

CHAPTER IV

FINDING AND DISCUSSION

According to the research problems of the study, the research finding presents the result of the research based on the statement problems. They are about the result of students of TKJ learning style, the problem faced by students in the process of English listening activity, the problem faced by the teacher in teaching students with different learning style, and the strategies of the teacher in solving the problem.

A. Finding

1. Students' Learning Style

In the first research in this study, the researcher distributed learning style questionnaire to the students. It was done on June 17th 2013. In this section, he distributed learning style questionnaire to the 31 students as sample of this research. It contains 31 questions students choose an answer by circle the options that they prefer. One question only has one answer. The format of the answer as follow:

TABLE 4.1
STUDENTS' LEARNING STYLE

No.	Students' Name	Learning Style		
		Visual	Auditory	Kinesthetic
1	ANDHIKA DWI PRASETYA	10	3	17
2	AHMAD DWIKI M	5	7	18
3	ANDREW PUTRA S.	8	6	17
4	CAHAYA WULAN SRI AGUSTIN	11	9	10
5	DESI WAHYU WULANTIKA	6	18	6
6	ENI SUSANTI	9	10	11
7	FANISA DEBRIANTI	18	10	2
8	FARIDA NURKOMARIA	8	10	12
9	FITRIATUL LAILI	16	6	8
10	IKA APRILIA NINGSIH	7	17	6
11	JOHAN SUTEJO	11	9	10
12	LAILATUN NUR ROSYIDAH	12	8	10
13	LAILI MUFARIROH	10	12	8
14	M. HIDAYATUR R	6	13	6
15	M. SYAMSUDIN	8	10	12
16	MIFTAHUL HASANAH	10	11	9
17	MUH. SUWAJAR ROHMAN	10	12	8
18	NOERY MASRUKHA	13	7	10
19	NUR FAJAR HAMDIYAH	6	17	7
20	NURIK ANGGRAENI	17	10	3
21	RENDI BAKHTIAR AMIR	8	10	12
22	RINI AGUSTIN	6	14	10
23	RINI PURWANINGSIH	12	11	7
24	RISA AYU ANDAYANI	13	10	7
25	RIZAL DWI F	9	10	11
26	SAIFUL LILLAH	8	10	12
27	SHOHIBUR RIDAK AS SYAFII	6	6	13
28	SILVIA AGESTININGRUM	11	9	10
29	SRI WAHYUNI	12	8	10
30	SUNDARI	13	6	6
31	TEGUH IMRON ROSADI	10	12	8

The second way to know someone's learning style is by looking at their eyes. According to Tung Desem Waringin in his seminar, when someone is thinking something, then his or her eyes will probably move certain direction that is already explained on the following:

TABLE 4.2

EYES MOVEMENT LEARNING STYLE ANALYSIS

Activity	Learning Style	Eyes Movement	Abbreviation
Imagining	Visual	Look up to the right	UR
	Auditory	Look to the right	R
	Kinesthetic	Look down to the right	DR
Accessing Memory	Visual	Look up to the left	UL
	Auditory	Look to the left	L
	Kinesthetic	Look down to the left	DR

Both imagining and accessing memory activity were done fifthtime. In this activity, the reseacher asked the student to face the person next to them. There were Student A and Student B. They did this activity alternately when another student was done. A student is considered having certain learning style when they do certain eyes movement in more than threetime. In addition, the result of the observations are the following:

TABLE 4.3
STUDENT EYES MOVEMEENT TABLE

No.	Students' Name	Eyes Movement	
		Imagining	Accessing Memory
1	ANDHIKA DWI PRASETYA	DR	DL
2	AHMAD DWIKI M	DR	DL
3	ANDREW PUTRA S.	DR	DL
4	CAHAYA WULAN SRI AGUSTIN	UR	UL
5	DESI WAHYU WULANTIKA	R	L
6	ENI SUSANTI	DR	DL
7	FANISA DEBRIANTI	UR	UL
8	FARIDA NURKOMARIA	DR	DL
9	FITRIATUL LAILI	UR	UL
10	IKA APRILIA NINGSIH	R	L
11	JOHAN SUTEJO	UR	UL
12	LAILATUN NUR ROSYIDAH	UR	UL
13	LAILI MUFARIROH	R	L
14	M. HIDAYATUR R	R	L
15	M. SYAMSUDIN	DR	DL
16	MIFTAHUL HASANAH	R	L
17	MUH. SUWAJAR ROHMAN	R	L
18	NOERY MASRUKHA	UR	UL
19	NUR FAJAR HAMDIAH	R	L
20	NURIK ANGGRAENI	UR	UL
21	RENDI BAKHTIAR AMIR	DR	DL
22	RINI AGUSTIN	R	L
23	RINI PURWANINGSIH	UR	UL
24	RISA AYU ANDAYANI	UR	UL
25	RIZAL DWI F	DR	DL
26	SAIFUL LILLAH	DR	DL
27	SHOHIBUR RIDAK AS SYAFII	DR	DL
28	SILVIA AGESTININGRUM	UR	UL
29	SRI WAHYUNI	UR	UL
30	SUNDARI	UR	UL
31	TEGUH IMRON ROSADI	R	L

The reseacher broke down the data into percentage to make easy the reader to understand the result of the observation. The formula to count the percentage is the following :

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

P = Percentage

F = Number of each learning style

N= Total number of the students

After conducting eyes movement analysis, the reseacher grouped the name of the student that have a same learning style. The result is the following:

TABLE 4.4

VISUAL LEARNER

No.	Name
1.	CAHAYA WULAN SRI AGUSTIN
2.	FANISA DEBRIANTI
3.	FITRIATUL LAILI
4.	JOHAN SUTEJO
5.	LAILATUN NUR ROSYIDAH
6.	NOERY MASRUKHA
7.	NURIK ANGGRAENI
8.	RINI PURWANINGSIH
9.	RISA AYU ANDAYANI
10.	SILVIA AGESTININGRUM
11.	SRI WAHYUNI
12.	SUNDARI

$$\begin{aligned}
 P &= \frac{F}{N} \times 100 \% \\
 &= \frac{12}{31} \times 100 \% \\
 &= 39 \%
 \end{aligned}$$

In this class, the researcher found there are 12 students with visual learning style. they are the greatest learning style in aspect of amount the class. Therefore, their characteristic tend to be dominant in the process of English listening activity.

TABLE 4.5

AUDITORY LEARNER

No.	Name
1	DESI WAHYU WULANTIKA
2	IKA APRILIA NINGSIH
3	LAILI MUFARIROH
4	M. HIDAYATUR R
5	MIFTAHUL HASANAH
6	MUH. SUWAJAR ROHMAN
7	NUR FAJAR HAMDIYAH
8	RINI AGUSTIN
9	TEGUH IMRON ROSADI

$$\begin{aligned}
 P &= \frac{F}{N} \times 100 \% \\
 &= \frac{9}{31} \times 100 \% \\
 &= 29 \%
 \end{aligned}$$

From this percentage, the researcher found there are 9 students with auditory learning style. They are second learning style in aspect of amount the class. Therefore, according to amount of student. They are minority in their class.

TABLE 4.6

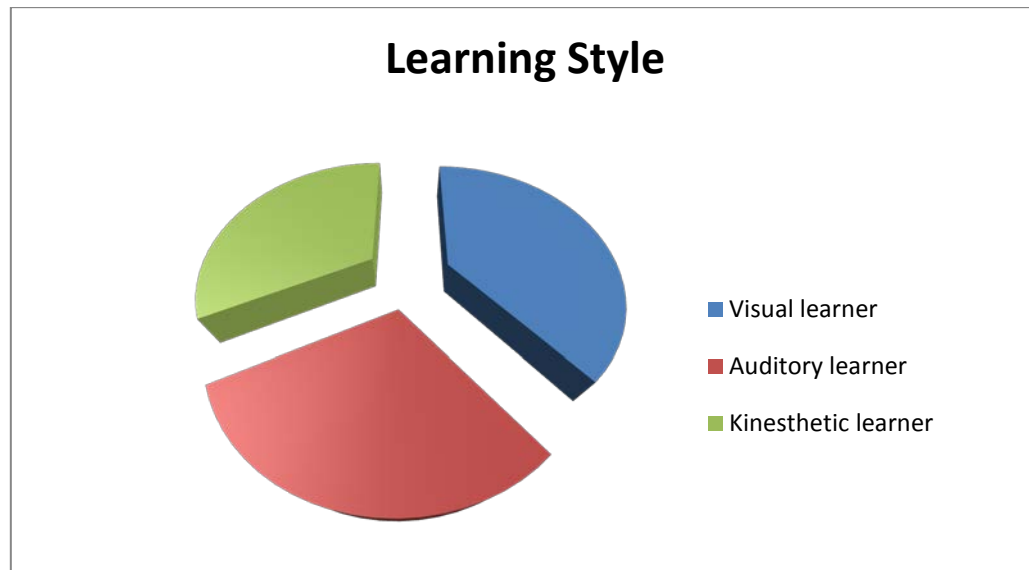
KINESTHETIC LEARNER

1	ANDHIKA DWI PRASETYA
2	AHMAD DWIKI M
3	ANDREW PUTRA S.
4	ENI SUSANTI
5	FARIDA NURKOMARIA
6	M. SYAMSUDIN
7	RENDI BAKHTIAR AMIR
8	RIZAL DWI F
9	SAIFUL LILLAH
10	SHOHIBUR RIDAK AS SYAFII

$$\begin{aligned}
 P &= \frac{F}{N} \times 100 \% \\
 &= \frac{10}{31} \times 100 \% \\
 &= 32 \%
 \end{aligned}$$

From this percentage, the researcher found there are 10 students with auditory learning style. They are second learning style in aspect of amount the class.

FIGURE 1
THE GRAPH OF STUDENTS' LEARNING STYLES
at SMK RADEN RAHMAT



Based on the result of the test conducted on 17th of June 2013, the researcher found that visual learners were 12 students (39%), auditory learners were 9 students (29%) and kinesthetic learners were 10 students (32%). It shows that the visual learners are more dominant than kinesthetic and auditory learners.

2. Problem Faced By Students in English Listening Activity

a. Observation

1) First Meeting

In the first meeting, the researcher started his research. The research was done on Monday, 19th of August, 2013 at 08.00- 09.30. The researcher checked the students' condition and attendance. Then, he divided green paper

for visual learners' students, yellow paper for auditory learners and red paper for kinesthetic learners. The purpose of distributed color paper was a sign and made the easiest way to observe them. He gave a brief explanation and rule about listening activity for students. Then, he gave orientation by giving them pictures of some occupation to take their interest. After that, as an apperception, he asked them a few questions about their experience related to the material to relate the students' prior knowledge with the given material.

Then, he started to give the first listening activity. In this observation, he observed what students had done at the time while they listened to the recording about some occupation pictures. The researcher found that a visual learner needs to write down everything they have just heard by asking the teacher whether they are permitted or not to write down. They said that they would understand the recording well if they wrote down the script. They said the following; "Sir, I have to write down the script to make me understand" and another visual student said, "Yes sir, I am confused when I don't write it down". Then, the teacher asked students to keep silent while the recording was played. The researcher also found when a visual learner listened to the recording, they glance their eyes up, they were likely to think hard and imagine how the sequences of the recording were. Then, one of the visual students said to his friend "I can't even imagine the sequences". It means that visual learners are likely to imagine whatever they heard and this is the way they think. However, in listening activity, they cannot pause to imagine. Otherwise, they

will be late to listen to the recording. Besides, the researcher found that another visual learner moved his pen just as if he wanted to draw what he had just heard. Therefore, he would be able to remember that. In the other hand, visual learners not only wrote what their friend said to them but they also asked their friend again to match what they had written and what their friend said. The researcher also found how visual learners prepared themselves to listen to the recording by reading dictionary and looking for the written word that they had just heard.

The next were auditory learner in English listening activity. First, the researcher found that they enjoyed listening to the recording. Sometimes they smiled and nodded their head as a sign that they enjoyed and understood what the speaker said. However, the researcher also found that some of auditory learners repeated what the speaker said so they made little noise in the process of listening activity. They also moved their lips when listening to the recording. It means that the auditory learner trained their English pronunciation by making a little noise or repeating how the words are spelled. They tend to hear the word to be said again aloud. It caused other auditory learners who did not spell the word aloud felt disturbed because they have sensitive hearing and if there is noise when they are in the process of concentration, it will give a little disturbance to them.

The last were kinesthetic learners in the process of English listening activity. The researcher found that they moved their body while listening to

the recording. Sometimes, the teacher said to them not to behave that way because they made a little noise moreover if they hit something around them. Therefore, they felt hard to think because they used to move their part of body to help them thinking. When the English listening activity was conducted in the phase of elaboration, the researcher found that some kinesthetic learners looked bored and cannot sit properly. They said that they need a break before going to the next listening activity.

2) Second Meeting

In the second meeting, the research was done on Wednesday, 21th of August, 2013 at 08.00- 09.30. The listening activity was about reservation. He distributed some color papers again. The purposed of distributed color paper was a sign and made the easiest way for him to observe them. The first sequence of the lesson plan was orientation by showing them some famous hotel in Indonesia to catch their attention. Second was apperception, the teacher related their prior knowledge with the material given by asking how their experiences in reservation are and what they have known about reservation. Third, the teacher gave them motivation by showing the advantage after learning the material about reservation. Fourth, the teacher gave them brief information about material that would be given that day and he asked the student to work in pair in the sixth task. In the exploration step, the teacher gave the students new knowledge by letting them listening to the recorded dialog between receptionist and a caller. The researcher found that

student with visual learning style already brought their dictionary. They said when they did not bring dictionary; they will forget how to spell some words from the recording because they felt hard to remember sound or pronunciation. Therefore, after the recording had been played, they looked for the spelling of some new words. They also said when they know exactly the written word; it will be easier for them to memorize the word.

The next were the auditory learners, the researcher found they created some noise imitating the recording file, especially when there was a new word that they did not know; they tend to spell the word softly. For instance, one of dialog from the recording "*I'd like to make reservation*". Although the teacher had them to keep silent while the recording was being played, they keep imitated the sound and intonation of the sentence but it was softly.

3) **Third Meeting**

In the third meeting, the research was done on Monday, 27th of August, 2013 at 08.00- 09.30. The listening activity was about reservation. He distributed some color papers again. The purposed of distributed color paper was a sign and made the easiest way for him to observe them. The first sequence of the lesson plan was orientation by showing them picture of *wajan bolik*, kind of antenna that can catch long distance wifi signal then teacher gave instruction to install it on personal computer. The purpose was to catch and focus their attention to the material. Second was apperception, the teacher related their prior knowledge with the material given by asking their

experience in giving instruction or speech and what they know about giving instruction. Third, the teacher gave them motivation by showing the advantage after learning the material about giving instruction. Fourth, the teacher gave them brief information about material that would be given that day and he asked the student to work in pair in the task six. In the exploration step, the teacher gave the students new experience by having them read the expressions of giving instruction and discuss how to spell every word in the expressions. The researcher found that the visual learners wanted the teacher to repeat the instruction or giving instruction slowly. They tend to have difficulty in understanding oral instruction because when they are listening, they visualize the word in their head. It needs time for them to do that. Moreover, they want the teacher to write down the instruction to make it easier to understand or sometimes they write down the instruction on their note by their selves.

The next was students' with auditory learning style; the researcher found that they tend to learn language by imitating the speaker's sound, word stress, and intonation. When the teacher said, "I ask you to read the expression of giving instruction in your mind then discuss the pronunciation with your friend next to you". They imitated some words of the teachers' order, although they had already known about the order was to read in mind but the way they read were still voiced. Their slow voice when reading disturbed their friends who have same auditory learning style because the students with this

kind of learning style can concentrate if there is no noise .in other word, They are easy to be disturbed by little noise.

The last was kinesthetic learning style, the researcher found that when the recording was being played, some of them wanted to keep close to the tape recording but they cannot dos such a thing because they were already in seat arrangement. One of Their characteristic, which is tending to keep in touch with the speaker they talk with, made them a little bit difficult in English listening activity. Moreover, if they are in little bit far from the tape recording.

4) **Fourth Meeting**

In the fourth meeting, the research was done on Wednesday, 29th of August, 2013 at 08.00- 09.30. The listening activity was about reservation. He distributed some color papers again. The purposed of distributed color paper was a sign and made the easiest way for him to observe them. The first sequence of the lesson plan was orientation by showing them some famous hotels in Indonesia to catch their attention. Second was apperception, the teacher related their pre knowledge with the material given by asking their experience in reservation and what they know about reservation. Third, the teacher gave them motivation by showing the advantage after learning the material about reservation. Forth, the teacher gave them brief information about material that would be given that day and he asked the student to work in pair in the task six. In the exploration step, the teacher gave the students new knowledge by letting them listening to the recording dialog between

receptionist and a caller . The researcher found that student with visual learning style already brought their dictionary.

b. Interview

The next step was interview. The interview was done on on Thursday, August 30th. 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 two students as interviewee. He used interview guide to gather information

1) Visual Learners

I. How do 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 someone I usually visualize something first in my mind then talk it to someone
ii.How do 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 to someone talking spontaneously 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 do 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 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.

2) Auditory Learners

i. How do 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 someone 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 myself 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 themselves. 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.

3) Kinesthetic Learners

i. How do 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 do 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 picture or thing 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 listen to me and continue it by moving my lips and my body.

v. How do you organize project and figure out what do you do next?	
Student A :	I usually discuss it and try to face anything although I don't know what happen next.
Student B :	I usually prepare it by make some notes and try to face it as possible I can.

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 they involved in certain experienced and they were there. They distracted when they listen someone 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.

3. Problem faced by the teacher in the process of English listening activity

Teaching sequences	Learning style		
	Visual	Auditory	Kinesthetic
Pre-listening - Orientation - Apperception - Motivation - brief Information giving	when the teacher was talking , the student with this style were trying to understand by sometimes ask the teacher to write every instruction that the teacher say	Their characteristic to accessing their memory through voice makes them to always spelling word makes them curious. In other side, the same auditory learner cannot concentrate in crowd situation made by their auditory classmate	They were moving around before the teacher asked them to sit on their chair
Whilst Listening (Main Activity) - Exploration - Elaboration	They were starting to complain about the recording , they said that they cannot understand the	when the teacher said that he would choose student after the fist listening section to share idea about the recording , they were	The kinesthetic learners are students who do not have patient in sitting on the chair for period. So, they seem like to

<p>- Confirmation</p>	<p>recording because they image the recording while their imagining process is slower than the recording</p>	<p>starting to make a noise , they tried to memorize the recording by say it aloud</p>	<p>get up from their chair and do something else because they feel hard to understand the recording played by the teacher and also they want frequent break when they leaning such moreover just listening to recording</p>
<p>Post Listening</p>	<p>They looked around their friend.</p>	<p>Some students with style were starting to sing but in low volume (whisper)</p>	<p>They tend to make noise by hitting their table or their friend</p>

B. Discussion

1. Students' Learning Style

The instrument that used to know about students' learning style were Questionnaire and Observation. Questionnaire used by researcher was Learning Style Survey by Rebecca Oxford 2001. The result show that the type visual learners were 12 students (39%), auditory learners were 9 students (29%) and kinesthetic learners were 10 students (32%).

The same result also had been shown the student learning style by observing their eyes movement when the teacher gave them instruction to remember something that they had experienced and also asked the student to imagine a shape or animal that require their imagination and make mental image about something that never exist in their mind.

Both observation and questionnaire had shown almost the same result , that visual learners are greater than kinesthetic and auditory learners.

2. Students' problem in listening activity

a. Visual Learners

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. In the other hand, they need to write

what her friend said, so they were able to remember that.¹ 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

Based on the interview the researcher analyzes that visual learners talked 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 used 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.

¹ Andrew D. Cohen, Rebecca L. Oxford, Julie C. Chi. *Learning Style Survey: Assessing your own Learning Styles*.

(<http://www.carla.umn.edu/maxsa/documents/LearningStyleSurvey.pdf> accessed on 01 January 2013)

² Vakos, Patricia. *Why the Blank Stare? Strategies for Visual Learners*

(http://www.phschool.com/eteach/social_studies/2003_05/essay.html accessed on 02 January 2013)

³ Elizabeth Clinton. *Use Learning Styles to Enhance Your Teaching*

(<https://sites.google.com/site/winchestercpd/vak-learning-styles> accessed on 03 January 2013)

b. Auditory Learners

Based on the observation, the researcher found strategies used by auditory learners. First, the researcher found that they enjoyed listening to their 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 make it easy to 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 six Patterns of Natural Intelligence auditory learners remember most easily if saying something repeatedly. 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.

Based on interview the researcher found that auditory learners usually talk to someone by intonating without hesitation and sometime repeat the word by themselves. 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

Based on the observation, the researcher found strategies used by kinesthetic learners. 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 are 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. 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. 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 they involved in certain experienced and they were there. They distracted when they listen someone 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.

3. Problem faced by the teacher in Teaching Listening

From the finding about we can decide that each learning style have influence each other because their different characteristic to learn or catch information. advantage and disadvantage of English listening activity

When the teacher concerns to student with kinesthetic learning style, the teacher found that they are hyperactive student who cannot sit down for a long time. They use their body sensitivity to learn something new, but in English listening activity found their kinesthetic student to move around the class, hit their table or even their friend. Then, when the teacher concerns to students with auditory learning style. He found that they make a little In the class by imitating their teacher instruction or recording or even talking by their selves. And the last are about students with visual learning style. the teacher found that they want the instruction to be displayed.