STUDENTS' ENGLISH LEARNING STYLES AT SMPN SATU ATAP
MUARO JAMBI

THESIS

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UNIVERSITAS ISLAM NEGERI
SULTHAN THAHA SAIFUDDIN
ENGLISH EDUCATION PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY STATE
ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN
JAMBI
2018
**Thesis Agreement/Final Task**

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The Dean of Faculty of Education and Teacher Training
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Assalamu'alaikum, Wr.Wb.

After reading, giving guidance and making necessary correction, we agree that the thesis of:
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Could be submitted to munagah examination as one of the requirements for the undergraduate degree (S1) in English Education Program Faculty of Education and Teacher Training The State Institute for Islamic Studies Sultan Thaha Saifuddin Jambi. So, we submit it in order to be examined soon.
We would say thank you for attention
Wassalamu'alaikum, Wr.Wb.

Jambi, September 2018
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I am who signed below state that the thesis which is entitled: "Students' English Learning Style at SMPN Satu Atap Muaro Jambi" is truly my own work.

Parts of writing which I quoted from the work of other people. I have cited the sources clearly in accordance with the norms, rules and ethics of academic writing.

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DEDICATION

In the name of Allah SWT for HIS blessing and the merciful with deep thanks and proud. I dedicate this thesis especially to:

My bloved father “JONI HASRI” and mother “INGGIT GUNARSIH” who have been caring me with love and affection, teaching, and educating me that Islam be part of my life.

My bloved brothers “Vikky Alziqri”, “Madah Rahmatan”, My bloved sister “Afrida Dwi Rahmawati”, “Nur Aini”, “Sitti Hasanah” for you support, motivation and suggestion so I can finish this thesis.

And for all I just want to say: Thank you so much.

UNIVERSITAS ISLAM NEGERI
SULTHAN THAHA SAIFUDDIN
J AM B I
"With difficulty is surely ease. So when you are free, nominate, And make your Lord your exclusive object." (QS. Al-Insyirah: 6-8) (Al-Qur'an terjemahan, surah Al-Insyirah Translation Retrieved from https://rumaysho.com/11067-tafsir-surat-asv-syarh-1-dosa-selalu-memberatkan.html
ACKNOWLEDGMENTS

Assalamualaikum, wr. Wb

All praise be to Allah who has created heavens and the earth, who has been giving me and blessing to complete this thesis. Peace be upon the prophet Muhammad SAW who introduce Islamic religion. During process finishing this thesis. I would like to show my appreciation for people who have helped me in completing this thesis, they are:

1. Dr. H. Hadri Hasan, MA as Rector of The State Islamic University of Sulthan Thaha Syaifuddin Jambi.
2. Dr. Hj. Armida, M.Pd as Dean of faculty of Education and Teacher Training UIN STS Jambi.
3. Dr. H. Lukman Hakim, M.Pd as The First Assistant of Dean Faculty of Education and Teacher Training. Dr. Zawaqi Afdal Jami,S.Ag, M.Pd.I as The Second Assistant of Dean Faculty of Education and Teacher Training of The State Islamic University of Sultha Thaha Syaifuddin Jambi.
4. The chairwoman of English Education Program, Ms. Amalia Nurhasanah, S.Pd, M.Hum, thank you for your best guidance during finishing this research.
5. Drs. Wahab, M.Ag as My first advisor, thank you for your guidance.
6. Shynta Amalia, S.Pd, M.Pd as my second advisor, thank you for your guidance.
7. All stafs and lecturers for their guidance during my study in UIN STS Jambi.
8. The headmaster and all of teachers in SMPN SATU ATAP MUARO JAMBI, thank you for your guidance.

Finally, I realize that nobody's perfect. Thus, I really expect the readers to give the feedback for the improvement of this thesis.

Jambi, 31 Oktober 2018

[Signature]

Depaty Alvio, JH
TE.130484
The objective of this study is to find out the Learning Styles of the Student at SMP N 1 Atap Muaro Jambi. In conducting the research, the writer used the Quantitative with descriptive approach. In this research, the researcher used a questionnaire as the instrument. The questionnaire that used is close questionnaire. It means the writer will prepare the questionare and its answer choice. For totally, students with audio learning style is 31 students of 72 students at SMPN Satu Atap Muaro Jambi. Then, the auditory students is 25 students of 72 students and the kinesthetic students is 38 students of 72 students. It means the most students is kinesthetic learning style. Based on finding, there are three learning style found in this research, they are visual, auditory and kinesthetic. Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes. Visual learners prefer to learn by seeing. They have good visual recall and prefer information learners to be presented visually in the form of diagrams, graphs, maps, poster and display. Kinesthetic learner prefers to learn by doing. They are good at recalling events and associate feelings or physical experience with memory. They enjoy physical activity, field trips, manipulating objects, and other practical, first hand experience. Based on the research, most of the grade seventh students is kinesthetic students, eighth grade is visual students and the ninth grade is the auditory students.

Key word: English, Learning style
ABSTRAK


Kata kunci: Bahasa Inggris, Gaya belajar
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A. Conclusion
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CHAPTER I
INTRODUCTION

A. Background of the Research

As it is known that there are many languages in the world. One of them is English. Cohen (2003, p.5) states that this language is considered as the most important one in the world. Most people study English for work. Businesses worldwide use English as the universal language and medium of communication. To be able to either immigrate or work in English speaking continents like the US, Europe and Australia, one must pass examinations such as IELTS. This is also true if one want to enter a foreign school or university. But even outside the professional world, being able to communicate properly in English allows the ability to portray oneself better. This ability results to gaining better acceptance and understanding as well as respect from other people.

English language has been taught for Indonesian students started from primary to tertiary level as an international language in order to make them able to communicate with others from other country. However, there are still some problems occur for Indonesian students are pronunciation which many Indonesians have trouble pronouncing consonant clusters (3 or more consonants together is a word), as these clusters do not occur in Bahasa Indonesia. The rolling of the letter 'r' is another common issue, but not one which causes any kind of strain for the listener. Then, Bahasa Indonesia does not have tenses as such, and a simplified method of talking
about different points in time is often attempted in English (for example, 'yesterday I go'). The concept of tenses, especially the more complex perfect tenses, is often difficult to grasp for Indonesian students. Similarly, Indonesian English students often have trouble creating sentences with correct word order, again caused by the word order patterns in their first language (for example, 'the tree big'). Finally, most Indonesian words are spelled phonetically, creating problems with learning the inconsistent, almost random way in which many English words are spelled. (Keating, 2016).

In fact, in the process of learning English, there is a way of each individual in acquiring the learning. The way is more familiar with learning style. Every person has different learning style in learning, the students have one learning style which suitable for them.

Moreover, Learning style can be helpful and beneficial to the student in to be more focus in learning that will increase learning process. Discovering the learning style will allow the student to determine their own personal strengths and weaknesses and learn from them. Teachers can incorporate learning styles into their classroom by identifying the learning styles of each student, matching teaching style to learning style for difficult tasks, strengthening weaker learning styles through easier tasks and drill, teaching students, and learning style selection. Based on Gunawan’s research (2006, p.139) It is found that if the students learned by using their dominant learning styles during following testing, they got score better than if they did not learn toward their style. Moreover, Purwanto (2009, p.107)
said that learners as the raw input have certain characteristics both physiology and psychology which are able to influence learning process as well as achievement.

Moreover, Deborah (2005,p.1) stated that people differ in how they view the world, how they take in information, and how they take action based on their perceptions. Appreciation and using your learning style affects the ability to study efficiently and to achieve success. Thus, it can be concluded that learning style affects to student’s English ability and it can makes students study by their own efficiently and easily. Then, learning style also relates to student’s achievement in English.

Specifically in SMPN 1 Atap Muaro Jambi the writer found that students are lack in their English achievement. In fact, the standard completeness in SMPN 1 Atap Muaro Jambi is 7, 0 but the students only reach 6, 6. As it was observed, the lack ability of the seventh grade students in SMPN 1 Atap Muaro Jambi in English is influenced by several factors. One of the factors is students cannot accept the lesson maximally. Some of students enjoy the learning activity but some of them were busy with themselves. Teacher in this school usually used seminar methos in teaching, for the note, this kinds of method is only suitable for students with audio learning style. The rest of students with different learning style will not interested in learning English. Of course, they did not get the best point of lesson and it will give effect to their achievement.

Therefore, it is necessary to apply the method, techniques or strategies that suitable to students’ learning style in order to help them can
reach good achievement in English subject. Knowing students’ learning style by tested them can be the first step to solve this problem. Then, finding the suitable ways in teching based on their style and how to divided the duration in classroom will be the next step.

Learning based on Visual-Auditory-Kinesthetic (VAK) learning style provide a medium for self-knowledge and exploring opportunities in classrooms. It should be teacher’s priority. Students possess diversity in learning styles, Teachers should effectively deliver the lesson according to the students’ style, thus, making a more productive learning experience and enjoyment among students.

Related with the statement above the researcher wanted to determine the ability of student in Learnig English. This condition make the writer to conduct research entitled “Students’ English Lerning Style at SMPN Satu Atap Muaro Jambi”

B. Limitation of the Problem

This research focused only on the English learning style types. They are audio, visual and kinesthetic style.

C. Problem of the Study

Based on the Backround above, the research question is formulated “What are the English Learning Styles of the Student at SMP N 1 Atap Muaro Jambi?”
D. Objective of the Study

The objective of this study is to find out the English Learning Styles of the Student at SMP N 1 Atap Muaro Jambi

E. Significances of the Study

This study is expected to give some significances. Firstly, for the writer, this study will help him to enlarge her knowledge and get experience in doing the research. Besides, through the results of this, it is expected that the teachers at school can find appropriate ways to teach and improve the students based on students’ English learning style. Thus, by having appropriate learning style type, the students will be encouraged to study better to improve their skills especially their achievement score. Next, it is also hoped that this study may be useful for other students of English education department who intends to write the thesis with a similar topic.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Language Acquisition

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Then, language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language (Kamiscka, 2014, p.27).

According to Ellis (2007, p.127) there are three different views on the role of input in language acquisition: the behaviorist, the nativist, the interaction views. Those different views regarding the role of input in language development have been discussed. The behaviorist view emphasizes the importance of the linguistics environment, which is treated in terms of stimuli and feedback. The nativist view minimizes the role of the input and explains language development primarily in terms of the learner’s internal processing mechanisms. The interactionism view sees language development as the result both of input factor and of innate mechanisms.

The most well-known theory about language acquisition is the nativist theory, which suggests that we are born with something in our genes that allows us to learn language. It proposes that there is a theoretical language acquisition device (LAD) somewhere in our brains.
that is responsible for learning a language the same way the hypothalamus is responsible for maintaining your body temperature. If language was partly biological, it could explain why humans seem to have far more complicated communication patterns than any other species.

Although no physical “language organ” exists in the brain, language acquisition can be hampered if certain parts of the brain are damaged during critical periods of language development. Damage to the left hemisphere, for example can lead to aphasia - a disorder which causes problems with language, while leaving intelligence untouched. For example, in Wernicke’s aphasia, patients with damage in a certain region of the brain can no longer understand language. Although they can still form normal sentences, neither what they say nor the words of others make any sense to them. Patients with Broca’s aphasia on the other hand, have problems forming language but no trouble understanding what is said to them. Studies have shown that young children with damage in similar regions of the brain can actually grow up with only slightly impaired language ability - implying that the brain can develop new language pathways that are good, but not quite as good as the original (Reilly, 1998).

Nativist theory also suggests that there is a universal grammar that is shared across differing languages, because this grammar is part of our genetic make-up. The majority of world languages have verbs and nouns, although this is not true in every
instance, as well as similar ways to structure thoughts. Language is thought of as having a finite amount of rules from which we can build an infinite amount of phrases, and the core of these rules is somehow programmed into our brains. This is an ideal theory for explaining how young children can learn such complicated ideas so quickly, or why there are so many similarities in language around the world. This theory is comparable to how we think of numbers; regardless of cultural background, math always works the same way.

Another way to look at language learning is to treat it like learning a new skill. The learning theory of language acquisition suggests that children learn a language much like they learn to tie their shoes or how to count; through repetition and reinforcement. When babies first learn to babble, parents and guardians smile, coo, and hug them for this behavior. As they grow older, children are praised for speaking properly and corrected when they misspeak. Thus, language arises from stimuli and stimuli response. While this is logical, it fails to explain how new words or phrases come about, since children are only parroting the things they have heard from others.

The interactionist approach (sociocultural theory) combines ideas from sociology and biology to explain how language is developed. According to this theory, children learn language out of a desire to communicate with the world around them. Language emerges from, and is dependent upon, social interaction. The Interactionist approach claims that if our language ability develops out of a desire to communicate,
then language is dependent upon whom we want to communicate with. This means the environment you grow up in will heavily affect how well and how quickly you learn to talk. For example, infants being raised by only their mother are more likely to learn the word “mama”, and less likely to develop “dada”. Among the first words we learn are ways to demand attention or food. If you’ve ever tried to learn a new language, you may recognize this theory’s influence. Language classes often teach commonly used vocabulary and phrases first, and then focus on building conversations rather than simple rote memorization. Even when we expand our vocabularies in our native language, we remember the words we use the most.

It’s important to keep in mind that theories of language acquisition are just ideas created by researchers to explain their observations. How accurate these theories are to the real world is debatable. Language acquisition is a complicated process influenced by the genetics of an individual as well as the environment they live in.

B. Factors that Contribute Language Acquisition

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. (Lightbown and Spada, 2013, p.1). Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors
influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned.

Then, Carver (in Kaminska, 2014, p. 9) has proposed a taxonomy of language learning methodology where the highest category is learning style. In his words, learning style “is concerned with the learner’s preferences for ways of organising his learning, and with the interaction between his personality and his situation as a learner” Learning styles produce work habits, such as leaving work until the last moment, working through the night or consulting colleagues.

Moreover, Kaminska (2014,p.11) stated that Irrespective of what definitions of style and strategy are adopted, the relationship between them seems to be of the chicken-and-egg kind. It is not clear whether strategies stem from styles, or conversely, whether styles are labels given to specific types of strategic behaviors. In either case, however, styles and strategies appear to be inextricably intertwined.

C. Teaching English

K-2013 is designed in anticipation to modern learning in the twentieth century. The learning paradigm has shifted from ‘peserta didik diberi tahu’(students have knowledge because they are taught by a teacher) to ‘peserta didik mencari tahu’ (students have curiosity to get knowledge by themselves). It reflects that the students are actively
engaged in learning from different sources exceeding the teachers and the educational units or institutions (Kemdikbud, 2013). K-2013 focuses its learning on the attainment of *Kompetensi Inti* (core competence) and *Kompetensi Dasar* (basic competence).

The core competence pivots around (1) religious belief and its application, (2) upholding good characters, (3) gaining factual, conceptual and procedural knowledge. (4) Trying, processing and presenting in concrete and abstract domains. While the basic competence transforms the core competence into observable cognition, affection and action (Kementerian Pendidikan dan Kebudayaan, 2013). K-2013 characterizes its learning through modeling or exemplar flavored with scientific processes, namely: (1) observing, (2) questioning, (3) exploring and experimenting, (4) associating and analyzing, and (5) communicating. A theme is chosen and presented in the perspective of texts. The texts include spoken and written forms presented in social contexts. Learning a language in a social context will enable learners to understand meanings of speech acts appropriately.

The core and basic competence are gained through social interactions, which enable language students to develop a resource for making meaning, a tool for interpreting and organizing reality, knowledge about language. When observing, language learners are encouraged to observe by reading, watching, listening to exemplars or models from different learning sources beyond and over the teacher. They have to focus on the social function, text structure, linguistic
attribute of each text observed. When necessary, teachers provide examples and contexts of usage by which learners imitate, write and use them appropriately.

The next phase is questioning between teacher-students, students-teacher or students-students. Questions may pivot around social function, text structure, linguistic attribute of the text itself. Through questioning, learners will gain factual, conceptual and procedural knowledge about English in its socio-cultural contexts. Exploration and experimentation are the next phase of learning. During this phase, learners will read, listen to, and watch videos from different sources other than presented in class. Association and analysis will engage learnersto work collaboratively in small groups. Learners analyze the content, structure, tone, meaning of word, phrase and sentence of the text. Learners learn in small groups and get feedbacks from their peers and the teacher as well.

K-2013 makes use of assessment tools to assess the quality of the learning process and outcomes. Authentic assessment comprises a variety of assessment techniques that share the following characteristics: (1) direct measurement of skills that relate to long-term educational outcomes such as success in the workplace, (2) tasks that require extensive engagement and complex performance, and (3) an analysis of the processes used to produce the response. Authentic assessment is often defined by what it is not: Its antonyms include norm-referenced standardized tests, fixed-choice multiple-choice or true/false tests, fill-
in-the-blank tests. Synonyms include performance assessment, portfolios, and projects. Dynamic or responsive assessment are other terms associated with authentic assessment (Lidz, 1991; Henning-Stout, 1991).

K-2013 is not free from critical reviews. Educators claim that K-2013 has potential strengths: (1) It is a creative and innovative plan organized in some sequence of framework, and (2) It is integrating character education into the curriculum. While its potential weaknesses of K-2013 are among others: (1) It assumes no disparity between learners in urban and rural areas in terms of raw, instrumental and environmental inputs, (2) It requires qualified and competent teachers to implement K-2013 systematically, and (3) It is fatalistic to integrate natural and social sciences into Indonesian language (http://edukasi.kompas.com, Desember 24, 2013).

D. Factors Governing Learners Success in EFL

Reports on a multivariate study that examined the contribution of two independent variables—cognitive/academic proficiency in first language and attitudes and motivation toward English as a foreign language. Second language acquisition research has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. The lack of continuing first language development has been found to inhibit the levels of second language proficiency and cognitive academic growth.
Saville-Troike (1984) reports that "in almost all cases, the bilingual instructors' judgments of students' relative competence in native language studies coincided with the same students' relative achievement in English. Hakuta (1990) views native language proficiency as a strong indicator of second language development.

Larsari (2011) has noticed the failure of form focusing approach in developing learners' communicative competence in real-life situations and shifted to adopt the communicative language teaching (CLT). The CLT approach highlights learners' communicative competence, which is defined as learners’ ability to efficiently express what they mean in the target language and successfully, achieve communications in real-life situations. In order to do so, learners not only need to acquire the linguistic but pragmatic knowledge of the target language. It is suggested that competence, both linguistic and pragmatic, is the knowledge developed and acquired through exposure and use. In other words, without sufficient exposure needed for learners to notice and acquire the language input and chances to use the knowledge, communicative competence is not likely to be promoted.

The purpose of this paper is to suggest that the integration of computer-mediated communication into English as a foreignlanguage EFL learning can increase both exposure and use of the target language that is needed for learners to promote both their linguistic and pragmatic competence. Wu & Wu (2015) studied EFL in Taiwan. They treated English as a subject for study rather than as a living language to be
spoken in daily conversation. Therefore, the EFL classroom context is very different from a natural ESL learning environment. The lack of a surrounding community of English speakers outside the classroom increases the challenge for EFL instructors. The opportunity for communication in authentic situations and settings is a major factor for second-language acquisition by adults. Another important determinant of language learning achievement is motivation. Chang and Shu (2000) also claimed that there is a positive relationship between the learning environment and student motivation, stating that a good learning environment helps to improve the learning outcomes, and inspires and boosts the learning spirit.

Ahmadi & Gilakjani (2011) focused his research on listening comprehension. He reasoned that listening plays a significant role in daily communication and educational process. In spite of its importance, listening has long been the neglected skill in second language acquisition, research, teaching, and assessment. However, in recent years there has been an increased focus on L2 listening ability because of its perceived importance in language learning and teaching. The study tries to find the factors influencing English listening comprehension and the strategies to be taken that might improve students’ listening comprehension. The study focused on four main issues. First, it discusses the definition of listening, significance of listening. Second, it reviews the process of listening comprehension, strategies of listening comprehension. Third, analysis of listening comprehension problems is
reviewed. Fourth, teaching methods for listening comprehension will be discussed. Fifth, researchers review teaching listening activities. Sixth, general principles in teaching listening comprehension are discussed. Findings based on the review of the literature along with analysis of the data are of great significance and can be advantageous to improve EFL learners' English listening comprehension skill.

To sum up, many factors play significant roles in determining learners’ success in EFL. Those factors include: (1) intellectual intelligence (verbal, numerical and reasoning abilities), (2) emotional intelligence (motivation, attitude, interest, aptitude, self esteem, perception, memory), (3) social intelligence (curriculum, personal and interpersonal interactions), (4) adversity intelligence (ability to adverse weakness into strength and constraint into opportunity), (5) ecological intelligence (setting, participant, end, act, channel, intention, norm and genre), (6) spiritual intelligence (practice, enthusiasm, learning styles) (cf. Goleman, 1998; Gardner, 1983; Hymes, 1992).

E. Learning Styles

Learning style is an individual's unique approach to learning based on strengths, weaknesses, and preferences. Then, Mac Adams and Palms (2006) Learning style is a a combination of how someone absorb and then organize and processing the information. Style of learning is not only the form aspect when facing information, see, hear, write and said, but also aspects of processing sekunsial information, analytics, global or brain left and right brain. Another aspect is when
responding to something on the learning environment (Absorbed in the abstract and concrete)

Learning styles can be defined as the efforts of individuals to achieve learning goals. As a first step experience learning is familiar with learning styles. According to De Porter and Henarcky in Quantum Learning (2015, p.123) learning styles divided into visual, auditory and kinesthetic. Adding by Nasution (2005, p.94) defines that learning style is the way consistent which is done by a students to catch stimulus or information, to remember, think and solve the problem.

Gufron et al. (2013) states that learning styles explain how individuals learn or manner taken by each person to contrastive on mastering processes and information difficult and only through a different perception. Halim (2012) states that there are students who have a tendency absorb more leverage information through the senses vision (visual), there is also through the senses hearing (auditory), and through physical activity and the body (kinesthetic). Based on Landry (2003), he said that some students tend to use a combination of multiple learning styles. Saadi (2014) states that style learning is the combination consisting of students use more than one style of learning.

Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.
In fact, sometime a student can have more than one learning style. But, one of the learning styles will be more dominant than other. This clue supported by Rose and Nicholl that state “In reality we have The third style of learning it, just one style that dominates”. The combination of those learning styles can be audio and visual, kinesthetic and visual, audio and kinesthetic, or the students may have whole of the learning styles.

From the explanation above, it was concluded that learning style is the way something tends and to selected students in reacting and using the incentives in order to absorb, then organize and process each information in the process of learning.

Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. Each learner has his/her own preferences and the ways in learning a language. Having different preferred ways show that each learner has his/her own learning style. Educators attempt to define learning style differently. Willing (1999, p.1) state that learning style is individual learner’s natural, habitual, and preferred ways of learning.

De Porter and Henarcky (2015,p.124) stated that learning style may alter according to many factors. Different styles work for different subjects and even the time of the day. Students will probably learn by using a combination of these styles.
Based on explanation above, learning style is important for teachers to teach to their students’ learning styles but this becomes crucial when teaching English language learners. In fact, teacher always use visual teaching, while some students are audio and kinesthetic learners. So, its purpose is to identify what students learning style in order to make teacher easier to give learning strategy to students. Beside, students can improved their ability using their learning style.

According to De Porter and Henarcky in Quantum Learning (2015, p.123) states that learning styles divided into learning styles of visual, auditory and kinesthetic. There are many ways to be recognized learning styles as written De Porter and Henarcky (2015,p.118-120), one of which with know the characteristics, namely:

a. Visual learning style

Visual learning is a learning style in which ideas, concepts, data, and other information are associated with images and techniques. Students learn best when information is presented visually and in a picture or design format. When trying to remember something, you can often visualize a picture of it in your mind. (Wileman, 2002,p.114)

Based on De Porter and Henarcky (2015, p.118-120) the visual learning is a learning style in which ideas, concepts, data, and other information are associated with images and techniques. The characteristics exhibited by students visual style are : 1) students in visual learning style usually neat and orderly,
2) students able to speak rapidly, 3) they able to make plans and set long-term well, 4) they are thorough and detailed in doing something, 5) they also concerned with the appearance, 6) they are more easily remember what they see than what they hear, 7) they remember things based on visual association, 8) they have the ability to spell the letters very well, 9) they are normally not easily distracted by the commotion or noise while studying, 10) they are difficult to accept verbal instructions (therefore often they asked for instructions in writing). 11) They are the fast reader and diligent, 12) they would rather read than recited, 13) they provide a response to everything, they are always alert, requiring a thorough explanation of the purpose and various other related issues, 14) if they are on the phone they like to make note without meaning during speech, 15) they forgot to convey a verbal message to others, 16) they often answered questions with short answers "yes" or "no", 17) they would rather demonstrate something than speech, 18) they are more interested in art (painting, sculpture, drawings) than the music, 19) they often knowing about what should they say, but they are not clever to write in words, and the last, 20) they sometimes lose concentration when they paid attention.

Based on explanation above, it can be concluded that visual learners learn new skills by seeing and learn new information best through visuals. Using diagrams and other
visual methods of learning are recommended for these types of learners.

b. Auditory learning style

Auditory learning is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning. Students learn best by listening and discussing. When trying to remember something, you can often “hear” the way someone told you the information, or the way you previously repeated it out aloud.

Brown (2000)

Based on De Porter and Henarcky (2015, p.118-120) the auditory learning is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning.

The characteristics exhibited by students auditory learning style are: 1) they often talking to himself while working (learning), 2) they are easily distracted by the commotion or noise, 3) they are moving the lips and said writing in a book when reading, 4) they are more happy listening than reading, 5) if they are reading, then they more pleased to read aloud, 6) they can repeat or imitate the tone, rhythm and timbre, 7) they will be difficult to write something, but very good at telling stories, 8) they speak in rhythm pattern well, 9) they speak very fluent, 10) they prefer the art of music than any other art, 11) they learn to
listen and remember what was discussed than what is seen, 12) they love to talk, discuss and explain things, 13) they get difficulty if they had faced the tasks associated with the visualization, 14) they are more clever to spell or say the words out loud than writing, and the last 15) they are more like humor or jokes oral rather than reading humor books/comics.

Based on explanation above, it can be concluded that auditory learners will benefit from creating recordings of the information that is being taught, as well as benefit from information that has been played back from these recordings. Most auditory learners tend to repeat things aloud, so they are able to easily learn the information that is being repeated.

c. Kinesthetic learning style

A kinesthetic-tactile learning style requires that you manipulate or touch material to learn. Students learn best by moving around and touching objects. Students like to be physically engaged in a “hands-on” activity. Widayanti (2008,p.170)

*Based on* De Porter and Henarcky (2015, p.118-120) the kinesthetic-tactile learning style requires that you manipulate or touch material to learn. The characteristics exhibited by student’s kinesthetic learning style are; 1) they speak slowly, 2) they always give response to physical attention, 3) they are touching people to get their attention, 5) they stand close when
talking with other people, 6) they always oriented towards physical and many moves, 7) they are having early development correct muscle, 8) they are learning through manipulation and practice, 9) they are memorizing by walking and see, 10) they point out by finger as a bookmark when reading, 11) they use many gesture of body, 12) they are unable to sit still in the long term, 13) they cannot remember the geographical unless they are has been in place, 14) they are using words contains action, love books oriented plot, 15) they are reflecting action by body movement while reading, 16) they have possibility of bad writing, 17) they want to do something.

Based on explanation above, it can be concluded that kinesthetic learners can take while trying to master new skills. Kinesthetic learners can use a hands on approach to take part in experiments, as well as other approaches where the individual can use their hands.

Based on those explanation, it can be concluded that one of learning style is the key to developing the performance of the learning process. The teachers in some primary and secondary schools in the United States realize that everyone has the optimal way to learn new information.Garden(2003,p.37-48). It is realized that some students need to be taught other ways of learning methods used . By knowing the learning style of each student , a teacher can approach almost all or all students with different learning styles vary
in conveying information. Thus it can be interpreted that learning style is the way that tends chosen someone to receive information from the environment and process that information.

F. Previous Research

In order to support this research, the researcher discusses two related studies. The first is study from Hutama Wahyu Nugraha (2013). This study told about The difference of learning styles of more and less effective language learners. This research study aims to identify the learning styles of students. To find out whether there are significant differences in the learning style preferences between more and less effective learners. The researcher used ex post facto research design. The researcher compares the learning styles of second grade students of MTs Darussa`adah Malang. Where the independent variable is English final examination. There were two levels of the independent variable. More effective and less effective learners. The dependent variable consisted of 24 students responses to a questionnaire. The questionnaire used by researcher to determine by provided 4 point the level of suitability learning style.

The second is a study from Choirul Huda (2015). This research aimed to To describe students’ learning style in learning English at MTS Nurul Iman Kota Jambi. For this research a qualitative design with a descriptive approach used to investigate students performance for Eight Grade of MTS Nurul Iman Kota Jambi based on students’ perception. The
The researcher chose the design and method because descriptive will explore bounded systems (cases) with in-depth data collection involving multiple sources of information (e.g. Interview, demographic survey and observation). This research focuses on to investigate students’ style in learning English at MTS Nurul Iman Kota Jambi. Based on the research, the most students’ style learning was auditory. The result can be seen from the percentage of those columns. The item “agree” got 21.33% and item “very agree” got 32.67%.

The similarities of whole study is the focus of research. The focus of research is students’ learning style. The difference between the previous study and the present study is the last study add the discussion with more and less effective learning style. Besides the other previous k study used qualitative study.
CHAPTER III
Method and Procedure

A. Setting and Subject of the Research

This research will be conducted in SMPN Satu Atap Muaro Jambi. This school is located at Muaro Jambi. There are a class for each grade. This school uses KTSP curriculum. This research was held on first semester in year 2018/2019.

B. Method of the Study

In conducting the research, the writer will use the Quantitative with descriptive approach. Creswell (2003, p.78) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. Then, in this research a descriptive research, which emphasizes on a survey research. According to Lodico et.al. (2006 ,p.157), descriptive study is one of the most common types of quantitative research in education where researchers use cover letters to accompany their surveys. Moreover, Warwick and Lininger (1975,p.67) state that a survey is a method of collecting information about human population in which direct contact is made with the units of study (individuals, organizations, communications, etc) through such systematic means as questionnaires and interview schedule.

In this research the researcher will get data from questionnaire about learning style, hich got from 72 students of SMPN 1 atap Muaro Jambi.
C. Operational Definition

In order to avoid misunderstanding, the writer tries to explains some terms.

1. learning style is the way something tends and to selected students in reacting and using the incentives in order to absorb, then organize and process each information in the process of learning.

2. Visual learning is a learning style in which ideas, concepts, data, and other information are associated with images and techniques. Students learn best when information is presented visually and in a picture or design format.

3. Auditory learning is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning.

4. A kinesthetic-tactile learning style requires that you manipulate or touch material to learn. Students learnt best by moving around and touching objects.

In fact, in this study, the writer focuses on the three kinds of learning styles. They are visual, auditory and kinesthetic.

D. Population and Sample

1. Population

According to Best, (2008,p. 267) population is any group of individuals that have one or more characteristics in common that are of
interest to the researcher. The population might be all the individuals of a particular type or a more restricted part of that group. Therefore based on definition, the population in this research is all the students of SMPN Satu Atap Muaro Jambi in academic year 2018-2019. There are three classes of the students with the total number of them is 70. The population of the research is shown in the table below:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>22</td>
</tr>
<tr>
<td>VIII</td>
<td>25</td>
</tr>
<tr>
<td>IX</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
</tr>
</tbody>
</table>

Table 1: Table Population of Study

Sources: SMPN Satu Atap Muaro Jambi

2. Sample

Getting sample is very important in scientific research because the total number of population is usually too many. Because of the large number of population, the researcher took sample as the representative of the population. According to Best,(2008,p.268) a sample is a small proportion of a population selected for observation and analysis.

In this research the writer applied convenience sampling method. Convenience sample also called Haphazardly sample. Moreover, Fraenkel and Wallen (2006,p.94) states about sampling refers to a process to select
the individuals who are used to be the sample. Meanwhile, non-random sampling (Fraenkel and Wallen, 2006, p.98) contains systematic sampling, convenience sampling, and purposive sampling. In this study the writer used convenience sampling which means a sample that is easily accessible. Moreover, the writer choose all classes because SMPN Satu Atap Muaro Jambi only has a class for each grade.

E. The Data Collecting Technique

The research instrument is a tool of the research to collect data. In this research, the researcher used a observation and questionnaire as the instrument.

1. Observation

Observation is a method of data collection that employs the sense of vision as its main source. There are various types of observation, differing from each other in the degree to which the observer participates in the environment, the setting in which it occurs, and in the way in which it is organized Creswell (1997:125). In observation there are many ways which can do by researcher. Observation has been categorized as native (in everyday life) or scientific (planned), participant or nonparticipant, structured or unstructured, natural or laboratory, open or hidden, active of passive, and direct or indirect observation.

Mansel (2011:2) stated that some limited information on student’s learning processes may be gained by observation. The researcher uses this technique is to observe direct observation to get the data of the condition of the teacher’s strategy to enhance student’s critical thinking.
The observations sheet includes date/time, students classes, teacher strategy, course class activities and also topic of activities in enhancing student’s critical thinking. The researcher conducted a direct observation for two or three months when the teacher and students got interaction then make such field note.

2. Questionnaire

The questionnaire that will be used is close questionnaire. It means the writer will prepare the questionare and its answer choice. In order to get the result of questionnaire, the researcher used the form of O’Brien about modality. Modality, also called learning channel, refers to the preferred sensory mode with which an individual detects, registers, and recalls information. There are three primary learning modalities or channels: visual, auditory, and kinesthetic. It is not unusual for a student to possess traits that are characteristic of two or more modality types; some students process information differently in different situations.

F. Statistical Analysis

An informal assessment of a student's modality strength is vital for developing a relevant and effective learning strategy repertoire that capitalizes on the student's preferred sensory mode(s). Each item is followed by three possible answers. (1) Never applies to me, (2) Sometimes applies to me, (3) Often applies to me.

The given questionnaires will be measured based on O’Brien (in Egan et.al, 2004, p.12) as follows:
Table 2 Scale of answer

<table>
<thead>
<tr>
<th>Answer</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often applies to me</td>
<td>3</td>
</tr>
<tr>
<td>Sometimes applies to me</td>
<td>2</td>
</tr>
<tr>
<td>Never applies to me</td>
<td>1</td>
</tr>
</tbody>
</table>

The writer will add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section. The highest score is represented the learning style of the student.

Section One score: _____ (Visual)
Section Two score: _____ (Auditory)
Section Three score: _____ (Kinesthetic)
CHAPTER IV
FINDING AND DISCUSSION

A. FINDING

1. Seventh Grade Students’ learning style English at SMPN Satu Atap Muaro Jambi

The studenth of grade sevens consits of 12 male students and 10 female students. The result showed that most of students in seventh grade is kinesthetic students. The characteristic is most of the students loved to get practice than focus on what teacher explained. Below is the questionnaire result:

There are 29.16% of visual students, 45.83% of auditory students and 70.83% of kinesthetic students. The most students in seventh grade is kinesthetic students. Some of them have two even three learning style. It means they can improve their skill using method that reflects those learning styles. For detail can be explained as follows.

The score of student number 1 is 20 for visual, 22 for auditory and 21 for kinesthetic which means the dominant is auditory. The score of student number 2 is 19 for visual, 19 for auditory and 19 for
kinesthetic which means the there is no dominant learning style. This kind of students can adapt all learning situation. The score of student number 3 is 17 for visual, 19 for auditory and 22 for kinesthetic which means the dominant is kinesthetic. The score of student number 4 is 20 for visual, 17 for auditory and 18 for kinesthetic which means the dominant is visual. The score of student number 5 is 20 for visual, 19 for auditory and 20 for kinesthetic which means the dominant is visual and kinesthetic. The score of student number 6 is 18 for visual, 15 for auditory and 18 for kinesthetic which means the dominant is visual and kinesthetic. The score of student number 7 is 19 for visual, 21 for auditory and 21 for kinesthetic which means the dominant is auditory and kinesthetic. The score of student number 8 is 21 for visual, 24 for auditory and 21 for kinesthetic which means the dominant is auditory and kinesthetic. The score of student number 9 is 19 for visual, 20 for auditory and 18 for kinesthetic which means the dominant is auditory. The score of student number 10 is 19 for visual, 20 for auditory and 21 for kinesthetic which means the dominant is kinesthetic. The score of student number 11 is 20 for visual, 21 for auditory and 23 for kinesthetic which means the dominant is kinesthetic. The score of student number 12 is 18 for visual, 20 for auditory and 19 for kinesthetic which means the dominant is auditory. The score of student number 13 is 22 for visual, 19 for auditory and 19 for kinesthetic which means the dominant is visual. The score of student number 14 is 17 for visual, 19 for auditory and 21 for kinesthetic which means the dominant is kinesthetic. The score of student number 15 is 17 for visual, 20 for auditory and 20 for kinesthetic which means the dominant is auditory and kinesthetic. The score of student number 16 is 19 for visual, 17 for auditory and 18 for kinesthetic which means the dominant is visual. The score of student number 17 is 22 for visual, 19 for auditory and 22 for kinesthetic which means the dominant is visual and kinesthetic. The score of student number 18 is 15 for visual, 17 for auditory and 16 for kinesthetic which means the
dominant is auditory. The score of student number 19 is 17 for visual, 18 for auditory and 19 for kinesthetic which means the dominant is kinesthetic. The score of student number 20 is 22 for visual, 16 for auditory and 23 for kinesthetic which means the dominant is kinesthetic. The score of student number 21 is 22 for visual, 18 for auditory and 25 for kinesthetic which means the dominant is kinesthetic. The score of student number 22 is 20 for visual, 19 for auditory and 18 for kinesthetic which means the dominant is visual. The score of student number 23 is 20 for visual, 18 for auditory and 21 for kinesthetic which means the dominant is kinesthetic. The last is score of student number 24 that 19 for visual, 18 for auditory and 20 for kinesthetic which means the dominant is kinesthetic.

The students in kinesthetic learning can earns best when physically engaged in a "hands on" activity. In the classroom, benefits from a lab setting where he/she can manipulate materials to learn new information. They learns best when he/she can be physically active in the learning environment. Benefits from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and fieldwork outside the classroom.

They bears down extremely hard with pencil or pen when writing. Often enjoys working with tools. They remembers best by writing things down several times. They also often plays with coins or keys in pockets. They may chew gum, or snack during studies. They learns spelling by "finger spelling" the words. They often is good at working and solving jigsaw puzzles and mazes. In fact, they often doesn't like to read directions, would rather just do it. They usually often prefers not to study at a desk and thinks better when given freedom to move around.

In concluded, the kinesthetic students is active in movement. Based on researcher’s observation, students in grade seventh is very active. They also crowded in the classroom. Sometime teacher need to
warn them to be focus on study, but they will repeat their activities over and over again.

2. Eight Grade Students’ style in learning English at SMPN Satu Atap Muaro Jambi

The studenth of grade eighth consits of 10 male students and 15 female students. The result showed that most of students in eight grade is visual students. The characteristic is most of the students loved to watch the teacher’s wrote on the white board. Below is the questionnaire result:

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>66.66%</td>
</tr>
<tr>
<td>Auditory</td>
<td>20.83%</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>45.83%</td>
</tr>
</tbody>
</table>

There are 66.66% of visual students, 20.83% of auditory students and 45.83% of kinesthetic students. The most students in eighth grade is visual students. Some of them have two even three learning style. It means they can improve their skill using method that reflects those learning styles. For detail can be explained as follows.

The score of student number 1 is 21 for visual, 19 for auditory and 25 for kinesthetic which means the dominant is kinesthetic. The score of student number 2 is 18 for visual, 15 for auditory and 21 for kinesthetic which means the there is no dominant learning style. The score of student number 3 is 23 for visual, 19 for auditory and 23 for kinesthetic which means the dominant is visual and kinesthetic. The
The score of student number 4 is 22 for visual, 20 for auditory and 20 for kinesthetic which means the dominant is auditory and kinesthetic. The score of student number 5 is 20 for visual, 19 for auditory and 18 for kinesthetic which means the dominant is visual. The score of student number 6 is 22 for visual, 15 for auditory and 20 for kinesthetic which means the dominant is visual. The score of student number 7 is 21 for visual, 18 for auditory and 19 for kinesthetic which means the dominant is visual. The score of student number 8 is 22 for visual, 15 for auditory and 18 for kinesthetic which means the dominant is visual. The score of student number 9 is 17 for visual, 20 for auditory and 22 for kinesthetic which means the dominant is kinesthetic. The score of student number 10 is 19 for visual, 21 for auditory and 21 for kinesthetic which means the dominant is auditory and kinesthetic. The score of student number 11 is 20 for visual, 21 for auditory and 23 for kinesthetic which means the dominant is kinesthetic. The score of student number 12 is 18 for visual, 20 for auditory and 19 for kinesthetic which means the dominant is auditory. The score of student number 13 is 22 for visual, 19 for auditory and 19 for kinesthetic which means the dominant is visual. The score of student number 14 is 17 for visual, 19 for auditory and 21 for kinesthetic which means the dominant is kinesthetic. The score of student number 15 is 17 for visual, 20 for auditory and 20 for kinesthetic which means the dominant is auditory and kinesthetic. The score of student number 16 is 19 for visual, 17 for auditory and 18 for kinesthetic which means the dominant is visual. The score of student number 17 is 22 for visual, 19 for auditory and 22 for kinesthetic which means the dominant is visual and kinesthetic. The score of student number 18 is 15 for visual, 17 for auditory and 16 for kinesthetic which means the dominant is auditory. The score of student number 19 is 17 for visual, 18 for auditory and 19 for kinesthetic which means the dominant is kinesthetic. The score of student number 20 is 22 for visual, 16 for auditory and 23 for kinesthetic which means the dominant is
kinesthetic. The score of student number 21 is 22 for visual, 18 for auditory and 25 for kinesthetic which means the dominant is kinesthetic. The score of student number 22 is 20 for visual, 19 for auditory and 18 for kinesthetic which means the dominant is visual. The score of student number 23 is 20 for visual, 19 for auditory and 21 for kinesthetic which means the dominant is kinesthetic. The score of student number 24 is 19 for visual, 19 for auditory and 19 for kinesthetic which means there is no dominant learning style. The last is score of student number 25 that 20 for visual, 16 for auditory and 17 for kinesthetic which means the dominant is visual.

The students with visual learning style look around and examine the situation. They may stare when angry and beam when happy. Facial expression is a good indicator of emotion in the visual learner. They think in pictures and detail and have vivid imaginations. When extensive listening is required, they may be quiet and become impatient. Neat in appearance, they may dress in the same manner all the time.

They have greater immediate recall of words that are presented visually. Visual learners like to take notes. Relatively unaware of sounds, they can be distracted by visual disorder or movement. They solve problems deliberately, planning in advance and organizing their thoughts by writing them down. They like to read descriptions and narratives.

In concluded, the visual students is focus in what they look. Based on researcher’s observation, students in grade eighth is very cooperative during learning activity. Most of them looked seriously in doing the task.
3. Ninth Grade Students’ style in learning English at SMPN Satu Atap Muaro Jambi

The students of ninth grade consists of 11 male students and 12 female students. The result showed that most of students in ninth grade is auditory students. The characteristic is most of the students loved to hear the teacher’s explained than what teacher did. Below is the questionnaire result:

There are 30.43% of visual students, 48.03% of auditory students and 47.82% of kinesthetic students. The most students in ninth grade is kinesthetic students. Some of them have two even three learning style. It means they can improve their skill using method that reflects those learning styles. For detail can be explained as follows:

The score of student number 1 is 17 for visual, 17 for auditory and 18 for kinesthetic which means the dominant is visual and auditory. The score of student number 2 is 16 for visual, 19 for auditory and 18 for kinesthetic which means the dominant learning style is auditory. The score of student number 3 is 17 for visual, 18 for auditory and 17 for kinesthetic which means the dominant is auditory. The score of student number 4 is 19 for visual, 17 for auditory and 18 for kinesthetic which means the dominant is auditory. The score of student number 5 is 20 for visual, 19 for auditory and 18 for kinesthetic which means the dominant is visual. The score of student number 6 is 19 for visual, 19 for auditory and 20 for kinesthetic
which means the dominant is kinesthetic. The score of student number 7 is 20 for visual, 18 for auditory and 19 for kinesthetic which means the dominant is visual. The score of student number 8 is 21 for visual, 21 for auditory and 17 for kinesthetic which means the dominant is auditory and visual. The score of student number 9 is 16 for visual, 20 for auditory and 24 for kinesthetic which means the dominant is kinesthetic. The score of student number 10 is 19 for visual, 19 for auditory and 19 for kinesthetic which means there is no dominant learning style. The score of student number 11 is 20 for visual, 21 for auditory and 23 for kinesthetic which means the dominant is kinesthetic. The score of student number 12 is 18 for visual, 20 for auditory and 19 for kinesthetic which means the dominant is auditory. The score of student number 13 is 22 for visual, 19 for auditory and 19 for kinesthetic which means the dominant is visual. The score of student number 14 is 17 for visual, 19 for auditory and 21 for kinesthetic which means the dominant is kinesthetic. The score of student number 15 is 20 for visual, 24 for auditory and 17 for kinesthetic which means the dominant is auditory. The score of student number 16 is 19 for visual, 17 for auditory and 18 for kinesthetic which means the dominant is visual. The score of student number 17 is 22 for visual, 19 for auditory and 22 for kinesthetic which means the dominant is visual and kinesthetic. The score of student number 18 is 21 for visual, 24 for auditory and 24 for kinesthetic which means the dominant is auditory and kinesthetic. The score of student number 19 is 17 for visual, 18 for auditory and 19 for kinesthetic which means the dominant is kinesthetic. The score of student number 20 is 22 for visual, 16 for auditory and 23 for kinesthetic which means the dominant is kinesthetic. The score of student number 21 is 22 for visual, 18 for auditory and 25 for kinesthetic which means the dominant is kinesthetic. The score of student number 22 is 20 for visual, 19 for auditory and 18 for kinesthetic which means the dominant is visual. The last is score of
student number 23 that 19 for visual, 25 for auditory and 25 for kinesthetic which means the dominant is auditory and kinesthetic.

The students with auditory learning style talk about what to do, about the pros and cons of a situation. They indicate emotion through the tone, pitch, and volume of their voices. They enjoy listening but cannot wait to get a chance to talk. They tend toward long and repetitive descriptions. They like hearing themselves and others talk.

They tend to remember names but forget faces and are easily distracted by sounds. They enjoy reading dialogue and plays and dislike lengthy narratives and descriptions. Auditory learners benefit from oral instruction, either from the teacher or from themselves. They prefer to hear or recite information and benefit from auditory repetition.

In conclusion, the visual students is focus in what they hear. Based on researcher’s observation, students in grade ninth is more focus in hearing teacher explation. For addition, the students is more calm than their junior.

4. Students’ style in learning English at SMPN Satu Atap Muaro Jambi

The most students in seventh grade is kinesthetic students. Some of them have two even three learning style. It means they can improve their skill using method that reflects those learning styles. Then, The most students in eigth grade is visual students. Some of them have two even three learning style. It means they can improve their skill using method that reflects those learning styles. For detail can be explained as follows.Last, The most students in ninth grade is kinesthetic students. Some of them have two even three learning style. It means they can improve their skill using method that reflects those learning styles.

For totally, students with audio learning style is 31 students of 70 students at SMPN Satu Atap Muaro Jambi. Then, the auditory students is 25 students of 70 students and the kinesthetic students is 38
studens of 70 students. It means the most students is kinesthetic learning style.

**B. Discussion**

It is important to be a flexible learner. It learning style may after according to many factors. Different styles work for different subjects and even the time of the day. It will probably learn by using a combination of these styles.

“Studying” is the process of learning and understanding all that it has been taught about a topic. It should be a continuous process throughout the year, for all of it subjects. Study needs to become a habit, with well-established routines. People learn and recall information in different ways. Not all the tips provided here will be useful to it. It need to identify those strategies that best suit it. If it use them over an extended period of time it will reap the rewards.

Some statements mention that education, ultimately, must come to grip the different learning needs of individual learners. They, however, state that there is still no connection between theory and practice in identifying learner’s needs. They add that some educators today are raising critical questions about the ways in which students learn. This effort and related research focus on student learning skill and learning style.

Wang (2007,p.409) defines “learning style as an individual’s preferred or habitual ways of processing the knowledge and transforming the knowledge into personal knowledge”. It is an educational condition under which a student is most likely to learn. Thus, learning style is not really concerned with what the learners learn, but rather how they prefer to learn the materials. Furthermore, each person has his or her own best way to learn, governing how they prefer to receive and process the knowledge. Some learners may rely on visual image or presentation, others prefer listening to the music while learning; still others may respond better to hands-on activities.

Everyone has different learning style but each person is a unique. Students’ learning style may be influenced by their reaction to personal life
experiences, their approaches in learning, and their previous learning habits. In fact, people usually have just one dominant style. It means everyone has different learning style from another, but only one style is dominant people have.

Learning styles are found to affect the students’ learning behaviors. Students who have different learning style preferences would behave differently in the way they perceive, interact with, and respond to the learning environment. Since the learners differ in their preferences to the certain learning styles, it will be important for an educator to know the variations of students on the features of their learning styles because the information about students’ learning style preference can help the teachers or lecturers become aware to the students’ differences bring to the classroom.

Most students prefer their teachers to teach in a way to write everything on the chalkboard. That way they can read and then try to understand it. However, a majority Other students prefer their teachers to teach in a way it verbally and they listen to can understand it. Meanwhile, there are students who prefer to form small groups to discuss questions concerning these lessons.

Other ways are also often favored by many students are learning models that puts the teacher is like a speaker. Teacher expected to talk at length about the various theories with a myriad of illustration, while the students listened describes the content of the lecture in a form that only those understand themselves. Whatever way is chosen, it shows the differences in learning styles.

The fastest and best way for each individual to absorb a information from outside himself. Therefore, if we as teachers can understand how different everyone's learning style, it might be easier for us if an when, for example, we should guide the person to get the right learning style and provide maximum results for themselves.

In this case, researcher used observation to get data. Observation is a systematic data collection approach. Researcher use all of their senses to
examine people in natural settings or naturally occurring situations. In this research, researcher observed ten items of observation sheet.

The first item is “There are students who speak fast”. Speaking fast is the characteristic of visual learning style. In observation, researcher found students who speak fast in asking, answering or discussing lesson. Speak fast meant students said word by word quickly. For example:

Student A: “Mam, I want to ask about this picture. Is there any relation to the next picture? What do they do in this picture? I think the picture is not matching. Why we should see this picture?”

The talking or speaking fast in this case means the students always have question to teacher. This kind of students include in kinesthetic learning style. Students with kinesthetic learning style have ability in speaking. Sometime they combine their speaking with their body language.

Then, researcher also found students who active in classroom. Active in this case means that students always moving. They cannot sit well. They like to speak with others, even it was something unimportant. This item is one of kinesthetic characteristic.

For example, students cannot sit calmly. Students always move from their sitting. They usually always ask permit to teacher to go to toilet. Students always seem to be moving around because they see their surroundings differently. For them, the world is just a huge playground full of wonderful things they want to discover and explore. These students typically need to touch or do something in order to process new information. Even if new information is understood through seeing or hearing,

The next item is about students who read aloud which is included as the auditory characteristics. Students often read aloud when teacher asked them to memorize the lesson. They felt reading aloud was more effective.

For example, students will good in oral session. So, when they asked to read, they will read aloud, word by word correctly. They love to show their ability in oral session.
The next visual learning style characteristic was students focused on teacher’s explanation. Students with visual learning style used their visualization to get information. By focusing on the lesson from teacher’s explanation made them took more concentration.

Students learn by hearing and listening. They understand and remember things they have heard. They store information by the way it sounds, and they have an easier time understanding spoken instructions than written ones. They often learn by reading out loud because they have to hear it or speak it in order to know it. So that, by focusing teacher explanation, they get more information.

The other visual learning style characteristic is students like to write. In this case, students like to write what teacher’s said into their note. They also like to write on their note book the note on whiteboard.

For example, students love to write what they have heard. They have a complete note about teacher explanation. Students in auditory learning style used the process of writing to remember what teacher said before.

Students with kinesthetic learning style like to talk and discuss. Both of activities stimulate their brain. They felt more concentration by doing those activities. Some kinesthetic students find it difficult to sit still for long periods of time. Their brains are stimulated by physical movement or touch, so being sedentary can set up a situation where the brain stops absorbing information due to lack of physical stimulation. For this reason, kinesthetic students can find the classroom setting challenging. If they are expected to sit, read, watch or listen for long periods of time they can easily find their thoughts and attention drifting.

Students’ visual learning style was calm in classroom. They like to focus on lesson and be busy with their note. They also obey the rule in classroom, they sometimes lose concentration when they paid attention.

Based on explanation above, it can be concluded that visual learners learn new skills by seeing and learn new information best through visuals. Using diagrams and other visual methods of learning are recommended for these types of learners.
In this research, researcher also found students whose written is not good. It is the characteristic of kinesthetic learning style. Usually, students with kinesthetic learning style were lazy to write. Beside, students in kinesthetic learning style always lose concentration. They cannot focus to teacher.

The last, researcher found students who did not like the noisy. The students felt uncomfortable when the class situation became noisy. They cannot concentrate if they heard something noisy. It became one of audio characteristic.

Based on the observation sheet, it can be seen that the students in the classroom has their own learning style. Some of them are visual learning style, audio learning style and kinesthetic learning style. Those observation explanation is appropriate to De Porter and Henarcky (2015, p.118-120) theory that has been explained in chapter two about students learning style characteristics.

Then, according to finding, there are three learning style found in this research, they are visual, auditory and kinesthetic. Some students have more than one learning style in learning English. In questionnaire result, there are 29,16 % of visual students, 45,83 % of auditory students and 70,83% of kinesthetic students. The most students in seventh grade is kinesthetic students. There are 66,66 % of visual students, 20,83 % of auditory students and 45,83% of kinesthetic students. The most students in eighth grade is visual students. There are 30,43 % of visual students, 48,03 % of auditory students and 47,82% of kinesthetic students. The most students in ninth grade is kinesthetic students.

Back to observation, auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements. Auditory learners prefer to record on tape rather than recorded, because they like to listen to repetitive
information, this modality to access all kinds of sounds and words, created and remember music, tone, rhythm, rhyme, internal dialogue and sound.

Visual learners prefer to learn by seeing. They have good visual recall and prefer information learners to be presented visually in the form of diagrams, graphs, maps, poster and display, for example they often use hand movement when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information, make a lot of symbols and images in their records. Visual learners learn best when they begin with the whole picture, reading material at a glance, for example, gives an overview of the literature. These modalities to access visual images created and remember color, space relations, portraits, mental, and images that stand out.

Kinesthetic learner prefers to learn by doing. They are good at recalling events and associate feelings or physical experience with memory. They enjoy physical activity, field trips, manipulating objects, and other practical, first hand experience. They often find it difficult to keep still and need regular breaks in classroom activities. Kinesthetic learner’s prefers to learn through movement and is best to memorize the information by linking the movement. This modality of accessing all types of motion and emotion are created and kept in mind.

The finding concluded that, the most students’ style learning was auditory. It means students more focus in hearing in class. They also like to read aloud. They did not like noisy too.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding, there are three learning style found in this research, they are visual, auditory and kinesthetic. Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes. Visual learners prefer to learn by seeing. They have good visual recall and prefer information learners to be presented visually in the form of diagrams, graphs, maps, poster and display. Kinesthetic learner prefers to learn by doing. They are good at recalling events and associate feelings or physical experience with memory. They enjoy physical activity, field trips, manipulating objects, and other practical, first hand experience. Based on the research, most of the grade seventh student is kinesthetic students, eighth grade is visual students and the ninth grade is the auditory students.

B. Suggestion

Based on the conclusion above, it is suggested the first for language teachers, they may take learners’ style into account for the sake of varying learning strategies and ways in carrying out the lesson in the classroom so that they can promote learners’ need. Then, students to expand their existing learning and studying strategies. After that is the following are the recommendations for further research. It is recommended that similar studies should be conducted by applying different instruments besides the questionnaire such as inventories, interviews, observations; to large research, researchers will gain adequate data about learning styles and achievement in the foreign language. Besides, the researcher suggest to the further researcher could take learning style as the variable that will influence their achievement.
Reference


Keating, David. (2016). Common English Language Problems of Indonesian Students. [URL]


Appendix 1

Observation sheet

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<td>• Opportunity to work on own in a quiet place</td>
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<td>• Likes to write, draw pictures</td>
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<td></td>
<td>• Make highlighters available; things to be learnt, main ideas can be</td>
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<tr>
<td></td>
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<td>• Use basic software programs that offer encyclopaedic knowledge, drills</td>
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<tr>
<td></td>
<td>or demonstrations to refresh background knowledge</td>
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<td></td>
<td>• Finds spoken instructions difficult</td>
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<td>• Notices details</td>
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<td>• Opportunity to work with a friend and talk things through together</td>
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<td>• Read out loud whenever possible</td>
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<td>• Likes to hear things explained and likes to explain to others</td>
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<td>• Use a cassette recorder to make notes</td>
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<td><strong>Kinaesthetic</strong></td>
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<td>• Opportunity to walk around saying words to themselves</td>
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<td></td>
<td>• Will not do best work</td>
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<td>sitting at a desk; may prefer lying on the floor; would actually prefer to work with music in background</td>
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<td>- When studying take breaks frequently</td>
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<td>- Enjoys doing activities</td>
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<td>- Taps pencil or foot while studying</td>
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Appendix 2

Questionnaire

To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

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<td>Sometimes applies to me.</td>
<td>Often applies to me.</td>
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**SECTION ONE:**

1. _____ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. _____ I remember something better if I write it down.
3. _____ I get lost or am late if someone tells me how to get to a new place, and I don’t write down the directions.
4. _____ When trying to remember someone’s telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. _____ If I am taking a test, I can “see” the textbook page and where the answer is located.
6. _____ It helps me to look at the person while listening; it keeps me focused.
7. _____ Using flashcards helps me to retain material for tests.
8. _____ It’s hard for me to understand what a person is saying when there are people talking or music playing.
9. _____ It’s hard for me to understand a joke when someone tells me.
10. _____ It is better for me to get work done in a quiet place.

*Total _____*

**SECTION TWO:**

1. _____ My written work doesn’t look neat to me. My papers have crossed-out words and erasures.
2. _____ It helps to use my finger as a pointer when reading to keep my place.
3. _____ Papers with very small print, blotchy dittos or poor copies are tough on me.
4. _____ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. _____ I remember things that I hear, rather than things that I see or read.
6. _____ Writing is tiring. I press down too hard with my pen or pencil.
7. _____ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. _____ When I read, I mix up words that look alike, such as “them” and “then,” “bad” and “dad.”
9. _____ It’s hard for me to read other people’s handwriting.
10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total______

Continue with Section Three on the reverse side

SECTION THREE:

1. _____ I don’t like to read directions; I’d rather just start doing.
2. _____ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. _____ Studying at a desk is not for me.
4. _____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. _____ Before I follow directions, it helps me to see someone else do it first.
6. _____ I find myself needing frequent breaks while studying.
7. _____ I am not skilled in giving verbal explanations or directions.
8. _____ I do not become easily lost, even in strange surroundings.
9. _____ I think better when I have the freedom to move around.
10. _____ When I can’t think of a specific word, I’ll use my hands a lot and call something a “what-cha-ma-call-it” or a “thing-a-ma-jig.”

Total______

SCORING:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: _____(Visual)
Section Two score: _____(Auditory)
Section Three score: _____(Kinesthetic)
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# CURRICULUM VITAE

**Name**: Depaty Alvio. JH  
**Gender**: Male  
**Birthday**: Kota Jambi, 16 of Desember 1993  
**Address**: Kab. Muaro Jambi, Kec. Jambi Luar Kota (Mendalo Darat)  
**E-mail**: fils.rex@gmail.com  
**Phone Number**: 085267072227

## Education Background

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Jambi, 2018  
The Researcher  

[Signature]

Depaty Alvio. JH