

**TEACHER BELIEFS AND ACTUAL CLASSROOM
PRACTICES IN RELATION TO STUDENTS' DIFFERENT
LEARNING STYLES IN ENGLISH CLASSROOM**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan
(S.Pd) in Teaching English



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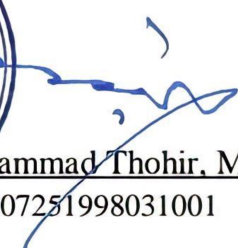
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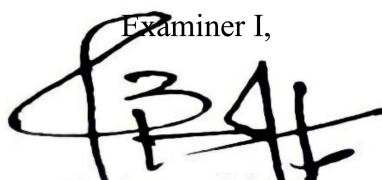
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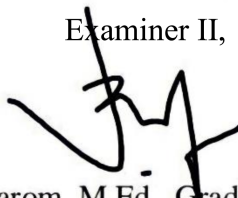

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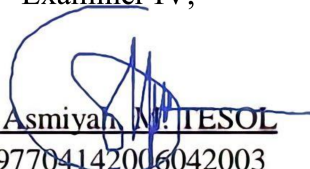
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ABSTRACT

Yulanda P, N. (2022). *Teacher Beliefs and Behaviors about Teaching Strategies to Approach Students with Different Learning Styles* A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Rizka Safriyani, M.Pd, Dr. Siti Asmiyah, M.TESOL

Key Words: *beliefs, parctices, learning styles*

The success of classroom teaching and learning activities depends both on the the way teachers teach and the students. This study was to discover teachers' beliefs and actual classroom practices in relation to students with different learning styles in elt context. This study applied a qualitative research method. This study took place in Islamic Junior High Schools in Jombang (MTsN 4 Jombang). The participants in this study were two teachers and 104 students who were taught by those teachers. This study used three data collections. The researcher took data by interviewing selected teachers and students, distributing questionnaires to the students taught by the teachers, and making observations on the teachers' LMS accounts. The results showed Teachers are holding positive convictions on students with different learning styles and come up with strategies for using media and providing varied activities and assignments as relevant strategies to accommodate students' different learning styles. My study gives the implication of developing strategies that can accommodate students with different learning styles in the online classroom.



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ABSTRAK

Yulanda P, N. (2022). *Teacher Beliefs and Behaviors about Teaching Strategies to Approach Students with Different Learning Styles* A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Rizka Safriyani, M.Pd, Dr. Siti Asmiyah, M.TESOL

Kata Kunci: *keyakinan, praktik, gaya belajar*

Keberhasilan kegiatan belajar mengajar di kelas tergantung pada cara guru mengajar dan siswa. Studi ini lahir untuk meneliti keyakinan guru dan praktik kelas yang sebenarnya dalam kaitannya dengan siswa dengan gaya belajar yang berbeda dalam konteks lingkungan. Penelitian ini menggunakan metode penelitian kualitatif. Penelitian ini mengambil tempat di Madrasah Ibtidaiyah di Jombang (MTsN 4 Jombang). Partisipan dalam penelitian ini adalah dua orang guru dan 104 siswa yang diajar oleh guru tersebut. Penelitian ini menggunakan tiga pengumpulan data. Peneliti mengambil data dengan mewawancarai guru dan siswa terpilih, menyebarkan angket kepada siswa yang diajar oleh guru, dan melakukan observasi pada akun LMS guru. Hasil penelitian menunjukkan Guru memegang keyakinan positif mengenai siswa dengan gaya belajar yang berbeda dan memunculkan strategi untuk menggunakan media dan memberikan aktivitas dan tugas yang bervariasi sebagai strategi yang relevan untuk mengakomodasi gaya belajar siswa yang berbeda. Studi saya memberikan implikasi pengembangan pengajaran yang dapat mengakomodasi siswa dengan gaya belajar yang berbeda di kelas online.

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By saying Alhamdulillah, all praises and thanks are due to the presence of Allah SWT. Because of His grace and guidance, the preparation of this thesis entitled “Teacher Beliefs and Actual Classroom Practices in Relation to Students’ Different Learning Styles” can be completed to fulfill one of the requirements in completing education at the Department of English Education at UINSA Surabaya.

The writer has gone through a long journey to complete the writing of this thesis. The writer is aware of many parties who have provided support and assistance during the completion of this study and thesis. Therefore, it is appropriate for the author to respectfully express his gratitude and pray that Allah will give the best reply to Prof. Dr. Muhammad Thohir, M.Pd as the Dean of the Faculty of FTK UINSA Surabaya, Rizka Safriyani, M.Pd., and Dr. Siti Asmiyah, S.Pd., M. TESOL as the writer’s supervisors in completing the thesis. Aris Bahari Rizki, S.Pd, MA. is an expert validator of the measuring instrument that the writer uses in this study. Lecturers of the Faculty of FTK UINSA Surabaya. All parties who have helped in the preparation of this thesis that the author cannot mention all of them.

Finally, the writer apologizes profusely for the mistakes made by the author since nothing is perfect. The researcher hopes that this thesis can be useful for readers and can be used as a reference for development in a better direction.

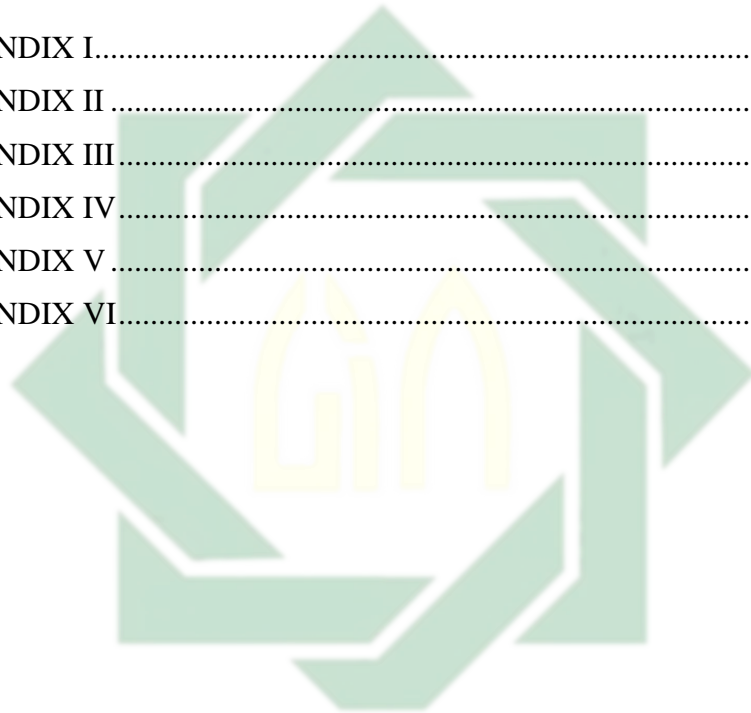
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LIST OF ABBREVIATIONS

GPA	: Grade Point Average
EFL	: English as a Foreign Language
MTsN	: Madrasah Tsanawiyah
LMS	: Learning Management System
KD	: Kompetensi Dasar



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CHAPTER I

INTRODUCTION

This chapter clarifies the background of the study which describes the reason why this study is conducted, research questions that help writers focus on their research by providing a pathway throughout the writing and researching process, objectives of the study which serve as a framework for the researcher, significance of the study that outlines the benefits of research, scope and limitation which constrains the issue to make the topic more specific, and definition of key terms that equates the definition of words or phrases that often appear in this study.

A. Background of the Study

Teachers' beliefs are such capable powers in teachers' choices and activities that they have been said to also influence learner accomplishment. In other words, teachers' beliefs are connected to students' performance and achievement.¹ Beliefs as a component of teacher competence play an important role in decision-making behavior inside and outside the classroom. Icang argued that explaining why teachers do what they do brings to development of a theoretical framework that draws on the beliefs teachers have. Teachers' beliefs arise from their rich experience in education, childhood life, media influence, and family.²

¹Iceng Hidayat, "Peranan Keyakinan Guru Terhadap Hakikat Dan Belajar Mengajar Sains Dalam Pengembangan Profesionalisme", *Cakrawala Pendidikan*, Februari 2007, Th. XXVI, No. 1, 68

² Ibid, 69

The teacher's beliefs in the decision teaching practice are crucial. Through this belief, the teachers choose what teaching and learning activities will be done they carry out. These teachers' beliefs shape the nature of practice teacher teaching. However, it is not only teachers who have a role in the success of learning, Mei Tai has found a significant relationship between students' motivation in learning English with their learning style.³ It means that learning style is important for students in their English study. Learning style is very closely related to students because indeed the activities they do every day are learning. Of course, this learning style affects students in many ways; one of them is in learning English.

The success of classroom teaching and learning activities depends both on the teachers and the students. Apart from the way teachers teach, students also play an important role in determining successful learning. Language learning style is one of the main factors that determine how students learn a second or foreign language.⁴ Because it requires collaboration between teacher and student, the teacher needs to convey the materials well using certain strategies and students also need to understand the materials provided by the teacher in their style.

Each student has a different learning style. Susilo distinguishes the types of learning styles into three namely visual, auditory, and kinesthetic.⁵ Students with visual learning styles need to see a phenomenon first to understand and believe it.

³Fang-Mei Tai, "Adult EFL Student's Preferred Learning Styles and Motivation", *Journal of Human Resource and Adult Learning*, Vol. 9, Num. 2, December 2013 issue, 165

⁴Zainla Arifin, "Analyzing the learning styles of junior high school students and the implication to English teaching; A case study at SMPN I Dagangan Madiun", *Jurnal Penelitian Humaniora*, Vol. 16 No. 1, 2015, 41

⁵H Susilo, *Lesson Study Berbasis Sekolah: Guru Konservatif Menuju Gurul Inovatif*, (Jatim: Bayu Media, 2011), 15

Auditory learning style controls the hearing to be able to understand or remember it. In the kinesthetic learning style, students must touch something that provides certain information to remember it. Unfortunately, not all students know the tendencies of their learning styles that can support their learning process, especially in learning English. They only followed what the teacher told them to, even though their learning style was different from what the teacher ordered. This can hinder student learning success.

Not only students but also teachers face problems related to their students' learning styles. Agustrianita stated that teachers' problem dealing with students' learning styles is the lack of teacher awareness of students' learning styles in the learning process.⁶ Each student has a different learning style, while in one class there are approximately 25 students, meaning there may be 25 different learning styles. According to Stevenson and Dunn, some students can learn simple knowledge even if their learning style and learning materials or resources do not match, but more when the learning materials match the strength of their learning style. They can learn effectively and quickly. It means that teachers should at least conduct activities that can cover all students' learning styles. However, a lack of teacher awareness about students' learning styles in the learning process can lead teachers to provide activities that only match several students' learning styles. Not only limited activity but also the use of media that does not vary can also be because of teachers' lack of awareness of students' learning styles. Almost all teachers

⁶Agustrianita, Didi Suherdi, Pupung Purnawarman, "Teachers' Perception on Students' Learning Style and Their Teaching", *Indonesian Journal of Curriculum and Educational Technology Studies*, Vol. 7 No. 1, 2019, 12

provide PowerPoint slides for their students without any interactive activity in every teaching-learning activity. Teachers open the slide PowerPoint and then explain it only. The use of media and the provision of activities like this cannot approach all student learning styles. This indicates that individual differences in learning style have been considered an important issue for teachers.

There needs to be a solution for teachers to overcome different students' learning style problems. As stated by Dick & Carey, the learning strategies comprise all the components of the subject matter and the strategies that will be utilized to assist understudies to accomplish certain learning objectives. Learning strategy can moreover be translated as designs of learning exercises that are chosen and utilized by the teacher relevantly, concurring to student characteristics, school conditions, the encompassing environment, and defined particular learning goals. The learning strategy consists of methods, techniques, and procedures that will guarantee students accomplish their learning goals.⁷ The learning strategy can be seen from seeing how the teacher practices when teaching in class. Educating isn't as it was passing on the subject matter, but it could be a preparation for changing student behavior concurring to the expected objectives. In this manner, an educator must have the capacity to plan and execute different learning techniques that are considered appropriate to interests and talents and agree to the level of student improvement.

⁷M. Yamin, "Metode Pembelajaran Bahasa Inggris di Tingkat Dasar", *Jurnal Pesona Dasar*, Vol. 1 No. 5, April 2017, 84

However, during the Covid-19 pandemic, there have been many changes that have had a major impact on the world of education. Covid-19 is an ongoing pandemic that is a respiratory syndrome caused by coronavirus 2. The virus shared 88% sequence identity with two bat-derived SARS-like coronaviruses but was more distant from the SARS coronavirus.⁸ WHO has declared the outbreak a pandemic because the virus was transmitted so quickly that it was exposed in most countries of the world. According to recent data, the number of confirmed cases is 9,590,890 positive cases in 216 countries around the world.⁹ Indonesia is one of the countries exposed to this virus from early March to the present. As of March 20th, more than 245,972 cases have been reported, affecting more than 160 countries. As this research was made, there is no official claim to treat or prevent infection with this virus. By the way, the impact of this on education is that all schools across the country have been closed to curb the spread of the coronavirus, and as of March 14, about 420 million children are absent from school. More than 13 countries have closed their schools and have been affected for the second time. The Indonesian government implements social distancing in the school area from elementary to tertiary level. The policy will continue to be implemented until conditions are declared conducive. During the pandemic, schools are closed but the learning process must continue.

The results of this policy-making will of course bring new influences to Indonesian education. Schools that were previously conducted face-to-face classes

⁸ Zi Yue Zu. MSc et.al, "Coronavirus Disease 2019 (COVID-19): A Perspective from China", Radiology 2020, 296:E15

⁹Who.int, 2020 Pandemic Covid-19 dan Online Learning

are now conducting online classes. Of course, the teachers, as the main actors in educational practice, feel the most obvious effect. The biggest distinction that's felt is the utilization of the web as the instrument for conducting educating and learning exercises. In addition, new teaching strategies are also needed that are appropriate not only to the nature and learning styles of students but also to the current situation.

Conducting research on students' learning styles is popular these last decades. It is proven by some previous studies, in almost every year this last decade, which have chosen a student's learning style as the topic. In 2011, Untoro conducted a study that discovered the effect of investigation and learning styles on students' writing of analytical exposition.¹⁰ He found that there was a noteworthy distinction between auditory students and visual students in their composing of the explanatory piece in both groups, the visual students had way better accomplishments than the auditory ones. Still, in the same year, Boström has investigated the effects of learning style responsive versus traditional approaches on grammar achievement.¹¹ The result of his study was that the learning-styles methodology gave a viable, positive implication of individualizing instruction and at the same time moving forward learners' states of mind toward learning grammar. In the next year, Tabatabaiea and Mashayekhi conducted a study about the relationship between student's learning style and their achievement.¹² They found the participants favored visual style the foremost, taken after by auditory, and the

¹⁰Bambang Untoro, "The Effect Of Group Investigation and Learning Style on Students' Writings of Analytical Exposition", *IJEE (Indonesian Journal of English Education)*, Vol. 3 No.1, 2016, 29

¹¹Lena Boström, "Effects of Learning-Style Responsive Versus Traditional Approaches on Grammar Achievement", *Institute for Learning Styles Journal*, Vol 1, Fall 2011, 2

¹²Omid Tabatabaiea, Somayeh Mashayekhi, "The relationship between EFL learners' learning styles and their L2 achievement", *Procedia - Social and Behavioral Sciences*, Vol. 70, 2013, 245

slightest favored learning style was kinesthetic. Even though the propensities were diverse, the success of these students did not appear critical contrasts. Moreover, major and gender did not influence the learning fashion inclinations. Mei Tai has discovered EFL students' learning styles and motivations.¹³ She found that computer-assisted style was seen by respondents as being the foremost favored. There were noteworthy connections between auditory, tactile, kinesthetic, and computer-assisted learning styles and motivation in learning English. Awla conducted a qualitative research design about students' learning styles and teaching strategies.¹⁴ The result of her study was that learning styles play an important role in the lives of learners. The continuity of studies on students' learning styles continues even these years. This popularity has highlighted that research on students' learning styles is interesting to be discussed. Moreover, researching students' learning styles is still relevant. Therefore, this study follows this popular issue to be investigated more by taking the context of EFL students' learning styles, especially in Indonesian ELT.

Furthermore, there are still several studies about teachers' beliefs, especially those related to student learning styles. Hashweh mentioned by Icing in his research argues that this far the researchers had focused more on the cognitive aspects of the thoughts of teachers. However, it will not be able to provide an adequate understanding of teacher behavior. Studies related to belief will be able to provide

¹³Fang-Mei Tai, "Adult EFL Students' Preferred Learning Styles and Motivation", *Journal of Human Resource and Adult Learning*, Vol. 9, Num. 2, December 2013 issue, 165

¹⁴Hawkar Akram Awla, "Learning styles and their relation to teaching styles", *International Journal of Language and Linguistics*, Vol. 2 No. 3, 2014, 242

a more promising approach to understanding teacher behavior better.¹⁵ Sibel Ersel Kaymakamoğlu has discovered teachers' beliefs, perceived practice and actual classroom practice in relation to traditional (teacher-centered) and constructivist (learner-centered) teaching.¹⁶ The discoveries demonstrated that there were discrepancies among teachers' beliefs, perceived practice, and actual classroom practice in most cases. Zheng explained a review of research on EFL pre-service teachers' beliefs and practices and found research on EFL pre-service teachers' beliefs has highlighted the complex array of factors that interact in the processes of learning and teaching.¹⁷ As those three studies From the three studies above, it can be seen that research on teacher beliefs and practices in the classroom related to differences in student learning styles is still under-explored. Thus, it is interesting for researchers to discuss the beliefs and classroom practices of teachers in the classroom related to differences in student learning styles.

Hence, this study discovers more facts from the teachers' side about their beliefs and actual practices about students with different learning styles. The researcher reveals deeper facts about teachers' opinions on the differences in students' learning styles. The researcher also explores the attitudes and practices of teachers in class while teaching. The reason for this study is to discover realities on how the teacher's beliefs about students with different learning styles and what the

¹⁵Iceng Hidayat, "Peranan Keyakinan Guru", *Cakrawala Pendidikan*, Februari 2007, Th. XXVI, No. 1, 68

¹⁶Sibel Ersel Kaymakamoğlu, "Teachers' Beliefs, Perceived Practice And Actual Classroom Practice In Relation To Traditional (Teacher-Centered) And Constructivist (Learner-Centered) Teaching", *Journal of Education and Learning*; Vol. 7, No. 1; 2018, 29

¹⁷Hongying Zheng, "A Review of Research on EFL Pre-Service Teachers' Beliefs and Practices", *Journal of Cambridge Studies*, Vol 4. No. 1 March 2009, 80

teachers do in the actual classroom with students' different learning styles. This research is also more special because of the specific context that underlies it, namely the Covid-19 pandemic. Therefore, this study was born to discover teachers' beliefs and actual classroom practices to students with different learning styles in an elt context.

B. Research Questions

Based on the rationale explanations within the background of the study above, the researcher formulated two research questions.

1. What beliefs do English teachers hold about student with different learning styles?
2. How are the actual English classroom practices of teachers in relation to student with different learning style in an Online Classroom During Pandemic Covid-19?

C. Objectives of the Study

The aims of this study below are made by the researcher based on the formulation of research question before

1. to discover the English teachers' beliefs about student with different learning styles in online EFL Classroom,
2. to get the information about the English teachers' actual classroom practices in relation to student with different learning style.

D. Significance of the Study

It is expected that many benefits can be drawn from this research, especially for those directly related to this research, namely teachers, students, schools, and further researchers.

1. For Teachers

For teachers, it is expected that the results of this study can open and change the views held against students. Teachers are expected to be more careful and considerate in teaching that produces quality teaching and learning activities resulting from the knowledge gained from this research.

2. For Students

For students, the results of this study can be a source of knowledge about the learning style they have and how teachers respond to them. The results of this knowledge can later be the basis for student behavior in teaching and learning activities in the online classroom.

3. For Schools

For schools, the results of this research are expected to be able to hold certain activities aimed at voicing differences in student learning styles to teachers. Also, make rules or suggestions for teachers to teach by considering students' different learning styles.

4. For Further Researchers

The result of this study can be a new source for other writers which can help to explore and conduct experiments on the education system in the learning process in Indonesia, especially on the topic of students' learning styles.

E. Scope and Limitation

This study covers the topic of teachers' beliefs and students' learning styles. This study only discovers teachers' beliefs about students with different learning styles and what teachers' actual action related to students with different learning styles in the online classroom, especially during pandemic Covid-19. The research is taken in an online learning class and is limited to the Islamic junior high school students in English course in the academic year 2020/2021 at Jombang. The researcher limits the study only to students at the secondary level because no matter how teenagers' thinking has developed, in some ways teenagers' thinking looks less mature, one of which is self-awareness.¹⁸ Teenage students have just entered the self-introduction stage. There are many things they want to know, but because of the measure of their experience, they have many doubts about many things, one of which is about their different learning styles. Their unconsciousness makes teachers have to work extra to apply teaching that accommodates all student learning styles.

F. Definition of Key Terms

To equate the definition of words or phrases that often appear in this study, the researchers explain it as follows.

1. Teachers' belief

¹⁸Desmita, *Psikologi Perkembangan Pendidik: Panduan Bagi Orang Tua dan Guru dalam Memahami Psikologi Anak Usia SD SMP SMA*, (Bandung: PT Remaja Rosdakarya, 2009), 111

Teachers' belief is an evaluative proposition in that it is accepted as true by individuals, which the teacher may and may not be aware of about students, classrooms, and material to be taught.¹⁹ Teachers' belief in this research means teachers' opinion in the psychological aspect about teaching strategies to facilitate students with different learning styles in English Classrooms.

2. Teachers' Practice

Action is derived from the experience of humans interacting with their environment which is then manifested in forms of knowledge, attitudes, and practices.²⁰ Teachers' practices is English teachers' actual action about in relation with students' different learning styles in an online English Classroom.

3. Students with different learning styles

Nunan defines the term learning style refers to any individual's preferred way of going about learning. Students with different learning styles in this research means students tend to think about the best way or condition for them to accept an English language material taught using strategies by English teachers in online English Classrooms.

¹⁹ Endang Fauziati, *Methods of Teaching English as a Foreign Language (TEFL): Traditional Method, Designer Method, Communicative Approach, & Scientific Approach*, (Surakarta: Era Pustaka Utama, 2015), 53

²⁰ Soekidjo Notoatmodjo, *Pendidikan Dan Perilaku Kesehatan*, (Jakarta : Rineka Cipta, 2003)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter examines the theories that are used to help the researcher in this research. It also presents theories from previous studies that help to guide this research.

A. Theoretical Framework

1. Teacher Beliefs and Actaul Practices

Belief is one of the factors in opinion. Sunarjo defines belief as a storage system that contains our experiences in the past, including thoughts, memories, and interpretations of something.²¹ Belief has a very similar meaning to trust. By the definition in the Oxford word reference, belief means an acceptance that something exists or is true, particularly without confirmation. While trust could be a firm conviction within the unwavering quality, truth, or capacity of somebody or something. The scope of belief is narrower when compared to trust. Belief is used to express personal opinions that are not necessarily approved by others. Meanwhile, trust is a strong opinion shared by others.

Teacher beliefs are critical concepts that contribute to understanding educator thought forms, guidelines practices, and change and learning for educating.²² The conceivable reason is that belief is one of the factors that

²¹Djoenaesih S. Sunarjo, *Opini Publik*, (Yogyakarta: [Liberty](#), 1984), 89

²²Hongying Zheng, "A Review of Research", *Journal of Cambridge Studies*, Vol 4. No. 1 March 2009, 80

coordinate someone in making choices. Teacher beliefs, subsequently, are a vital thought in conducting teacher instruction outlined to help teachers in creating their consideration and practice. It was noted that teachers ought to evaluate their possess instructing practice. In specific, classroom practice ought to bolster dynamic requests with space and assets, where learners can practice social values that are conducive to their learning. In specific, teachers should effectively take part in arranging, improving, appraisal, and adjusting.

2. Components of Teaching Learning

There are ten components of the teaching-learning strategy.²³ The components are related to teacher, student, learning objective, learning material, learning activity, teaching method, learning media, learning source, evaluation, and environment.

The teacher is the subject of learning; in this case, the teacher is one of the most important factors. The teachers must be able to manipulate other components to be varied to fit the environment there to be the expected from the learning process of students, which ultimately learners get a learning outcome as expected. The teacher also applies the teaching strategy in the teaching-learning process.

Students are the components that carry out learning activities to develop their potential for real ability to achieve learning goals. Students in this case is an object that needs to be fulfilled, namely learning. The teaching strategy provided

²³ Iifkhoiru Ahmadi, dkk, *Strategi Pembelajaran Sekolah Terpadu*, (Jakarta: Prestasi Pustaka Publisher, 2011), 16-17

by the teacher should follow the needs and desires of students. Therefore students need to be involved in teaching and learning activities. The quality and amount of student inclusion are affected by two components, specifically inner variables, and outside variables. Inner components incorporate physical components, motivation in learning, intrigued in a given action, insights, and so on. Whereas outside components incorporate teachers, learning materials, media, time allotment, facilities, and so on.

Learning objective is the fundamental establishment to decide the strategy, learning material, media, and the evaluation of learning. Learning objectives provide instructions for selecting course content, arranging the order of topics, allocating time, instructions in selecting teaching aids and teaching procedures, and providing standards to measure student learning achievement. Creating learning objectives makes it easier to communicate the purpose of teaching and learning activities to students which can engage students in doing their learning actions more independently.

Learning material is the knowledge that is arranged systematically following development plans aimed at advancing student knowledge. The component of learning material can be distinguished between formal material and informal material. Formal material is the content of lessons that are contained in official textbooks (for example textbooks) in schools, while informal materials are learning materials that are sourced from the school environment concerned.

Providing activity implies coordination of the arrangement of exercises, equipment, and materials as well as the time utilized within the learning process, to attain the desired learning goals actively and efficiently. Activities that are provided should be able to activate students' high-level thinking. Activities that only stimulate students to remember the material do not help students understand the material being taught. In addition, the activities that are provided by the teacher should also be varied between individual and group activities to generate students' collaboration with one another.

Method of teaching is the way used to achieve the learning objectives which have been planned. The method is the method used by teachers in conveying learning messages to students in achieving learning objectives and components which also have a very determining function. The success of achieving goals is largely determined by this component. However complete and clear the other components are, without being able to be implemented through appropriate methods, these components will have no meaning within the handle of accomplishing objectives. In educating and learning exercises, teachers don't have to adhere to utilizing one strategy, but teachers should utilize an assortment of strategies so that the course of education isn't boring, but draws in the consideration of students. But also the use of a variety of methods will not benefit teaching and learning activities if the use is not appropriate and by the situations that support it and the psychological condition of students.

Media are all forms and channels used to convey messages or information. Media can be in the form of people/teachers, electronic devices, printed media,

and so on. Learning media has functioned as a physical means of delivering material, and a messenger. Thus, the learning media may be an instructing instrument that's utilized to assist pass on the subject matter in the educating and learning exercises to facilitate the accomplishment of the learning targets that have been defined.

The source of learning is everything that can be used as a place or reference where learning materials can be obtained. Learning resources have a very important function because learning resources help students to develop their knowledge more effectively. In the use of learning resources, teachers have the responsibility of helping students learn to make learning easier, smoother, and more focused.

Evaluation is a component that serves to discover whether the objectives set have been accomplished or not and has worked as input to make strides in the methodology set. Evaluation not only helps confirm student success in the learning process but also provides teacher feedback on student performance in learning management. Through evaluation, teachers can identify deficiencies in the use of various components of the learning system.

The environment is the physical situation and condition (e.g. climate, location,) and relationships between people, for example with friends, and students with other people. Learning is an activity that requires high concentration. A comfortable learning place and environment will make it easier for students to concentrate. One important aspect of success in the learning

process is the creation of effective learning conditions, conditions that are truly suitable and support the continuity of the learning process, by the teacher.

3. Learning Style

There are many definitions of the term “learning styles” according to the experts. Brown states that style is a term that refers to a tendency or preference that is consistent and enduring in a person.²⁴ According to Nunan learning style refers to the preferred ways of individuals to learn.²⁵ It is generally assumed that one's learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience.

There are various kinds of views regarding learning styles that have been popular among educational leaders. According to Gregorc, there are four combinations of behavior groups called thinking styles, among these styles are concrete sequential, abstract sequential, concrete random, abstract random. Individuals who drop into the two “sequential” categories tend to have left-brain dominance, whereas individuals who think “randomly” are ordinarily right-brain ruled.²⁶ One of the foremost well-known approaches to learning styles created by Ken and Rita Dunn is that teachers discover that understudies contrast in their reactions to three key measurements of learning: (such as sound, light, and temperature), physical boosts (eg verbal versus written),

²⁴H. Douglas Brown, *Principles of Language*, (New York: Longman, 2000), 119

²⁵ David Nunan, *Language Teaching*, (Sydney: Prentice Hall, 1991), 168

²⁶ Bobbi Deporter & Mike Hernacki, *Quantum Learning*, (Bandung: PT Mizan Pustaka, 2010), 124

structure and bolster (eg working alone or in bunches).²⁷ Based on the Neuro-Linguistic Programming developed by Richard Bandler and John Grinder in the communication strategy model, it is known that in addition to entering information from the five senses, there is also a preference for how we create and give meaning to information. In general, we use three sensory preferences, namely based on visual (sight), auditory (hearing), and kinesthetic (touch and movement). This is known as the V-A-K modality, hereinafter known as the V-A-K learning style.²⁸

Nunan, in his book, explains about V-A-K learning style. Kinesthetic learning styles are students who are interested in activities by moving, working, and touching. These learners discover it troublesome to sit still for hours since their craving for action and investigation is exceptionally solid. They feel they can learn better if the method is accompanied by physical movement. Students with this sort like to undertake and are by and large less flawless and are weaker in verbal exercises. Auditory learning styles can assimilate data from the ear/hearing. Students who have an auditory learning style can learn faster by utilizing verbal dialog and tuning in to what the teachers say. Auditory students have an affectability to music and are great at verbal exercises, they talk with a designed cadence, usually, speakers are fluent, and like to talk about and clarify everything at length. Students with this sort of learning style are easily

²⁷ David A. Jacobsen, dkk, *Methods For Teaching Metode-Metode Pengajaran Meningkatkan Belajar Siswa TK-SMA Edisi ke-8*, (Yogyakarta: Pustaka Pelajar, 2009), 279

²⁸ Adi W. Gunawan, *Genius Learning Strategy Petunjuk Praktis Untuk Menerapkan Accelerated Learning*, (Jakarta: PT Gramedia Pustaka Utama, 2003), 143

distracted by noise and are weak in visual activities. Visual learning style (visual learner) is a learning style that emphasizes the sharpness of eye vision. That is, concrete proof must be appeared to begin with so students get it. The characteristics of students who have a visual learning style are that they ought to additionally capture data outwardly sometime recently they get it.²⁹

Learning styles can also be formed from a combination of certain learning styles. Students who show a strong tendency towards one learning style are called unimodal. Students whose tendencies in several learning styles are relatively balanced are called multimodal. The unimodal learning style itself is divided into three sub-groups, namely: mild, strong, and very strong. Likewise, multimodal learning styles are divided into three sub-groups, namely: bimodal for those with two preferences, trimodal for those with three preferences, and quad modal for those with four preferences. Bimodal learning styles, for example, are a combination of visual-kinesthetic. Trimodal learning styles such as a combination of reading / write-auditory-kinesthetic. Quad modal learning styles are a combination of the four learning styles, for example, read / write-visual-kinesthetic-auditory.³⁰

4. Teachers and Students Learning Style

The teacher ought to get that each understudy has contrasts in learning. Student learning styles are exceptionally imperative for students. By knowing

²⁹ David Nunan, *Language Teaching*, (Sydney: Prentice Hall, 1991)

³⁰ Ali Habib, *Profil Gaya Belajar Siswa SMP Pada Pembelajaran Biologi*, Skripsi, (Bandung: UPI FMIPA, 2008), 8

their learning styles, students can apply a learning framework that suits their inclinations in order to create their students' learning preparation simpler, quicker, and more effective. In expansion, students who realize their learning styles can unravel their learning issues more successfully. The more effective the learners were at their issues, the superior they would be in control of their possessive lives.³¹ However, for junior high school students, the term learning style is still unfamiliar. Therefore, as much as possible the teachers should adjust their teaching styles to the differences in student learning styles, or even the teacher can help students find out what their respective learning styles are.

The good thing about understanding student learning styles is that the teachers can plan to instruct plans that suit their students' learning styles. Alteration is exceptionally imperative, particularly when dealing with unused students who do not get it themselves completely. Teachers' understanding of student learning styles that are applied in the teaching process helps students learn how to learn. In this way, students ended up more free and capable of their own learning. As a result, teacher control of students will be reduced and students will be more certain when learning and understanding the material. It, at this point, makes students become the center of the learning process and control their learning, while the teacher acts as a facilitator.³²

³¹ J. Biggs, *Enhancing Learning: A Matter of Style or Approach?* In R.J. Sternberg, L.F, (2001)

³² Gilakjani A.P, Ahmadi, S.M., "The Effect of Visual, Auditory, and Kinesthetic Learning Styles on Language Teaching", *International Conference on Social Science and Humanity*, 5, 2001, 492

5. Matching Teaching Style to Learning Style

Matthew Peacock found that a mismatch between teaching and learning styles leads to learning failure and frustration, and this has implications for both students and teachers³³ because it is very necessary to be aware of student learning styles and teacher teaching styles. Peacock suggests that EFL teachers try to identify their own teaching styles, identify their students' learning styles, and try to accommodate those learning styles. Matching teaching styles that accommodate various learning styles is one solution.

But the fact is that it is almost impossible for teachers to use methods that can accommodate all student learning styles in one meeting. However, teachers can present information in two complementary modes during the process of explaining the material, such as the use of videos that accommodate students with visual and auditory learning styles. The teacher can also provide a variety of activities that accommodate students with kinesthetic learning styles. This can happen if teachers are more aware of their own teaching styles and the different learning styles of their learners. This indicates that teachers need to involve students more in lesson planning and assignments, giving students more control over their learning, as well as giving students more opportunities to speak.

In his research, Felder argues that teachers do not have to change their teaching style to suit student learning styles. The instructional techniques given

³³ Matthew Peacock, "Match or mismatch? Learning styles and teaching styles in EFL", *International Journal of Applied Linguistics*, Vol. 11, No. 1, 2001 1, hal 15

below are considered sufficient to accommodate the various learning styles of students.³⁴

- 1) Motivate Learning. Teachers should teach new material that is related to students' daily lives which relates to their personal and career experiences, rather than just teaching something to memorize.
- 2) Balance conceptual information and factual information. Teachers can teach conceptual information and factual information by balancing inductive and deductive teaching approaches. For low-level students conceptual knowledge will be very difficult to understand, therefore the teacher needs to balance it by giving examples of facts that interest students.
- 3) Use a variety of media. Teachers are advised not to fill every minute of the lesson by writing on the blackboard. Teachers are also advised to provide intervals, however short, for students to understand the material that has just been explained
- 4) Give assignments in a variety of ways. The teacher can give students the option to cooperate on certain tasks, and work on other assignments individually. This is because active students generally learn best when they interact with others; if they are not given the opportunity to do so, they are missing out on the most effective learning tools.

³⁴Felder Richard M, "Learning and Teaching Styles In Foreign and Second Language Education", *Foreign Language Annals*, 28, No. 1, 1995, hal 28-29

B. Review of Previous Studies

This part is created to make a review of a few previous studies conducted by other researchers which have a comparable center with this study about teachers' beliefs and actual classroom practices towards students' learning style and teaching strategy that will be explained in the following paragraphs.

The first study was conducted by Schwartz; he investigated the relationship between cognitive learning styles and academic performance among freshmen college students at a major research college in the Southeast United States.³⁵ This consideration found that the normal GPA based on the learning style was critical. Students with a concrete consecutive or unique consecutive learning fashion had an altogether higher GPA than students with theoretical irregular or concrete irregular learning styles.

The second study is from Tabatabaei and Mashayekhi; they have conducted a study about the relationship between a students' learning style and their achievement.³⁶ The results showed that the participants favored visual style the foremost, taken after by auditory, and tactile, and the slightest favored learning style was kinesthetic. Even though the inclinations were diverse, the success of these students did not appear critical contrasts. Moreover, major and gender orientation did not influence the learning style inclination.

³⁵Benjamin J. Schwartz, "Cognitive Learning Styles", *Asia University CELE JOURNAL*, Vol. 27, 165

³⁶Omid Tabatabaei, Somayeh Mashayekhi, "The relationship between EFL learners' learning styles and their L2 achievement", *Procedia - Social and Behavioral Sciences*, Vol. 70, 2013, 245

Then, Boström discovered the effects of Learning-Style Responsive Versus Traditional Approaches on Grammar Achievement.³⁷ The discoveries demonstrated that the learning-styles technique gave a viable, positive implication of individualizing instruction and at the same time moving forward learners' states of mind toward learning language structure. These findings indicate most previous studies discover facts from the student's perspective, just at least which discover facts from the teacher's perspective. Hence, this research will center on the teacher's viewpoint more.

Furthermore, there are still several studies about teachers' beliefs, especially those related to student learning styles. Hashweh mentioned by Icing in his research argues that this far the researches had focused more on the cognitive aspects or the thoughts of teachers. However, it will not be able to provide an adequate understanding of teacher behavior. Studies related to belief will actually be able to provide more promising approach to understanding teacher behavior better.³⁸ Fazıl Küçük has discovered teachers' beliefs, perceived practice and actual classroom practice in relation to traditional (teacher-centered) and constructivist (learner-centered) teaching.³⁹ The discoveries demonstrated that there were discrepancies among teachers' beliefs, perceived practice and actual classroom practice in most cases. Zheng explained a review of research on efl pre-service teachers' beliefs and

³⁷ Lena Boström, "Effects of Learning-Style Responsive", *Institute for Learning Research Journal*, Vol 1, fall 2011, 1

³⁸Iceng Hidayat, "Peranan Keyakinan Guru", *Cakrawala Pendidikan*, Februari 2007, Th. XXVI, No. 1, 68

³⁹Sibel Ersel Kaymakamoğlu, "Teachers' Beliefs, Perceived Practice And Actual Classroom Practice In Relation To Traditional (Teacher-Centered) And Constructivist (Learner-Centered) Teaching", *Journal of Education and Learning*; Vol. 7, No. 1; 2018, 29

practices and found research on efl pre-service teachers' beliefs has highlighted the complex array of factors that interact in the processes of learning and teaching.⁴⁰ As those three studies From the three studies above, it can be seen that research on teacher beliefs and practices in the classroom related to differences in student learning styles is still under-explored. Thus, it is interesting for researchers to discuss the beliefs and behavior of teachers in the classroom related to differences in student learning styles.

Hence, this study discovers more facts from the teachers' side about their beliefs and actual practices in relation to students with different learning styles. The researcher reveals deeper facts about teachers' opinions on the differences of students' learning styles. The researcher also explores the attitudes and practices of teachers in class while teaching. The reason for this study is to discover realities on how the teacher's beliefs about students with different learning styles and what the teachers do in actual classroom in relation students' different learning styles. This research is also more special because of the specific context that underlies it, namely the Covid-19 pandemic. Therefore, this study was born to discover teachers' beliefs and actual classroom practices in relation to students with different learning styles in elt context.

⁴⁰ Hongying Zheng, "A Review of Research on EFL Pre-Service Teachers' Beliefs and Practices", *Journal of Cambridge Studies*, Vol 4. No. 1 March 2009, 80

CHAPTER III

RESEARCH METHOD

This chapter discusses an overview of how the researcher will carry out the research which is described in the research design, what information will be taken and where to induce it in the data and source data, and how to induce the specified information which explained in data collection techniques and research instruments, how the researcher analyzes the data portrayed in data analysis techniques and validity data that explain how the validity of the discoveries of this study.

A. Research Design

This study applied a qualitative research method. This study discovered more facts on the teacher's side about their beliefs on students with different learning styles and their actual actions related to students with different learning styles in the online classroom. Creswell characterized qualitative research design pointed to investigating the meaning of a person or community's suspicion of a social or human issue in profundity.⁴¹ Thus, the qualitative research design was suitable for the aim of this research. Subsequently, the qualitative research design was utilized for this research.

⁴¹John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3th edition, (USA: SAGE Publication, Inc., 2008) 4

This study took place on English Language Teaching in Indonesia, especially in Islamic Junior High Schools in Jombang (MTsN 4 Jombang). Participants who participated in this research as a source of data were selected purposefully. The teachers who were interviewed were two English teachers at MTsN 4 Jombang who taught English online during the 2020/2021 academic year. Gender was not a problem, female and male teachers could be the object of research. Teacher age was also not a problem. Since this topic was general, it was better to get data from a variety of perspectives. The number of students who participated in this study was 104 students which were taught by the chosen English Teachers. The researcher limited the study only to students at the secondary level because no matter how teenagers' thinking has developed, in some ways teenagers' thinking looks less mature in some ways, one of which is self-awareness.⁴² Teenage students have just entered the self-introduction stage. There are many things they want to know, but because of the measure of their experience they have many doubts about many things, one of which is about their different learning styles. Their unconsciousness makes teachers have to work extra to apply teaching that accommodates all student learning styles.

B. Data and Source of Data

In this study, there were two data collected by the researcher. The first data was teachers' beliefs about students with different learning styles in English classrooms. The second data was teachers' actual classroom practices in relation to

⁴²Desmita, *Psikologi Perkembangan Pendidik: Panduan Bagi Orang Tua dan Guru dalam Memahami Psikologi Anak Usia SD SMP SMA*, (Bandung: PT Remaja Rosdakarya, 2009), 111

students with different learning styles in an English online class during pandemic Covid-19. The source of teachers' belief about students' different learning styles was English teachers who had been selected by the researcher in Islamic Junior High School MtsN 4 Jombang. The source of teachers' actual classroom practices in relation to students with different learning in an English online class during pandemic Covid-19 was the students of the English teachers in Islamic Junior High School MTsN 4 Jombang which were taught by the chosen teachers. History of what teachers did in LMS (Learning Management System) and teachers who had been chosen were also the source of teachers' actual classroom practices in relation to students with different learning in an English online class during pandemic Covid-19.

C. Data Collection Technique

The purpose of the data collection technique was to appear how the researcher assembled information that was required from the field. Three techniques were used in this research: interview, questionnaire, and documentation.

1. Interview

To answer the first research question, the researcher conducted this interview. Interviews were conducted to collect data on teachers' beliefs about students with different learning styles in English classrooms. The teacher criteria needed were seventh grade teachers who taught English in an online classroom and utilized the use of LMS during the learning process. Therefore interview was held only to ask one seventh grade teachers at MTsN 4 Jombang who taught English online during the 2020/2021 study period which utilized the

use of LMS during the learning process. Gender was not a problem, female and male teachers could be the object of research. Teacher age was also not a problem. Since this topic was general, it was better to get data from a variety of perspectives. The interview was conducted face to face. Collecting data by interviewing was held after the teachers agreed to be interviewed. After getting the approval, the researcher interviewed by preparing all the questions and turning on the recording device then starting to ask the teacher. This interview was semi-structured. This kind of interview was chosen since it may offer assistance to the researcher to analyze the information which was in understanding with the investigation address but still opens up openings for participants to bring up unused truths that were still related to this investigation.

This interview was also done to answer the second research question. Interviews were conducted to collect data on teachers' actual classroom practices in relation to students with different learning styles in an English online class during pandemic Covid-19. The interview was held to ask 2 teachers and 2 students who were taught by the chosen teachers for each class. The two students selected to conduct interviews were the most active students during the online learning activities. The most active in this case means doing all the tasks and activities given by the teacher. The interview with teachers was conducted face to face while the interview with students was conducted by voice note through the WhatsApp application. Collecting this data was held after the teachers permitted their students to be interviewed. After getting the approval, the researcher contacted the students one by one and started to ask the

students. This student's interview was structured. Structured interviews are easily replicated as a fixed set of closed questions when used, hence they are easy to quantify which means that it is also easy to test their reliability. In addition, Structured interviews can be conducted in a short time to reach a large number of samples. Therefore, research findings represent the population and can be generalized to the entire population.

2. Survey

This survey was done to answer the second research question. Questionnaires were done to collect data on teachers' actual classroom practices in relation to students with different learning styles in an English online class during pandemic Covid-19. The survey was held only to ask the students about their teachers' actual classroom practices in relation to students with different learning styles in an English online class during pandemic Covid-19. The survey was done online by Google form because students did not come to school during the pandemic Covid-19. One hundred and four students participated in this research. Students who participated were the ones who were taught by the chosen teachers. Collecting data by giving questionnaires to students was held after the teacher agreed their students could be asked.

3. Documentation

This procedure was utilized to answer the second research question regarding teachers' actual classroom practices in relation to students with different learning styles in an English online class during pandemic Covid-19. The document that was collected was a history of the activities that the teacher

did to teach using the LMS (Learning Management System) during the online English class. The researcher requested access to the LMS that teachers used for online teaching. After gaining access, the researcher saved the activity history in the form of an image by taking a screenshot. The document captured was the same material in one meeting from all classes of each chosen teacher. This technique was used to strengthen the data for teachers' behaviors which were related to teaching strategies to approach students with different learning styles in an English online class during pandemic Covid-19.

D. Research Instruments

There were three instruments in this research, each data collection technique had a different instrument. For the questionnaire, the instrument was a list of questions (Questionnaire). Interview guideline was used as an instrument for interview technique. For the documentation, a documentation checklist was used as the instrument.

1. Interview Guidelines

The researcher made the interview guidelines for teachers based on Brown⁴³ and Hartanto's⁴⁴ theory about teaching strategy. There were a total of 19 questions regarding the opinions and beliefs of teachers about different students' learning styles teachers' actual classroom practices in relation to students with different learning styles in an English online class during pandemic Covid-19. The 19 questions were divided into three initial questions

⁴³ H. Douglas Brown, *Principles of Language*, (New York: Longman, 2000), 113

⁴⁴ Endang S Hartanto, *Diktat Strategi Pembelajaran*, (Jakarta: STT SETIA, 2008), 5

that asked teachers beliefs on different students' learning styles, then the remaining 16 questions were questions about teachers' actual classroom practices in relation to students with different learning styles in an English online class during pandemic Covid-19. The questions in this instrument were made using the Indonesian language even though the teacher had good English skills, this was intended for the teacher to fully understand the questions therefore the teacher could answer more specifically.

The researcher made the interview guidelines for students by adopting the interview guideline made for teachers. There were a total of 13 questions regarding the students' opinions about teachers' actual classroom practices in relation to students with different learning styles in an English online class during pandemic Covid-19. The questions in this instrument were made using the Indonesian language to make it easier for students to understand and answer the questions asked.

2. List of Questions

The researcher made the questionnaire based on Brown⁴⁵ and Nunan⁴⁶ theory about student's learning style and Brown⁴⁷ and Hartanto's⁴⁸ theory about teaching strategy. There were a total of 26 questions regarding the students' opinions about their teachers' actual classroom practices in relation to students with different learning styles in an English online class during pandemic Covid-

⁴⁵ H. Douglas Brown, *Principles of Language*, (New York: Longman, 2000), 119

⁴⁶ David Nunan, *Language Teaching*, (Sydney: Prentice Hall, 1991), 168

⁴⁷ H. Douglas Brown, *Principles of Language*, (New York: Longman, 2000), 113

⁴⁸ Endang S Hartanto, *Diktat Strategi Pembelajaran*, (Jakarta: STT SETIA, 2008), 5

19. This questionnaire was divided into three parts, namely questions that ask about the activities of the teacher in the online classroom, the methods the teacher used when teaching in the online classroom, and the media and learning resources used by the teacher to teach in the online classroom. This questionnaire was in the form of closed-ended questionnaires. The statements in this instrument were made using the Indonesian language because this instrument was distributed to students who had low English proficiency.

3. Checklist

The researcher made a checklist adopting the questionnaire that had been made previously. Mostly, the function of the checklist was to find out how the teacher carries out learning through LMS. The checklist was made in Indonesian. The checklist served as a guide for the author to take notes that make it easier to analyze data.

E. Data Analysis Techniques

The researcher utilized certain methods to analyze the collected information. Each data from each data collection technique had different steps to be analyzed. The description of further explanation of the data analysis techniques is described below.

1. Data from Interview

The researcher analyzed the data from the interview by following the method described by Mohammad Mahpur.⁴⁹ The procedure consists of four

⁴⁹Mohammad Mahpur, *Memantapkan Analisis Data Kualitatif Melalui Tahapan Koding*, (Malang: Fakultas Psikologi Universitas Islam Negeri, 2017)

main steps which are transcribing, reading, coding, categorizing, and drawing conclusions.

a. Transcribing

Transcribing data means copying sound or video in text or written form. After the analyst got the required information, a transcription of the results of the interview was made. The data transcribed was data related to the research questions. The interview was conducted and transcribed in Indonesian, there was no translation process to English.

b. Reading

After the information was gotten, the researcher studied all the information. Data read by researchers was data collected from interviewing the teacher. The method of perusing the data was done for the needs of another analysis step.

c. Coding

The next step coding was done by highlighting the key point of the data. The highlight here is meant by giving different specific signs for each key point. This was done for identifying and classifying all statements that exist on the data collection instrument based on the variable being studied.

Example

Subject 1: “*oh iya mbak pas membuat rpp saya inget kalo siswa beda beda jadi ya media pas saya ngajar tak bedakan, macem macem bentuknya biar siswa juga gak bosan.*”

Subject 2: *“kalau aku seh mbak ya mempertimbangkan tapi karena fasilitas sekolahnya gak mumpuni jadi kayak percuma kalau tak masukkan rpp soalnya ya pasti gak bisa diterapkan jadi cuma sekedar pertimbangan aja.”*

Subject 3: *“kalau mempertimbangkan endak seh mbak, anak anak kalau saya ngajar ya apa pun suka suka ae soalnya ya emang mereka punya motivasi tinggi buat belajar bahasa inggris meskipun media yang saya pakai ya gak terlalu bervariasi.”*

Note: the answers were divided into two categories. The first was about the teacher's consideration of students' different learning styles in creating lesson plans. The second was the media used by teachers in teaching English. Sentences marked in yellow and green were related to the first category. Yellow had the meaning participants considered, while green meant that participants did not consider. Sentences or phrases marked in blue and pink were related to the second category. Blue meant that participants used a variety of media, while pink means that participants did not use a variety of media.

d. Categorizing topics based on similarities

After the coding step, the next step was categorizing the data. Data categorization was done by grouping data according to certain similar themes. The grouping could use media tables. This process was carried out for researchers to read and analyze data.

Example

Table 3.1 Interview's data categorization

Fact 1 (considering students learning style in RPP)		
Subject	Considering	Not Considering
1	iya mbak pas membuat rpp saya inget kalo siswa beda beda	
2	kalau aku seh mbak ya mempertimbangkan	
3		kalau mempertimbangkan endak seh mbak

e. Drawing conclusions

The last step was concluding. Making conclusions was aimed at making it easier for researchers to read and know the results of the main ideas of the data that had been taken.

2. Data from Survey

The data from the questionnaire was processed by adapting Hasan's theory.⁵⁰ The data was processed in stages in the form of editing, coding, tabulating, and interpreting.

⁵⁰ Iqbal Hasan, *Analisis Data Penelitian dengan Statistik*, (Jakarta: Bumi Aksara, 2006), 24

a. Editing

Editing was checking or correcting data that had been collected, the goal was to eliminate the errors contained in recording in the field and was corrective. The data was answered and filled in all columns or questions. None of the answers were left blank. The data analyzed was perfectly valid and contained all the required information. Inappropriate data was eliminated.

b. Coding

Coding was an attempt to classify answers by the path marking each particular code is usually a number. In this study, the coding technique was used to mark each item of the teacher's behavior questionnaire in the online class by giving a code in the form of a number for each answer in the questionnaire item.

c. Tabulating

In this stage the researcher entered the data into tables and arranged the numbers to count the number of cases in various categories. This was done to make it easier to read data that had been coded and scored.

Example

Table 3.2 : Tabulating questionnaire data

No	Questions	Student's Responses					Total Responses
		4	3	2	1	0	

1	Item 1	70	22	20	8	0	120
2	Item 2	72	25	18	5	0	120
3	Item 3	77	18	22	3	1	120
4	Item 4	89	17	10	4	2	120
5	Item 5	92	18	8	2	0	120

d. Interpreting

The researcher created data interpretations from calculated responses. This stage was carried out to explain the data that was still in numerical form. This explanation helped the researcher to describe the research results.

3. Data from Documentation

The researcher analyzed the documentation data by following the method described by Mohammad Mahpur.⁵¹ The procedure consists of three main steps which are reading, giving a checklist and taking notes, and interpreting.

a. Reading

After the information was gotten, the researcher studied all the information. Data read by researchers was data collected from

⁵¹Mohammad Mahpur, *Memantapkan Analisis Data Kualitatif Melalui Tahapan Koding*, (Malang: Fakultas Psikologi Universitas Islam Negeri, 2017)

documentation of teacher LMS accounts. The process of reading the data was done to further understand the data to be analyzed.

b. Giving checklist and Taking notes

After reading, the researcher put a tick on the checklist. After that, the researcher made a small note to help the next process which was an interpretation.

c. Interpreting

The researcher created data interpretations from the notes taken. This stage was carried out to explain the data that was still not constructed. This explanation helped the researcher to describe the research results.

F. Validity

After analyzing the data, it was necessary to test the validity of the findings of this study; especially since this study was qualitative research. According to Creswell, there are three ways to validate findings, namely members checking, triangulation, and auditing.⁵² In this study, triangulation was chosen to validate the findings. In the journal "Data Analysis Techniques Triangulation", Johnson stated that there are four ways to validate qualitative research data. He stated triangulation includes four things, namely: (1) method triangulation, (2) inter-researcher triangulation (if the research is conducted in groups), (3) triangulation of data sources, and (4) theory triangulation.⁵³ This study had three techniques for

⁵²John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 4th edition, (USA: SAGE Publication, Inc., 2014), 41

⁵³Ibid, 48

collecting data which consist of interviews, questionnaires, and documentation. The interview was held to ask the teacher about their opinion of students with different learning styles and asked the students about teachers' actual practices which were related to students with different learning styles in an English online class during a pandemic Covid-19, while the survey was held only to ask the students. The variety of techniques used aimed to obtain accurate and valid data. This was following the way of data resources triangulation. Therefore, the results of this study can be guaranteed to be valid because it collects data from different ways and perspectives.

G. RESEARCH STAGES

This study has long been processed to be finished. The process of this study is done by the following steps.

1. Preliminary Research

The researcher conducted literature research and simple observations at the very beginning before conducting the research. The researcher chose topics that they like to learn more about the facts and then looked for several journals and articles related to the topic. In addition, the researcher also made simple observations to find out the problems that exist around the researcher, the researcher found a low level of awareness of the lecturers of the diversity of student learning styles. From the literature research and simple observations, the researcher decided to do this research.

2. Planning

The next step after doing preliminary research was planning the research. This planning was realized in the form of a research proposal. This research proposal contained background problems that underlie the reasons for conducting this research, supporting theories, and research methods to help researchers retrieve and analyze data.

3. Implementing

At this stage, the researchers took the necessary data. Data collection was carried out under the plan that was made in the previous stage, namely the planning stage. Interviews and questionnaires were held based on the interview guidelines and a list of questions that had been previously prepared.

4. Analyzing

After the data collection process at the implementing stage had been completed, the next step was analyzing the data. The analysis process is carried out following the planned analysis stages.

5. Concluding

The last stage is to conclude. Conclusions were made based on the results of data analysis at the previous level. The conclusion that was made should answer the question of the research that has been set. Because this research is qualitative, the results of the interpretation of the data must be a descriptive explanation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher explains the results of data collection that has been carried out. The researcher explains the final data that has been analyzed previously. The researcher divides the presentation of the data into two sub-chapters, namely findings and discussion.

A. Findings

Two teachers teach seventh-grade students in MTsN 4 Jombang are S and A. These two teachers have been teaching English at MTsN 4 Jombang for about 23 years, from 1998. When this research was conducted, S and A were chasing seventh-grade students of MTsN 4 Jombang. S was chasing seven classes of male students, meanwhile, A was chasing five classes of female students. Because MTsN 4 Jombang is a school located between several huts, the classes are separated based on gender which is male and female students. In this research, S was the teacher chosen as the subject of this research because A has never done an online class in LMS (MTsN 4 e-learning). A conducted online class without utilizing LMS, she did it using WA group which can not be observed by the researcher. The total number of students were 183 students, while those who participated in this study were 104 students. This was because not all students have Internet access to fill out questionnaires conducted online by the researchers.

The analysis is explained based on the topic which is divided into two parts, namely teachers' beliefs on teaching strategies to approach students with different learning styles and the teacher's behavior on teaching strategies to approach students with different learning styles.

1. Teachers Holding Optimistic Beliefs On Teaching Students With Different Learning Styles

The first thing to be analyzed was about the teachers' beliefs on teaching strategies to approach students with different learning styles to answer the first research question. There were three interview questions that help the researcher to obtain facts of the teachers' beliefs. The first was the teacher's beliefs about the fact that each student has different learning styles. The second was the teachers' opinion about the statement "student learning styles can affect student learning development". The third was what teachers' think about the importance of teaching strategy to approach students with different learning styles. All data about the teacher's beliefs are presented as follows.

Teacher S believed that each student has their own unique character in the way they learn. She stated that:

"... each child is unique, each child is different ..."

"... The way of learning, depending on the nature or character that was developed in his family and habits..."

She stated "... each child is unique, each child is different..." which meant the student, in her case was a child, was diverse in every aspect of theirs. In addition, she said "... the way of learning, depending on the nature or character

that was developed in his family and habits as well ...” meant that every student has different learning styles because they live in families and environments that have different habits from one another. It could be concluded that Teacher S believed that there were differences in each student, especially in the aspect of learning styles, that each student has their own learning style.

During the interview, Teacher S agreed that students’ learning style gives much influence to their learning activity. She stated that:

“... for example, a child whose learning style is listening to music, is then forced not to listen to music (while studying), surely the results are not as expected ...”

From the above statement, what was meant by Teacher S was that if students learn not in a situation that suits them, in this case their learning style, it will affect the results later. She gave an example of a student whose learning style is listening to music but then she/he learns without listening to music, she was convinced that the result later will be different from the results when she/he studied while listening to music. Teacher S agreed about this statement, students’ learning style gives much influence to their learning activity, which also meant that the teacher understands that in addition to different student learning styles, the teaching strategies that the teacher applies when teaching and learning activities can also affect student learning development.

Teacher S described that teaching strategy was important for the succession of teaching and learning activity. She believed appropriate teaching strategies can help students with different learning accept what the teacher teaches.

“... there are many strategies that is why the teacher has to choose the appropriate one because each child has a different learning style ...”

“... If we do not adjust the teaching strategy, later what we convey to students cannot be well received and they will also quickly get bored of learning, especially online learning.”

S said “... teacher has to choose the appropriate one because each child has a different learning style ...” it meant not all existing teaching strategies can suit the student's situation, therefore the teacher needs to choose and apply the strategy which is the most appropriate. She added, “... if we do not adjust the teaching strategy, later what we convey to students cannot be well received and they will also quickly get bored of learning, especially online learning ...” What she meant was if a teacher chooses a teaching strategy without certain reasons, it can later affect the process of how students understand the lessons presented. S thought that teaching strategy was important to approach students with different learning styles. The appropriate teaching strategy can help students to receive the materials well. Because each student and class has a different learning style, the teacher thought it was important to prepare teaching strategies that were suitable for each student and class.

Finally, from the overall findings on the previous explanation, it was known that the teacher had optimistic beliefs on students with different learning styles. This finding answered the first research question about teachers' beliefs on students' different learning styles. The teacher believed that students tend to have different learning styles from one another. Teacher also believed that student learning styles could affect students' learning development. She agreed that

when students learn by following or implementing a series of learning activities that suit their learning style, students can absorb lessons better.

2. Providing Various Kinds Of Media in Material Delivery Activities and Giving Students Activities, Exercises, and Assignments as A Teaching Strategy to Accommodate Students' Different Learning Styles

Table 4.2 teachers' actual action related to students' different learning styles

No	Teachers' Actual Action During Teaching Learning Activity
1.	Providing various kinds of media in material delivery activities as to accommodate students with different learning styles
2.	Giving students activities, exercises, and assignments as a teaching strategy to accommodate students' different learning styles

The next topic to be discussed was teachers' actual classroom practices in relation to students with different learning styles to answer the second research question. The actual classroom practices were divided into two namely the actual classroom practices before teaching activity and the actual classroom practices during teaching activity. The data of teachers' actual classroom practices before teaching activity was obtained by interviewing the teacher and conducting an observation on the teacher's e-learning account. The data of teachers' actual classroom practices during teaching activity was obtained by interviewing the teacher and distributing online questionnaires for the students,

the data from teacher's e-learning account was also used to analyze this data. All data about teachers' actual classroom practices in relation to students with different learning styles were described as follows.

About the teachers' actual classroom practices in relation to students' different learning styles before teaching activity, there were three interview questions that help the researcher to obtain facts about the teachers' actual classroom practices before teaching activity. The first was about how teacher mapping and doing observation about what students' learning style is the most dominant, the second was about the facts about the differences in student learning styles is taken into account in teacher's lesson plan, and the fourth was about how teacher taking into account students' different learning style when selected or implements certain teaching strategies.

Teachers did not map and do observation about what students' learning style is the most dominant. The teacher taught casually without doing any observation before the teaching activity, she stated that the condition of corona made it difficult to do such a thing.

“... It is because of this kind of situation (covid-19) that it is difficult to make such observations ...”

“... I have not adjusted my teaching activity to the character of the children ...”

From the statement, it was known that S did not do any observation to know about students' learning style. She argued that the situation that arises as a result of covid-19 makes it difficult to make an observation. Therefore, she did her teaching activity without adjusting students' learning style. The conclusion

was the teacher or the informant S had never done observation to know about what students' learning styles are and what the most dominant one is. She taught the students with the assumption that all students have the same learning style.

Teachers did not preparing a lesson plan with students' learning styles as a consideration. Thing that becomes S's consideration in making lesson plans was administrative demands, in this case are basic competencies and main competencies. She stated:

"... I made lesson plans but I have not considered the existence of different student learning styles. ..."

"... The thing that underlines me in making lesson plans, the most important thing is administrative guidance from the school which is contained in the basic competencies and main competencies ..."

S did not take into account the different learning styles of students when formulating lesson plans. For S, the main basis for making lesson plans is the learning objectives as stated in the basic competencies and main competencies.

"... I made a general lesson plan only. I have not paid attention to what kind of student learning style there ..."

The same as what she stated before about observing students' learning style, she taught students with the assumption that all students have the same learning style. She did not consider students' learning style as something that had to take into account in the lesson plan. As a result, S made a general lesson plan for her teaching activity.

The teachers did not take into account the students' different learning styles when selected or implements certain teaching strategies. The teachers matched

the teaching strategy with the material that will be taught. She did not consider the student learning style as a reason to choose a certain teaching strategy.

“... So far, I have not considered which strategy fits students' learning style ...”

“... I make it still in general terms, so for example this material fits this strategy, like that ...”

The existence of students' different learning styles was not taken into account by the teacher when choosing a teaching strategy. S stated “... I make it still in general terms, so for example this material fits this strategy, like that.” Which meant the thing that she considered to choose teaching strategy was the suitability of the material with the strategy.

The conclusion that could be drawn from the above analysis was that teachers did not consider different students' learning styles when creating lesson plans. Teacher S did not do any activity to know about her students' learning style. This affected the choice of strategy that the teacher chose. Therefore, she chose the strategy only based on the material that she will explain.

After analyzing teachers' actual classroom practices in relation to students' different learning styles before teaching activity, furthermore, the researcher analyzed teachers' actual classroom practices in relation to students' different learning styles during teaching activity. All data about teacher's behavior during teaching activity are described based on the focus of the interview questions as follows.

The teacher explained the purpose of learning through the e-learning homepage. The teacher conveyed the learning objectives through writing notification. There are four points in the questionnaire to measure this focus. First, it is about the intensity of the teacher explaining the learning objectives for each meeting. 7 students (54.8%) chose always, 38 students (36.5%) chose often, 9 students (8.7%) chose seldom. There were no students who chose the second and the second and the first option which were rare and never. It means that the teacher's (S) intensity of explaining lesson objectives is high. S consistently explains the learning objectives of each meeting. From the observation of the teacher's online learning account, it can be seen that at every meeting the teacher uploads a notification giving information about what students need to do today. In every first point of the notification uploaded by the teacher there is always an explanation of today's learning objectives. The next three points were about how the teacher explained the learning objective. There were 61 students (58.7%) who chose seldom for the first statement about "the teacher conveys the learning objective verbally only". There were 42 students (40.4%) who chose seldom for the second statement about "the teacher conveys the learning objective by mentioning and giving picture/video". As the third statement "when explaining the learning objectives, the teacher asks students to discuss first and formulate / guess what the learning objectives for that day are" the highest result showed that there were 25% (26 students) chose always, and the third highest result showed that 22.1% (23 students) chose rarely, means that the results are inconsistent, this result is not valid because of

the contradiction. From both the first and second statement the highest option to be chosen by students was seldom meaning that the consistency of the teacher in delivering material verbally only or mentioning and showing photos / videos is still modest. Observations made by researchers through the teacher's online learning account showed that every teacher's explanation regarding today's learning objectives is delivered through writing only which is uploaded in the form of a notification on the e-learning account homepage.

In conclusion, the teacher routinely conveys learning objectives to students but the teacher does not convey it using a variety of media. The teacher only conveys through writing notifications on the e-learning portal.

The results from observing the teacher's e-learning account are known that S uses a variety of media to deliver the material. The media used by S to deliver the material include PPT & PDF files and audio & video from YouTube. In the interview, S said that she teaches vocabulary to students using two kinds of media such as YouTube and PowerPoint.

“... Making a summary and powerpoint, YouTube too. I asked my students to memorize it or gave a random word assignment ...”

The data from the questionnaires related to this aspect pointed out that the teacher teaches vocabulary based on a certain context. For the “The teacher teaches English vocabulary according to certain contexts and functions (for example vocabulary to introduce oneself, vocabulary to describe objects, etc.)” statement, 33 students (31.7%) chose always, 32 students (30.8 %) chose often, and 28 students (26.9%) chose seldom. This result is in line with the next

statement “The teacher teaches English vocabulary randomly (no accompanying context/function)” which showed the result as 33.7 % (35 students) chose seldom, 32.7% (34 students) chose never, and 16.3% (17 students) chose rarely.

The data from E-Learning documentation showed results that were in line with the results of the student questionnaire. The teacher distributes teaching materials according to the context and the specific functions that surround them. In every teaching material given, there is a new vocabulary given even though it is not explicitly and more importantly she used various kinds of media to deliver the materials.

S claimed that she teaches grammar by using PowerPoint and YouTube as media.

“... power point, sometimes summarizes, sometimes also YouTube ...”

“... therefore while listening to my lessons, my students I tell them to take notes. The goal is to make students remember what I teach ...”

The data from the questionnaires showed similar results to the way the teacher teaches vocabulary. For “The teacher teaches grammar/tenses adapted to certain contexts and functions (for example: giving examples of kinds of English expressions/sentences to introduce themselves, giving examples of kinds of English expressions/sentences to describe objects, etc.)” statement, there were 34 students (32.7%) chose often, there were 32 students (30.8%) chose always, and there were 23 students (22.1%) chose seldom. The result of the above statement is following the “The teacher teaches grammar/tenses

randomly (no accompanying context/function)” statement which showed that 35.6% (37 students) chose never, 32.7 % (34 students) chose seldom, and 15.4% (16 students) chose rarely.

The data from E-Learning documentation denoted that S teaches grammar according to certain contexts such as in the context of asking and giving facts and clarification. The teacher also provides many kinds of learning media for students to help students understand the grammar material. The media provided include videos and an attached PowerPoint.

Based on S’s statement during the interview, S teaches listening by using YouTube as media. She expressed that she did not make a learning video by herself.

“... YouTube, for learning videos I didn't make it myself ...”

S stated that she teaches reading by giving them text in pdf form or from the book. She said she mostly searched the text on the internet or in book, she avowed that she rarely made the text by herself.

About how she teaches speaking skills, S stated that she utilized many videos on YouTube. The videos she used consisted of monologues or conversations about related topics.

“... Speaking is usually dialogue from YouTube. Like making introductions, students made audio recordings and sent them to me ...”

Conclusions that can be drawn regarding teacher behavior in the use of media for delivering material is the media used can approach some different students’ learning styles.

S gives students diverse exercises. She asks the students to memorize the words that have been given, then she gives students assignments such as arranging the random alphabet to become a word.

“... Making a summary and powerpoint, YouTube too. I asked my students to memorize it or gave a random word assignment ...”

She gives her students assignments to summarize or take notes about the material when she teaches grammar.

“... power point, sometimes summarizes, sometimes also YouTube ...”

“... therefore while listening to my lessons, my students I tell them to take notes. The goal is to make students remember what I teach ...”

The teacher also provides many kinds of learning activities for students to help students understand the grammar material. The activities provided include watching videos, reading from the attached PowerPoint and noting what the teacher says.

Moreover, she asks students to read and answer the questions according to the reading text.

“... I use text from the internet, or from a handbook ...”

“... Answering the questions according to the reading text to measure the students' ability to understand the text ...”

From the interview, S claimed that she taught her students writing skills by giving them assignments to create their text. The students are asked to write it in notebooks and send it to the teacher's WhatsApp account or teacher's e-learning platform.

“... I asked to make a description text about animals and environmental objects. Students take notes in notebooks then take the photo and send it via e-learning ...”

The statement in the questionnaire about how teachers provide fun English learning activities for students showed results as 38 students (36.5%) chose often, 26 students (25%) chose always, and 26 students (25%) chose seldom. This result represented that students were satisfied enough with the English learning activities provided by the teacher.

Aside from the activities that the Teacher provided, for students' assignments Teacher S claimed that she provided two kinds of assignments for her students. One is multiple choice questions and the other is essays, both tasks usually held through an e-learning platform.

“... usually multiple choice questions, essays can also be done but it takes extra effort because I have to correct one by one.

“... The materials (phonology, vocab, four skill) are also included in the assignment ...”

The data from E-Learning documentation denoted that S indeed provides assignments in the form of multiple-choice and essays. Multiple choice assignments are distributed through the teacher's e-learning account while the essay assignments are given by the teacher from the students' worksheet (LKS).

Data from the student questionnaire also showed similar results. A total of 46 (44.2%) students chose often and 27 (26%) students chose always on the statement "The teacher gives multiple choice" in the questionnaire. A total of 37 (35.6%) students chose often and 33 (31.7%) students chose seldom on the statement "The teacher gives essay assignments" in the questionnaire. On the other hand, 32.7% (34 students) chose seldom for the "The teacher gives multiple-choice questions and essay assignments". From those three points in

the questionnaire, it can be concluded that the teacher did give students assignments in the form of multiple-choice and essays. However, the assignment was not given at the same time (on one unit). Either S gave the students multiple-choice assignments only or essay assignments only.

In conclusion, from the overall findings on the previous explanation, it was known that teachers providing varied media, activities and assignments to approach students' different learning styles. This finding answered the second research question about teachers' actual classroom practices in relation to students with different learning styles in an English online class during pandemic Covid-19. There were two teachers' actual practices related to student with different learning styles during teaching learning activity. First, the teacher provided various kinds of media in material delivery activities as a teaching strategy to accommodate students' different learning styles. The media used by S to deliver the material included PPT & PDF files and audio & video from YouTube. The use of PPT and PDF could reach students who have visual learning styles. While audio & video from YouTube could reach students who have visual and auditory learning styles. Second, the teacher gave students activities, exercises, and assignments as a teaching strategy to accommodate students' different learning styles. S taught students listening and speaking skills by asking them to watch and listen to the learning video that she had been searching for on YouTube. S usually provided text to be read for students as a task and gives them written assignments for both written and reading skills.

Another strategy used by teachers was to provide activities and assignments that are quite varied.

B. Discussion

Student learning style is very important for students as what is explained in the previous studies. The teacher should understand that each student has differences in learning style. By knowing their learning styles, students can apply a learning system that suits their tendencies in order to make the student's learning process easier, faster, and successful. In addition, students who realize their own learning styles can solve their learning problems more effectively. The more successful the learners were at their problems, the better they would be in control of their own lives.⁵⁴ The findings showed that teachers believed students have different learning styles from one another. She was convinced that student learning styles can affect student learning development as to how when students learn by following or implementing a series of learning activities that suit their learning style, students can absorb lessons better. What the teacher believes is somehow similar to the results from Peacock's study, a mismatch between teaching and learning styles leads to learning failure and frustration, and this has implications for both students and teachers because it is very necessary to be aware of student learning styles and teacher teaching styles.⁵⁵ In conclusion, what this study found about teachers' beliefs on students' different learning styles confirmed the theory stated by Biggs and Peacock.

⁵⁴ J. Biggs, *Enhancing Learning: A Matter of Style or Approach?* In R.J. Sternberg, L.F. (2001)

⁵⁵ Matthew Peacock, "Match or mismatch?", *International Journal of Applied Linguistics*, hal 15

Felder stated that the provision of various activities and the use of media were techniques that are considered sufficient to accommodate the various learning styles of students.⁵⁶ This previous study show similarities with this study's findings that teachers use various kinds of media and provide many activities and tasks as strategies that can accommodate differences in student learning styles. The teachers used PPT & PDF files and audio & video from YouTube as the media deliver the material. The teacher also gave students activities, exercises, and assignments as a teaching strategy to accommodate students' different learning styles. However, there is still a lack of strategies used by teachers to overcome the problem of differences in student learning styles. The media used by the teacher has indeed varied, but from what is known these media do not accommodate students with kinesthetic learning styles. This can happen because of the reasons put forward by Tabatabaei and Mashayekhi regarding teachers not being able to constantly remember how each student learns the best.⁵⁷ In addition, environmental factors can also cause this to happen. Students do online learning activities which means they don't have to come to class. This also means that there is no direct interaction between teacher and students which results in teachers not being able to apply teaching media that requires students to learn by moving their bodies in the classroom that can accommodate students with kinesthetic learning styles. To sum up, the findings about teachers' actual classroom practices in relation to students'

⁵⁶ Felder Richard M, "Learning and Teaching Styles", *Foreign Language Annals*, hal 28-29

⁵⁷ Omid Tabatabaei, Somayeh Mashayekhi, "The relationship between EFL", *Procedia - Social and Behavioral Science*, 245

different learning style during teaching activity confirmed the theory stated by Felder.

Before carrying out teaching activities, the teacher did not do any activity to know about her students' learning style. Before making a learning plan, it was known that the teacher did not do any observation to know about students' learning style. In fact, collecting data on student learning styles is quite crucial because later it can influence what teaching strategies are effective for teaching students. As a result, in the teacher's practice of making lesson plans, she did not consider students' learning style as something that has to take account in the lesson plan. In fact, there is a high influence between learning planning on the implementation of learning.⁵⁸ Planning of teaching materials needs to be done. Thus, the objectives designed can be realized properly and effectively. It also aims to minimize the obstacles that may arise in the learning process. As previously stated by the teacher in the interview, it is quite difficult to make observations regarding students' learning styles because of the pandemic situation that surrounds them. Students do online learning activities which means they don't have to come to class. This also means that there is no direct interaction between teacher and students. Online classes also mean that students need a phone or computer as a tool to connect both with the teacher and with other students. For teachers who were previously unfamiliar with the use of electronic media to facilitate teaching and learning activities, this might be a problem. Urgent changes that occur quickly may surprise

⁵⁸ Rahmi Novalita, "Pengaruh Perencanaan Pembelajaran Terhadap Pelaksanaan Pembelajaran", *Lentera* Vol. 14 No.2 Maret 2014, 61

teachers. Rather than focus on preparing the material to be taught, the teacher is more busy on understanding how to use electronic media to facilitate online classes instead. In summary, the findings about teachers' actual classroom practices in relation to students with different learning style before teaching activity were in contrary with the previous study conducted by Novalita.



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S U R A B A Y A

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the data in the previous chapter, this chapter explains the core conclusions of this research as well as suggestions that can be considered for better teaching and learning activities.

A. CONCLUSION

The conclusion of teacher beliefs about students with different learning styles showed that the teacher agreed that the students have different learning styles one to another. The teacher believed that when students learn by following a series of learning activities, and strategies implemented by the teacher that suits their learning style, students can absorb lessons better which next will affect their learning development.

The results of the teachers' beliefs on students with different learning styles provided major implications in their actual classroom practices which were using media and providing varied activities and assignments as relevant strategies to accommodate students' different learning styles. The teacher provided various kinds of media in material delivery activities as a teaching strategy to accommodate students' different learning styles. The media used by S to deliver the material included PPT & PDF files and audio & video from YouTube. In addition, the teacher gave students activities, exercises, and assignments as a teaching strategy to accommodate students' different learning styles. S taught students listening and

speaking skills by asking them to watch and listen to the learning video that she had been searching for on YouTube. S usually provided text to be read for students as a task and gives them written assignments for both written and reading skills. Another strategy used by teachers was to provide activities and assignments that are quite varied.

B. SUGGESTION

From the results of the research that has been done, the following is an explanation of the suggestions that can be given by the researcher.

1. For the teachers

From the results of the study, the researchers concluded that teachers need to apply what they believe in students learning when doing classroom practices especially before teaching activity, teachers need to review their actual classroom practices in relation to students with different learning styles when making lesson plan to make it more specific.

2. For the students

Students as learning centers need to be more active and brave to express their opinions about what they feel during the lesson. There is nothing wrong with students expressing their opinions as it is possible that they feel bored doing the same tasks and activities. Students can also provide suggestions for fun learning applications to use as online learning facilities.

3. For further researchers

For further researchers, they can take samples from other contexts and subjects that are different from the context of this research. If this research is conducted in the context of an Islamic school, it is possible to conduct research in an ordinary public school. Further researchers can also change the subject to students in high school which is different from this research. The difference in context can provide many different views and new knowledge.



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S U R A B A Y A

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