

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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

A. Research Finding

1. The Result of Questionnaire of Students' learning styles

To gain the answer of the first research question the researcher distributes the first questionnaire, it is done on June, 14 2013. The researcher distributes the questionnaire to the 30 students of A class as the sample and population of this study. It consists of 30 questions which reflect the students' learning styles. They are as follows:

Table 4.1
The students' score of questionnaire

No	Name	TOTAL SCORE		
		Question A	Question B	Question C
1.	Alfrido Dava Pravida A.	43	30	29
2.	Al – Fariz Maulana Yusuf	28	39	27
3.	Aldi Yudhatama	44	33	32
4.	Anggun Puspitasari	45	34	30
5.	Ariana Kurniawati	45	32	29
6.	Asfiatul Baroroh	27	29	40
7.	Devita Febrianti	31	40	32
8.	Dewi	44	25	30
9.	Diana Masrurin	43	28	30
10.	Dicky P.	42	32	29
11.	Dyah Almi vini Alvionita	43	33	24
12.	Inggrit Keyla Dewanti	30	40	29
13.	Linda Aryani	39	30	26



14.	Lintang Ayu Fitria Hadi	42	32	27
15.	Lucky Andrian. S.	45	29	29
16.	M. Abdul Fatih S.	40	26	26
17.	M. Risky. S	30	28	36
18.	M. Yusuf Hidayatulloh	32	30	43
19.	Nurul. S	40	32	29
20.	Ricky Adi S.	41	33	27
21.	Risma Damayanti	25	40	29
22.	Riyan Andika Saputra	33	33	41
23.	Rohmah Nazahatus sima	30	41	26
24.	Rosyad Aris	44	27	25
25.	Serlien Agustina Dwi M.	44	29	28
26.	Tsania Dini A.	46	34	26
27.	Tulus Pamuji	30	29	40
28.	Tiwi Uyum Wigianti	27	30	42
29.	Ulfa Mubaroh	42	27	29
30.	Winarsih	32	27	41

There are three parts in this questionnaire. They are [A] which has ten questions that reflect the visual learners, [B] which has ten questions as well resemble the ten characteristics mostly owned by auditory learners, and the last part is [C] which has ten questions indicating the kinesthetic learners' characteristic. The table 4.1 is the result of the students' score after completing all the part of questionnaire (see appendix 5). The researcher categorizes students learning style based on their score from each question. Visual learners get the highest score in part [A], Auditory learners get the highest score in question [B], and kinesthetic learners get the highest score in question [C].

2. The Result of Observation



a. The First Meeting

The first observation is done on June 14th 2013. It observes the strategies applied by teacher in accommodating the students' learning styles. The teacher begins the study by checking the students' attendance, and then he divides the class in to three big groups which they have to sit on the certain seats. The one belongs to auditory sit on the right row, visual learners on the middle row and kinesthetic learners on the left side.

The teacher starts to give the instruction. Firstly he orally says the instruction then, he writes the instruction on the board. He elicits the students what means by "someone's personality", several students raise their hands up and answer. Teacher points one of the students which belong to kinesthetic learners to come forward and wrote the definitions of the word. Teacher gives the reinforcement by repeating orally. The next step the teacher instructs the students to work in two groups. They play a game namely whispering chain. The students have to stand in line and whisper the vocabulary given continuously, and the last students writes and places the vocabulary appropriately on the board.

To ensure that the students have fully understood the material the teacher gets the students do the next game "board race". Still on the same group the students are given certain number and they have to memorize, then the teacher calls one of them and gives the certain instruction spontaneously. Teacher divides the students to four groups. Teacher gives



some conversations in some papers containing the description of certain people's behaviors. The students have to decide which conversation describes the certain behavior.

They have follow-up discussion for several minute then; the teacher points one of the students to conclude what have been learnt. Finally the teacher does reflecting, reinforcing, and giving feed back to the students.

b. The Second Meeting

The second meeting is done on June, 15th 2013. The first thing done by the teacher is warm- up in which the teacher reviews the vocabularies and dialogue that are taught by using flash card and the textbook. The students repeat the vocabularies and dialogue, and then they read both of the vocabularies and dialogue aloud.

The teacher induces the students motivation by asking them to look at the poster placed on the white board. The teacher asks pre reading questions to establish background knowledge of the context. The poster contains several images that show about someone characteristic. After eliciting what is on the poster, and what characteristic of the picture is about, then the teacher gets the students to choose the paper provided before. It contains a vocabulary of certain job and an instruction that they have to make a composition by describing someone (popular idol) who has the characteristic based on the paper.



The teacher asks the students to read the composition one by one and while the others guess who is being described.

2. The Result of Documentation

The next instrument is documentation. In this section the researcher analyzes the lesson plan developed for A class. The English teacher modifies the instruction and even the explanation which consider some strategies in accommodating the students' learning styles, such as the instruction and explanation given in many ways. They are oral, written, group discussion, and role-play. It proves that the way teacher accommodates the students' learning style is not only in the practical but also written in lesson plan (see appendix 5-7).

a) The first lesson plan

Warm-up: the English teacher applies board race game for warming-up the students, the teacher uses both oral and written explanation for the instruction.

Core-activity: in this part the teacher asks the students to make group of two. The teacher gives several conversations that best describe someone's personality, the students need to guess. Then, they have pair correction. After completing the task they have follow-up discussion.

Post-activity: the teacher points one of the students to conclude the material.



b) The second lesson plan

Warm-up: In this section the teacher reviews the vocabularies and dialogue taught previous day by using flash card and the textbook. The students repeat the vocabularies and dialogue after the teacher, and then they read both of the vocabularies and dialogue aloud.

Core-activity: The second activity allows the students to maximize their learning styles in acquiring material by giving a poster containing several pictures; since they make a composition the picture can help the students not to lose the focus.

Post-activity: the teacher concludes what they have learned and asks the other students to take a note.

3. The Result of the Students' Responses

The researcher distributes the second questionnaires consists of 10 questions representing the strategies that should be applied by English teacher in accommodating the three learning styles. This questionnaire belongs to opened-ended questionnaire. It provides 3 alternative answers (see appendix 8).

Table 4.2
The students' response toward strategies applied by English teacher

NO	VARIABLE	N	ANSWER OPTIONS					
			YES		NO		OPTIO NAL	
			F	%	F	%	F	%
1.	Students agree that the teacher give both oral and written instruction	30	23	76%	7	24%	-	-



2.	Students agree that the English teacher gives outline or summary after explaining a material both written and oral	30	28	94%	2	6%	-	-
3.	Students agree that the English teacher gives oral explanation for chart, graph, and diagram	30	37	90%	3	10%	-	-
4.	Students agree that the teacher provide brainstorming aloud before reading or writing	30	20	66%	5	17%	5	17
5.	Student agree that the teacher accommodate their needs in the class	30	28	93%	2	7%	-	-
6.	The students agree that the teacher facilitates them with class discussion	30	30	100%	-	-	-	-
7.	The students agree that the English teacher invite them to have a field-trip as a practical study	30	30	100%	-	-	-	-
8.	The students agree that the teacher suggests them to take a note during the class	30	25	83%	3	10%	2	7%
9.	The students agree that the teacher facilitates them by role-play	30	30	100%	-	-	-	-
10.	The students agree that the teacher facilitate them with tape or movie	30	27	90%	3	10%	-	-

Twenty three students out of 30 circles a for the first question which means that 76 % agree that their English teacher writes all the instruction for all assignments or tests, and the last 7 students choose b as they agree that the English teacher give the instruction orally. 6% of students choose a means 2 students agree if the teacher only writes the explanation, while the rest of the students which means the majority of them 94% circled b shows that they agree that the teacher explains the instructions using both written and oral.



For the third question 27 students 90% chose a, they quiet agree if the English teacher gives oral explanation when explaining graph, chart, or diagram, and three students prefers to have b as the answer as they notice that the teacher only shows the chart, diagram, and graph without oral explanation. The 20 students' answer for the forth question is a as they strongly agree that the teacher always does brainstorming before reading or writing class, 5 students circle c and fill it with "sometimes" means that they are not really sure about the statement that the teacher applies brainstorming aloud before the class. And the rest chose b as they never do the brain storming before the class.

The next question is given about the teachers' performance during the class, and the answer shows that most of them 28 students prefers to choose the first answer which indicates that they feel the teacher always gives what the students need. And the answer b is chosen by the rest which shows that they think the teacher just does whatever without considering their need in the class. 30 Students answer a it shows that all of them always have small group discussion as the follow up activity.

For the seventh question 100%, which means all of the students said that the English teacher facilitates the students by going for field trip to do certain practical project study. The 25 students' answer for the next question is a which seems that they agree if the English teacher even suggests them to take a note during the class, while 3 of them cross b say that the teacher does



not allow them taking note during the class, and the rest 2 students say that the English teacher actually gets them to take a note during the class but they rarely did it.

For the ninth question, all of them chose a which indicates that all of the students agree that the teacher also facilitates them with role-play. The last question that given to the students was about whether the English teacher ever facilitates the students by watching certain film or listening to the tape or not, and the majority of them which is 27 students out of 30 circled a. It means that most of the students agree that the English teacher also provides film and tape as the strategies. And the rest 3 students crossed b as they never facilitated using tape and movie

3. The Result of Interview

The following step is interview. It is held on June, 17th 2013. The interviewee is the English teacher of A class. It proposes to crosscheck the data which has gained in the observation and documentation, besides, the researcher used systematic interview list.

a. What do you think about the students' learning styles?

“I think they are very important elements to be considered in English learning process. Since English is a foreign language for them they must found more difficulties in mastering it.”

b. Is it important to put high awareness of the students' learning styles while teaching?



“Of course, it is a must to know their need analysis, psychological condition, and learning styles, because all of them help much to ease them in achieving knowledge.”

- c. What strategies do you apply to accommodate their learning style?

“I really want to accommodate their learning styles. I divided the sitting arrangement as they also belong to three learning styles. For the auditory learners generally I always give oral summary for every instruction or explanation and for visual I provide picture or even though I write some explanation on the board I use color markers.”

- d. Do you think it affects a lot to the students’ achievements? Why?

“It affects a lot. When we know and consider their learning styles in every learning process it helps in many ways, at least the students do not make noise as they comfortable with the class, so that they will catch the knowledge faster and easier.”

- e. Do you differentiate the lesson plan for the special class and regular classes?

“Yes. I develop the lesson plan based on the condition of each class. for A class which regarded as a special class I create special lesson plan too.”

B. Discussion

1. Students’ learning styles

The researcher makes the percentage from 30 items that consist of 10 questions for visual learners category, 10 questions for auditory learners category, and 10 questions for kinesthetic learners category. Then, the researcher gathered the data from questionnaire.(see table 4.1). The result as below:



Table 4.3
Visual learners

No	Name
1	Alfrido Dava Pravida A
2	Aldi Yudhatama
3	Anggun Puspitasari
4	Ariana Kurniawati
5	Dewi
6	Diana Masrurin
7	Dyah Almi vini Alvionita
8	Dicky p
9	Linda Aryani
10	Lintang Ayu Fitria Hadi
11	Lucky Andrian. S.
12	M. Abdul Fatih S.
13	Nurul. S
14	Ricky Adi S.
15	Rosyad Aris
16	Serlien Agustina Dwi M
17	Tsania Dini A
18	Ulfa Mubaroh

The question is divided into three categories, visual, auditory and kinesthetic. This part is about visual. There are five questions provided in order to gain the valid information about the students' learning styles. Through these questions can be seen that each of students has his/her own inclination toward the learning style. These ten questions resemble the characteristics that visual learners usually do in teaching learning process. They learn better by reading what the teacher writes on the white board, they prefer reading the text rather than listening to the explanation from the teacher. 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. Visual learners 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.³⁸ In the other hand, they need to write what her friend said. Visual learners often do not remember information given orally without being able to see it or say, so they are able to remember that. The students belong to the visual learners' category is 17 students out of 30. It means that mostly the seventh graders of MTs.N 1 Munjungan prefer to have the explanation of the material through seeing the object directly. It eases them in understanding the material.

Table 4.3
Auditory Learners

No	Name
1	Al – Fariz Maulana Yusuf
2	Devita Febrianti
3	Inggrit Keyla Dewanti
4	Risma Damayanti
5	Rohmah Nazahatus sima

These five students are best resembled the characteristic of the auditory learners'. According to Rebecca oxford, auditory learners can be seen by analyzing who gets the highest score of this second part (see appendix 5). The characteristics of the auditory learners are as follows. They remember

³⁸ Oxford, R. L. (1995). Style Analysis Survey. In J. Reid (Ed.), *Learning styles in the ESL/EFL classroom* (pp. 208-215). Boston: Heinle &Heinle/Thomson International.



things better if they discuss them with someone. They prefer to learn by listening to a lecture rather than reading. They easily lost when they read for a text. They need oral directions for a task. Background sound helps them think. They like to listen to music when they study or work. They can understand what people say even when they cannot see them. They remember peoples' names but not their faces. They easily remember jokes that they hear. They can identify people by their voices (e.g., on the phone). When they turn on the TV, they listen to the sound more than they watch the screen. They need to write new vocabularies and ask their friend about the meaning and repeat those words. They need to repeat what their friend said in order to ease them in remembering words. In the other hand, they need to hear attentively, say something repeatedly and aloud, so they can remember and understand information easily.

Table 4.4
Kinesthetic Learners

No	Name
1	Asfiatul Baroroh
2	M. Risky. S
3	M. Yusuf Hidayatulloh
4	Riyan Andika Saputra
5	Tulus Pamuji
6	Tiwi Uyum Wigianti
7	Winarsih

The students categorized in kinesthetic learners is 7 students, they circle the answer which best showed the characteristic of kinesthetic. When kinesthetic learners are given a test they prefer to start doing things rather than



checking the directions first. They can not study at the whole day. They need frequent breaks when they work or study. Sometimes they need to eat something when they read or study to ease them in understanding. Even when they have a choice between sitting and standing, they would rather stand, because they get nervous easily when they sit still too long, and surely it makes them feel uncomfortable. They think well when they have a move around (e.g., pacing or tapping feet). They play with or bite on their pens during lectures. Manipulating objects helps them to remember what someone says. They need to show a dynamic gesture by moving their hands when they speak. They love to draw lots of pictures (doodles) in their notebook during lectures.

From the questionnaire (see table 4.1) it can be analyzed using the formula of percentage. For students who belong to visual learners are 18 students out of thirty so the result is 60% of students are visual learners.

$$\begin{aligned} P &= F/N \times 100 \% \\ P &= 18/30 \times 100\% \\ P &= 0.6 \times 100\% \\ P &= 60\% \end{aligned}$$

The next part is auditory which has less number of the students than visual. It has 5 students out of 30 which mean it gets 17%. This type of learners becomes the minority in the class

$$\begin{aligned} P &= F/N \times 100\% \\ P &= 5/30 \times 100\% \\ P &= 0,17 \times 100\% \\ P &= 17 \% \end{aligned}$$

The last type is kinesthetic. It has more number of learners in it. There are 7 students classified into kinesthetic which shows that it has 23%.

$$P = F/N \times 100\%$$

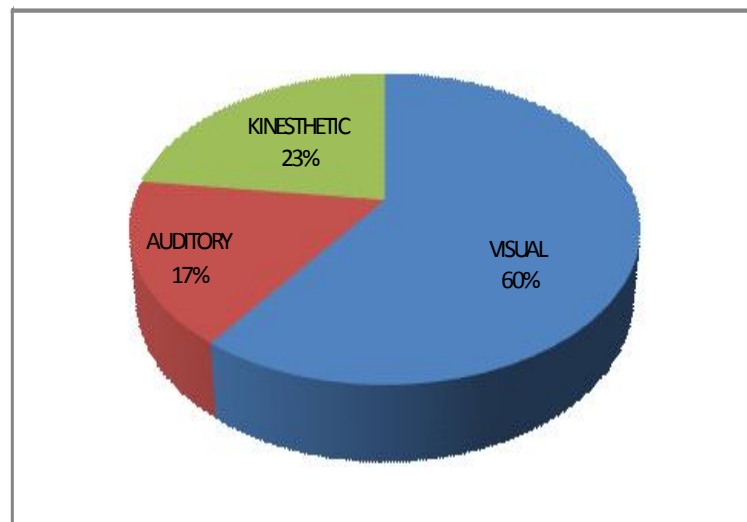
$$P = 7/30 \times 100\%$$

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

$$P = 23\%$$

To see the differences of percentage obviously then it put into a chart

CHART 4.1
The Students' Learning Styles



Based on the result of the formula, the researcher finds that the visual learners type are 18 students (60%), auditory learners are 5 students (17%) and kinesthetic learners are 7 students (23%). The visual learners are the most dominant compared to kinesthetic and auditory learners in the seventh graders of MTsN 1 Munjungan.



4. English teacher's learning strategies

Based on the observation and documentation the researcher finds that the English teacher applies some tricks to accommodate the student's learning styles. As the most dominant of A class is the visual learners it allows the teacher to get some benefits to be more focus on visual. The important is the English teacher mostly uses the strategies in the same line as what written by Kate Kinsella³⁹. In every teaching, the English teacher explains the material through oral for auditory, written and model the material for visual, and allow the kinesthetic learners to have the discussion and simulation.

1. Visual learners

Teacher writes the instructions for all assignments, test, graph, chart and diagram, gives the summary or outline in every note. Teacher always demonstrates and models every assignments or tests. Teacher relates to imagery, metaphor and fantasy first when teacher wants to explain a new concept of vocabulary. It is in line with the lesson plan developed by the English teacher in part of giving instruction and providing some pictures as the teaching aid since they can relate the material through pictures effortlessly.

³⁹ Joy M. Reid, *Learning Styles in the ESL/EFL Classroom*, 1995, Heinle and Heinle publisher, p. 226-228



2. Auditory learners

Teacher provides oral reports on subjects even allow the students to listen to oral report by classmate. Teacher provides oral summary for all the explanations that are given, uses oral instructions for all homework assignments or tests, gives oral explanation for all graphs, charts, diagram and pictures, and also the English teacher applies brainstorming aloud with classmates before beginning a reading or writing assignment. It also shown in the lesson plans, that the teacher not only gives the written instruction but also gives oral instruction. Besides, by applying reading aloud it helps auditory learners a lot, they can easily recall the memory of the previous material. Also those strategies above are supported by Rebecca oxford in her Learning Style Survey⁴⁰.

3. Kinesthetic learners

Teacher facilitates the students with small group discussion and problem solving activities, provides activities that encourage learning by doing interacting with others, and encourages the students in participating in role plays or simulation. Teacher allows the students to take a note during class lectures and discussions as the act of the writing aids concentration. Teacher facilitates them by going to field trips. By having a group discussion it helps the kinesthetic learners get the understanding, as

⁴⁰ Oxford, R. L. (1995). Style Analysis Survey. In J. Reid (Ed.), *Learning styles in the ESL/EFL classroom* (pp. 208-215). Boston: Heinle &Heinle/Thomson International.



they feel comfortable having interaction with others. This explanation is in line with Kate Kinsella's theory⁴¹ that teacher can not let their kinesthetic learners sitting the whole time; instead they need interacting with others by working on group and moving.

5. The students' responses to the way English teacher accommodates their learning styles

The researcher analyzes the second questionnaires. The questionnaire is about the students' response to the way the English teacher accommodates their learning styles, since there are three categories of learning style. So, the discussion is also classified into three points of views.

Auditory learners which have the least member feel that the teacher already accommodates their need in the class by providing the oral explanation for every instrument, chart, graph and diagram. The proofs can be seen on the table 4.2 number 1, 3, and 4. Besides, it is in line with the theory written by Kate Kinsella⁴² that the teacher needs to give auditory learners oral instruction, even oral explanation for chart, diagram, and graph.

Kinesthetic learners come up with the idea that the English teacher fully understands their ways in study; it is proved by their high percentage of

⁴¹ Joy M. Reid, *Learning Styles in the ESL/EFL Classroom*, 1995, Heinle and Heinle publisher, p. 226-228

⁴² Joy M. Reid, *Learning Styles in the ESL/EFL Classroom*, 1995, Heinle and Heinle publisher, p. 226-228



the questionnaire especially for number 6, 7 and 8. This is supported by the theory that the English teacher has to facilitate their preference learning style by having discussion since kinesthetic learners love interacting with other. Also the teacher should give allowance that they can take a note, have a role-play even go to field trip as they like moving instead sitting and doing nothing.

Visual learners who has the most member agree that the English teacher accommodates their learning styles by doing several strategies as they supported in the result of questionnaire (see table 4.2) number 1 and 2. The questionnaire tells that teacher facilitates them by giving written instruction and written summary. Kate Kinsella⁴³ also said in her theory that visual learners will learn best by seeing the object instead of listening to the material.

It can be analyzed deeper that the students' response to the way the English teacher strategies accommodates the seventh graders learning styles that the majority of the students are satisfied with what the teacher does in the class. There are four numbers out of ten that get 90% agree, and 3 numbers which get 100% support the English teacher (see table 4.2). It is also supported by the interview that the English teacher really intends to accommodate the students' learning styles; even the teacher divides the class to three groups based on visual, auditory, and kinesthetic.

⁴³ Joy M. Reid, *Learning Styles in the ESL/EFL Classroom*, 1995, Heinle and Heinle publisher, p. 226-228