in order to they get different story.

The researcher found that visual learners need to make some notes what their friends said to them and try to look for the meaning in dictionary by themselves than ask their friend to give the meaning orally . Besides, other visual learners need to write and ask his friends again about the story and what his friends said to him. It seems interview, such as” *is it right...you make a picture first, before going to rest area?...and after that you going to the restaurant with*

your family?, (asked his friend agreement to match his notes). Visual learners need to prepare how they remember their friends' story. The researcher found that visual learners need to write in their book and read it, and then they close their book when they want to remember it. They also need some color pen to make easy and as a sign the important point in the story, such as the name of place and thing.

The next were auditory learner strategies. First, the researcher found that an auditory learner need to write new vocabularies in her book, besides she needs to repeat the words what her friends said to her, such as her friends said to her” *it was crowded there*” and repeat it “*crowded....hmm*”. Then the researcher found that other an auditory learners interested what his friend said to him. He also ask some questions to his friends about their friends feeling and opinion about the place. The researcher found that how auditory learners remember their friends' story. They rechecked by asking some questions and try to repeat the story by them selves.

The last was kinesthetic learner strategies. The researcher found that students touched something around them as a sign that story was interested and they give excess response. Besides, they sometimes touch a book and play it while they listening their friends' story. The researcher also found how kinesthetic learners prepare retelling story in front of class. Kinesthetic

learners need to read their note and remember it by knocking her or his finger in desk.

Next section was retelling story in front of class. The researcher observed how students with different learning style retell in front of class by their strategies. First was a visual learner. Sometimes, she focuses on one corner of class while retell. She also asks help from her friend to remember what the name of the thing was. Second was an auditory learner. He was retelling by looking at above while he can retell by intonating. Third were kinesthetic learners' strategies in retelling story. He need to move his body when he retell in front of class, such as role play. He becomes difference rhymed of voice to retell and to describe the situation.

c. Third Meeting

In the third meeting was done on July 30, 2012 at 08.00-09.00. The speaking activity was asking and giving opinion. The first step the researcher gave the rule in this activity. She used snake and ladder games as the tool in this speaking activity. In the third meeting, the researcher rechecked strategies used by visual, auditory and kinesthetic learners in English speaking in asking and giving opinion by snake and ladder games. This activity was in pairs.

In this speaking activity the researcher found that a visual learner looks at the picture while they give opinion. Moreover, visual learner looks at the picture first and gives their opinion. In the other hand, visual learners need to illustrate something, so they can deliver their opinion.

The next were auditory learners. In this activity the researcher found that auditory learner needs to hear what their friend ask to them by looking at the picture for a moment. They are able to give opinion for a while by hearing their friend for asking opinion.

The last was kinesthetic learner. In this activity the researcher found that they are able to give their opinion while touching something. They also speak by moving their hand. Second, a kinesthetic learner also points the picture by his fingers to make a sign which picture that he gives opinion.

d. Fourth Meeting

It was done on July 13, 2012 at 08.00-09.00. The speaking activity had a same rule. It was asking and giving opinion by snake and ladder games. The researcher distributed color paper for each learner as a sign and made the easiest way for the researcher researched them. In this activity the researcher rechecked students' strategies in asking and giving opinion through snake and ladder game

In the fourth meeting, the researcher rechecked what she had gotten from the third observation. In this speaking activity the researcher found that visual learner looks at the picture while he gives opinion. Second, visual learner looks at the picture first and gives their opinion by looking at his friend non verbal response. It means how her or his friend gives response on their opinion. Third, visual learner need to illustrate something by moving his hand to show what their mind while giving opinion.

The next were auditory learner. In this activity the researcher found that auditory learners need to hear what their friend ask to them by looking at the picture for a moment. They are able to give opinion for a while after their friend asked them.

The last was kinesthetic learners. In this activity the researcher found that they can give their opinion while touching something. They also speak by moving their hand. Second, kinesthetic learners also point the picture by their finger to make a sign which picture that they give opinion.

e. Fifth Meeting

In the fifth meeting was done on 09 August 2012 at 08.00- 09.30. In this meeting the researcher rechecked students' strategies both retelling story and giving opinion in English speaking activities. The first activity was

retelling story at 08.00- 08.45, while the second activity was asking and giving opinion through snake and ladder games at 08.45-09.30.

The first activity was retelling story. It was in pairs. The researcher asked students to change their pairs, so they would get difference story. In this research, the researcher only focused on visual learner. Besides, she also distributed color paper on each learner. She distributed red color for visual learners, blue color for auditory learner and green color for kinesthetic learner. The purpose of distributed color was a sign and made the easiest way for researcher observed them. Meanwhile, the second activity was asking and giving opinion through boarding game. It had a same rule just like in the second meeting. The researcher still focused on visual learner. In the fifth meeting, the researcher rechecked what she had obtained from observation before. The researcher focused on visual learners. In the first activity was retelling story. The researcher found that visual learners need to write story from their friend. They also need to write only the important point in their note and give some highlight by colorful pen. Besides, they need to look for the meaning in dictionary by them selves than asking their friend about the meaning orally.

In the second activity was snake and ladder game. The researcher found that visual learners need to look at the picture and the word first for a

long time in order to they can give opinion. Besides, they need to pay attention their to friends' non verbal communication, so they know their friends' response for opinion they give.

f. Sixth Meeting

In the six meeting was done on August 10, 2012 at 08.00-09.30. In this research, the researcher focused on auditory learners. Besides, the researcher distributed color paper for each learner. The auditory learner was the blue one. The first activity was retelling story at 08.00-08.45. She rechecked students' strategies in this activity. Meanwhile, in the second activity was asking and giving opinion at 08.45-09.15.

The researcher found that auditory learners need to hear what their friends' story and recheck the story by asking some questions based on story and asking for repeated some vocabularies by mimicking their lips. They also need a time to remember the story by them selves by loud their voice. In the second activity was snake and ladder game the researcher found that auditory learners need to look at the picture for a while and give opinion by hearing what their friend asked to them.

a. Seventh Meeting

In the sixth meeting was done on August 11, 2012 at 08.09.30. In this research, the researcher focused on kinesthetic learner. Besides, she distributed color paper for each learner. The kinesthetic learners were the green one. The activity was retelling story at 08.00-08.45. She rechecked students' strategies in this activity. Meanwhile, in the second activity was asking and giving opinion at 08.45-09.30. The objects were kinesthetic learners. The researcher rechecked what strategies used by kinesthetic learner in this activity.

In the first activity was retelling story. The researcher focused on kinesthetic learners. She found that kinesthetic learners need to write their friends' story and response. They need to move her body while hearing their friends' story. They also write the story in their book and need to play thing around them in order to they can deal with information. It means they were being able to do two things in one time.

In the second activity was snake and ladder game. Kinesthetic learners need to move their body and sometimes they give excess response. They need for a minute to think what they would say to give an opinion. Besides, they also need something to be touched like pen, dice or hit their friends.

2. Interview

The next step was interview. The interview was done on August 01, 02, and 03 2012. The interviewer made an agreement with interviewee, so they can set a time to meet. The purpose of interview was crosschecking the data from observation and questionnaire. The researcher takes 2 students as interviewee. She used interview guide to gather information (see appendix III).

a. Visual Learners

i. How you talk ideas or information to someone?

Student A : *When I talk to someone I usually illustrate something with my finger, such as the name of places or things, so it helps me describe what I mean.*

Student B : *When I talk to some one I usually visualize something first in my mind then talk it to someone*

ii. How you remember information or ideas most easily?

Students A : *I remember most easily when I write the information in my book. Besides, I use code color to help me remember the important point of information. Therefore, if I forget it I can see it in my book.*

Student B : *I remember most easily when I pay attention to my friends' non verbal communication, such as their expression about something and eye movement.*

iii. What is most likely situation that distracted you?

Student A : *Situation that distracted me when I listen someone talking explanation too much and too long. It makes me bored. As a result, I difficult to understand and remember information*

Students B : *Situation that distracted me when I listen someone talking spontaneously..i mean the situation like this will happen in debate activity. The member of group must quick think, although in this activity I need to make a list first and talk my ideas while see my list in my note.*

iv. How is your way to struggle and recall memory when you talk?

Student A : *I will keep talking by looking the objects, such as picture and notes.*

Student B : *I will keep talking and seeing surrounding by moving my eyes to recall memory.*

v. How you organize project and figure out what do you do next?

Student A : *I usually make a list and use code color in order to I know what I do next*

Student B : *I usually write it and also make a list to help me what I do next.*

Based on the interview the researcher analyze that visual learners talk their ideas or information to someone that they need to illustrate something by moving their hand to illustrate something. They have easy way remembering information or ideas when they read it, write it, and make a point or list. Furthermore they use color code to help them learn something. They also pay close attention to her or his friends' non verbal communication. They distracted something when they listen to someone who talks many words and explanations. They will keep talking by looking at surrounding or object when they talk. They usually make some lists in order to help them what they do next.

b. Auditory Learners

i. How you talk ideas or information to someone?

Student A : *When I talk to someone I usually talk by intonating in order to I know what will I talk to some one and they understand what I talk to them*

Student B : *When I talk to someone I usually talk by intonation too, sometimes repeat the word by my self to someone, because I want to make it clear to someone who talk with me.*

ii. How do you remember information or ideas most easily?

Students A : *I remember most easily when I mimicking the word with my lips repeatedly*

Student B : *I remember most easily when I say words repeatedly and loud*

iii. What is most likely situation that distracted you?

Student A : *Situation that distracted me when I see too many pictures or thing in certain learning.*

Students B : *Situation that distracted me when I see too many pictures too and activities that need physical movement*

iv. How is your way to struggle and recall memory when you talk?

Student A : *I will stop seeing someone who listen to me and continue it by talking repeatedly.*

Student B : *I will move my lips repeatedly and try to remember how to say something.*

v. How do you organize project and figure out what do you do next?

Student A : *I usually make a list and try to discuss with my partner, so I can decide what I do next.*

Student B : *I usually talk it with my partner and ask their opinion or advice what I do next*

Auditory learners usually talk to someone by intonating without hesitation and sometime repeat the word by them selves. They do that because they think someone who talk to them will understand what they say. They are best at remember something when they mimicking word repeatedly and say in a loud voice. They distracted when they see too many pictures and activities that need physical movement. They will stop seeing on the surrounding, but continue it by talking and mimicking words repeatedly when they recall memory. They usually talk with someone and discuss it what they do next.

c. Kinesthetic Learners

i. How you talk ideas or information to someone?

Student A : *When I talk to someone I usually move my hand as my style or hand motion and give excess movement to show that this is important information.*

Student B : *When I talk to someone I usually play thing that I touch, such as pen*

ii. How you remember information or ideas most easily?

Students A : *I remember most easily when I do an activity repeatedly*

Student B : *I remember most easily when I involved in certain experienced and I was there*

iii. What is most likely situation that distracted you?

Student A : *Situation that distracted me when I see too many pictures or things in certain learning.*

Students B : *Situation that distracted me when I see too many pictures too and listen too many explanations*

iv. How is your way to struggle and recall memory when you talk?

Student A and B : *I will stop seeing someone who listens to me and continue it by moving my lips and my body.*

v. How do you organize a project and figure out what to do next?

Student A : *I usually discuss it and try to face anything although I don't know what happens next*

Student B : *I usually prepare it by making some notes and try to face it as possible as I can*

Kinesthetic learners make hand motions while speaking. Besides, they usually play things that they touch. They easily remember something when they do the activity repeatedly or they are involved in certain experiences and they were there. They get distracted when they listen to someone talk too many words and explanations and see too many pictures. They usually stop seeing someone who listens to them and continue it by moving their lips and their body to recall memory. They usually discuss the project, make a list and face it although they do not know what happens next.

B. Discussion

1. Students' Learning Style in English Speaking

The researcher makes the percentage from 30 items that consist of 10 questions for visual learners categorize, 10 questions for auditory learners categorize, and 10 questions for kinesthetic learners categorize. Then, the researcher gathered the data from questionnaire.(see appendix I). The result as below:

This table consists of 10 Questions. It is about visual learner's style:

Table 4.1

The Students' Score of Questionnaire

Question A

NO	NAME	1	2	3	4	5	6	7	8	9	10
1	Ach. Taufik Aprilido	4	3	3	4	3	4	4	4	3	4
2	Anggita Septi	4	4	4	4	3	4	4	3	3	3
3	Desi Putri Al Izzati	3	4	4	4	4	3	4	4	3	3
4	Dheny Pratama Putra	3	3	3	4	4	4	3	3	2	4
5	Dia Novita	3	4	4	4	3	4	4	4	4	4
6	Dwi Apriliyani	3	3	4	2	2	3	3	4	2	3
7	Dwi Esti Wardani	2	3	3	4	4	4	4	4	3	3

8	Farah Fadhilah Arifin	4	3	4	4	3	3	3	4	4	4
9	Fety Pratiwi	3	4	4	3	4	3	2	4	3	3
10	Fitriah Nur Hidayah	3	4	3	4	4	3	3	3	4	3
11	Indah Damayanti	3	3	4	4	4	4	3	3	4	4
12	Indra Kusuma	3	3	4	3	4	3	3	3	3	3
13	Miftakhul Muhaimin	4	3	3	3	4	3	3	2	3	3
14	Lisa Aisyah Salsabil	3	4	3	2	4	3	4	4	4	4
15	M. Fikri Hidayanto	3	3	4	4	3	3	4	4	4	3
16	Raynaldo Patric	3	3	4	4	3	3	2	2	3	3
17	Nur Aini Wakhidiyah	3	4	3	3	3	4	4	3	2	2
18	Nur Aida Istanti	3	3	3	3	4	4	3	3	4	4
19	Nur Maulidiyah	3	3	2	3	3	2	2	4	3	3
20	Santi Yunita	3	2	3	4	4	4	4	4	4	3
21	Satria. D.	3	3	3	4	3	3	4	3	3	4
22	Sulkhan Baderi	3	2	3	3	3	2	2	3	4	2
23	Terryrna Dian	2	3	3	4	2	3	4	4	2	3
24	Tia Rahayu	2	3	3	2	3	2	3	3	2	3
25	Tia Rahmawati	3	2	4	3	3	2	2	2	3	4
26	Ulfa Nihayahtul	3	2	2	3	3	3	3	3	4	4
27	Umi Safinatun	2	2	3	3	2	2	3	2	3	3
28	Variska Amalia	3	2	3	3	3	3	2	3	4	4

29	Wahyu Yudianto	3	2	2	3	3	2	2	3	3	3
30	Zainal Abidin	3	3	3	3	4	3	4	3	4	2

Table 4.2

The Students' Score of Questionnaire

Question B

NO	NAME	11	12	13	14	15	16	17	18	19	20
1	Ach. Taufik Aprilido	2	2	2	4	3	3	3	3	2	2
2	Anggita Septi	4	2	2	4	3	2	2	2	4	4
3	Desi Putri Al Izzati	2	3	3	3	4	3	4	3	3	3
4	Dheny Pratama Putra	4	4	3	4	4	4	3	3	4	4
5	Dia Novita	3	4	3	4	4	4	4	3	3	3
6	Dwi Apriliyani	3	3	3	3	3	3	3	2	3	2
7	Dwi Esti Wardani	4	3	4	4	3	3	3	3	4	4
8	Farah Fadhilah Arifin	3	3	4	3	4	4	3	3	4	4
9	Fety Pratiwi	3	2	2	3	3	4	4	4	2	2
10	Fitriah Nur Hidayah	4	3	3	3	4	3	3	2	4	4
11	Indah Damayanti	3	3	4	4	4	3	3	3	2	2
12	Indra Kusuma	2	2	4	4	3	3	2	2	3	3

13	Miftakhul Muhaimin	2	2	4	4	3	3	4	4	2	2
14	Lisa Aisyah Salsabil	4	3	3	3	3	3	3	3	3	2
15	M. Fikri Hidayanto	3	4	3	2	2	3	2	2	3	3
16	Raynaldo Patric	4	2	3	3	3	3	2	2	2	3
17	Nur Aini Wakhidiyah	3	4	4	2	2	2	3	3	3	3
18	Nur Aida Istanti	4	3	3	2	2	3	3	3	2	3
19	Nur Maulidiyah	4	4	3	3	4	4	3	3	3	2
20	Santi Yunita	4	4	3	3	2	3	3	4	2	2
21	Satria. D.	2	3	3	3	4	4	4	3	3	3
22	Sulkhan Baderi	3	4	3	4	4	3	2	2	3	3
23	Terryana Dian	4	4	4	4	3	3	4	3	3	2
24	Tia Rahayu	2	2	3	3	3	3	2	3	3	4
25	Tia Rahmawati	3	4	4	2	3	4	3	3	3	3
26	Ulfa Nihayahtul	4	3	2	3	4	3	4	4	2	3
27	Umi Safinatun	4	3	3	4	3	3	3	4	3	3
28	Variska Amalia	2	3	3	2	2	4	3	3	3	3
29	Wahyu Yudianto	3	2	2	3	3	3	4	2	3	4
30	Zainal Abidin	2	2	3	3	2	3	3	4	2	3

Table 4.3

The Students' Score of Questionnaire

Question C

NO	NAME	21	22	23	24	25	26	27	28	29	30
1	Ach. Taufik Aprilido	4	3	3	3	4	4	4	3	4	3
2	Anggita Septi	4	3	3	3	2	2	3	3	4	4
3	Desi Putri Al Izzati	4	3	3	4	4	3	3	2	4	3
4	Dheny Pratama Putra	4	2	3	3	3	4	2	2	2	3
5	Dia Novita	2	4	4	3	3	3	4	2	3	3
6	Dwi Apriliyani	4	4	2	2	2	3	3	3	3	2
7	Dwi Esti Wardani	4	3	3	3	3	4	4	2	2	3
8	Farah Fadhilah Arifin	3	3	3	2	2	3	3	4	2	2
9	Fety Pratiwi	2	3	3	4	4	4	2	4	3	3
10	Fitriah Nur Hidayah	2	3	3	3	4	4	2	2	3	3
11	Indah Damayanti	2	3	3	3	4	4	4	3	2	3
12	Indra Kusuma	3	4	4	4	2	2	3	3	3	2
13	Miftakhul Muhaimin	2	3	2	3	3	4	2	3	3	2
14	Lisa Aisyah Salsabil	2	3	3	4	4	2	2	3	2	3
15	M. Fikri Hidayanto	2	3	3	3	3	2	3	4	3	2
16	Raynaldo Patric	4	3	3	2	2	3	2	3	3	3

17	Nur Aini Wakhidiyah	4	2	2	3	3	3	2	4	3	4
18	Nur Aida Istanti	3	2	3	4	3	3	2	4	3	4
19	Nur Maulidiyah	2	3	3	4	4	3	3	4	4	4
20	Santi Yunita	3	2	2	3	3	2	2	3	3	3
21	Satria. D.	4	3	3	4	4	2	2	3	3	2
22	Sulkhan Baderi	3	2	2	3	4	4	4	4	2	2
23	Terryrna Dian	3	4	4	4	4	4	4	4	4	4
24	Tia Rahayu	4	3	3	3	2	4	3	3	2	3
25	Tia Rahmawati	2	2	2	2	3	3	4	4	3	3
26	Ulfa Nihayahtul	2	3	2	2	3	3	2	3	3	3
27	Umi Safinatun	2	4	4	3	3	3	3	4	3	3
28	Variska Amalia	3	2	3	3	3	3	2	3	4	4
29	Wahyu Yudianto	4	2	4	2	3	3	4	4	2	3
30	Zainal Abidin	3	3	3	4	4	4	3	3	4	3

Table 4.4

The Result of Students' Total Score from Questionnaire

NO	NAME	TOTAL SCORE		
		Question A	Question B	Question C
1	Ach. Taufik Aprilido	36	26	35
2	Anggita Septi	36	29	31
3	Desi Putri Al Izzati	36	32	33
4	Dheny Pratama Putra	33	37	28
5	Dia Novita	38	35	31
6	Dwi Apriliyani	29	28	28
7	Dwi Esti Wardani	34	35	31
8	Farah Fadhilah Arifin	36	35	27
9	Fety Pratiwi	33	29	32
10	Fitriah Nur Hidayah	34	33	29
11	Indah Damayanti	36	31	30
12	Indra Kusuma	33	28	30
13	Miftakhul Muhaimin	31	30	27
14	Lisa Aisyah Salsabil	35	29	28
15	M. Fikri Hidayanto	35	27	28
16	Raynaldo Patric	30	27	28
17	Nur Aini Wakhidiyah	31	29	30
18	Nur Aida Istanti	34	28	31
19	Nur Maulidiyah	28	33	34
20	Santi Yunita	34	30	26
21	Satria. D.	33	32	30
22	Sulkhan Baderi	34	31	30

23	Terryana Dian	30	34	38
24	Tia Rahayu	26	28	29
25	Tia Rahmawati	27	32	28
26	Ulfa Nihayahtul	32	31	26
27	Umi Safinatun	25	33	34
28	Variska Amalia	30	28	29
29	Wahyu Yudianto	26	29	31
30	Zainal Abidin	32	27	34

N = 30

. The researcher categorized students learning style based on their score from each question. Visual learners got highest score in question A, Auditory learners got highest score in question B, and kinesthetic learners got highest score in question C. In the table above the researcher categorize the type or learner and make the percentages

Table 4.5

Visual Learners

NO	NAME
1	Ach. Taufik Aprilido
2	Anggita Septi
3	Desi Putri Al Izzati
4	Dia Novita
5	Farah Fadhilah Arifin
6	Fety Pratiwi
7	Fitriah Nur Hidayah
8	Indah Damayanti
9	Indra Kusuma
10	Miftakhul Muhaimin

11	Lisa Aisyah Salsabil
12	M. Fikri Hidayanto
13	Raynaldo Patric
14	Nur Aini Wakhidiyah
15	Nur Aida Istanti
16	Santi Yunita
17	Satria. D.
18	Sulkhan Baderi
19	Ulfa Nihayahtul
20	Variska Amalia

$$\begin{aligned}
 P &= \frac{F}{N} \times 100 \% \\
 &= \frac{20}{30} \times 100 \% \\
 &= 0,67 \times 100 \% \\
 &= 67 \%
 \end{aligned}$$

Table 4.6
Auditory Learners

NO	NAME
1	Dheny Pratama Putra
2	Dwi Esti Wardani
3	Tia Rahmawati

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{3}{30} \times 100 \%$$

$$= 0,1 \times 100 \%$$

$$= 10 \%$$

Table 4.7
Kinesthetic Learners

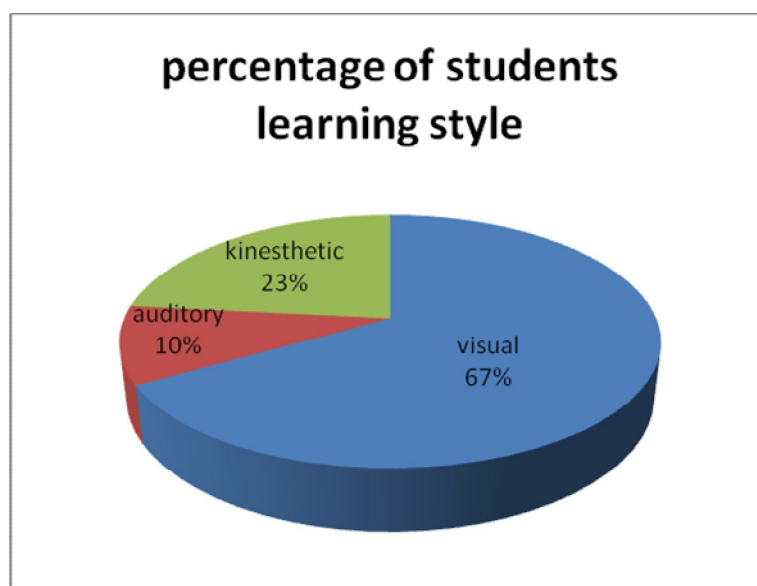
NO	NAME
1	Dwi Apriliyani
2	Nur Maulidiyah
3	Terryana Dian
4	Tia Rahayu
5	Umi Safinatun
6	Wahyu Yudianto
7	Zainal Abidin

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{7}{30} \times 100\%$$

$$= 0,23 \times 100\%$$

$$= 23 \%$$

Figure 1**The Graph of Students' Learning Styles of Second Grade
at SMA Unggala Sidoarjo**

Based on result above, the reseacher found that the type visual learner were 20 students (67%), auditory learner were 3 students (10%) and kinesthetic learner were 7 students (23%). As a result, the visual learner more dominant than kinesthetic and auditory learner in second grade at SMA Unggala Sidoarjo.

2. Students' strategies in English Speaking**b. Visual Learners**

Based on the observation, the researcher found strategies used by visual learners they need to illustrate thing, so they can understand what their friends mean. Besides, they need some visual clues and color code to make them easy to learn something. They need some lists or make some points, so to they can to remember and make them easy what they do next. This explanation in a line with Rebecca Oxford's item in *Learning Style Survey* that visual learner remember something better if they write down and visualize picture, word or number in their head and use code color to help them learn something.¹ In the other hand, they need to write what her friend said, so they were able to remember that. The explanation above in a line with Patricia Vakos's statement in *Contrasting Style*, that visual learners often do not remember information given orally without being able to see it or make note.² Next, they need to pay close attention on their friends' non verbal communication. It is in a line with Clinton Elizabeth in *Use Learning Styles to Enhance Your Teaching*, that visual learner often paid close attention to the body language others (facial expressions, eyes, stance, etc.).³

¹ Rebecca Oxford Andrew D. Cohen, Julie C. Chi. (2001). "Learning Style Survey" (<http://www.carla.umn.edu/about/profiles/Cohen>, accessed on June 17, 2012)

²Patricia Vakos, "Contrasting Styles" (http://www.phschool.com/eteach/social_studies/2003_05/essay.html, accessed on July 20, 2012)

³ Elizabeth Clinton. "Use Learning Styles to Enhance Your Teaching," (<http://sites.google.com/site/winchestercpd/vak-learning-styles>, accessed on June 25, 2012)

Based on the interview the researcher analyze that visual learners talk their ideas or information to someone that they need to illustrate something by moving their hand to illustrate something. They have easy way remembering information or ideas when they read it, write it, and make a point or list. Furthermore they use color code to help them learn something. They also pay close attention to her or his friends' non verbal communication. They distracted something when they listen to someone who talks many words and explanations. They will keep talking by looking at surrounding or object when they talk. They usually make some lists in order to help them what they do next.

c. Auditory Learners

Based on the observation, the researcher found strategies used by auditory learners are: First, the researcher found that they enjoyed listening her or his friends' explanation. Sometimes they smile and nod their head, as sign that they enjoy and understand the story. Second, they need to write new vocabularies and ask their friend about the meaning and repeats those words. Third, they need to repeat what their friend said in order to they easy remember words. In the other hand, they need to hear attentively, say something repeatedly and aloud, so they can remember and understand information easily. Based on explanation above in a line with Dawna

Markova's statement in *Exploring the 6 Patterns of Natural Intelligence* auditory learners remember most easily if saying something repeatedly.⁴. Furthermore the explanation in a line with Rebecca Oxford item's in *Learning Style Survey* that auditory learner remember things better if they discuss something with someone.⁵

Based on interview the researcher found that auditory learners usually talk to someone by intonating without hesitation and sometime repeat the word by them selves. They do that because they think someone who talk to them will understand what they say. They are best at remember something when they mimicking word repeatedly and say in a loud voice. They distracted when they see too many pictures and activities that need physical movement. They will stop seeing on the surrounding, but continue it by talking and mimicking words repeatedly when they recall memory. They usually talk with someone and discuss it what they do next.

d. Kinesthetic Learners

⁴Dawna, Markova. *The Open Mind: Exploring the 6 Patterns of Natural Intelligence*. Berkeley, California: Conari Press (<http://easychangeworks.com/articles-nlp/markova.htm>, accessed on July 20, 2012)

⁵ Rebecca Oxford Andrew D. Cohen, Julie C. Chi. (2001). "Learning Style Survey" (<http://www.carla.umn.edu/about/profiles/Cohen>, accessed on June 17, 2012)

Based on the observation, the researcher found strategies used by kinesthetic learners are: First, the researcher found that they need body movement although they need to write something in his book. Second, kinesthetic learners need to touch, hold or play thing around them. They feel distracted if there are too many pictures and explanations, so usually they need space to do something. Based on the explanation above, it is in a line with Elizabeth Clintons' statement in *Use Learning Style to Enhance you're Teachings* that kinesthetic learners often wiggle, tap their feet or move their legs when they sit. They learn best by moving their bodies, activating their large or small muscles as they learn. They are "hands-on learners" or "doers" who actually concentrate better and learn more easily when movement is involved.⁶ Besides, the explanation above in a line with Rebecca Oxford's item in *Learning Style Survey* that they play or bite their pens during learning process.⁷

Based on interview researcher found that kinesthetic learners make hand motions while speaking. Besides, they usually play thing what they touch. They easy remember something when they do the activity repeatedly or

⁶ Elizabeth Clinton. "Use Learning Styles to Enhance Your Teaching," (<http://sites.google.com/site/winchestercpd/vak-learning-styles>, accessed on June 25, 2012)

⁷ Rebecca Oxford Andrew D. Cohen, Julie C. Chi. (2001). "Learning Style Survey" (<http://www.carla.umn.edu/about/profiles/Cohen>, accessed on June 17, 2012)

they involved in certain experienced and they were there. They distracted when they listen some one talk too many words and explanations and see too many pictures. They usually stop seeing someone who listen to them and continue it by moving their lips and their body to recall memory. They usually discuss the project, make a list and face it although they do not know what happen next.