

**THE ANALYSIS OF STUDENTS' LEARNING STYLE IN  
WRITING-I CLASS  
(A Descriptive Study For the Second Semester Students of PBI  
FTIK IAIN Langsa)**

**THESIS**

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I CLASS**

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## **Abstract**

Learning style is a combination about how individual to absorb, to arrange, and to manage the information. There are three primary learning styles: visual, auditory, and kinesthetic. This study address the “The Analysis of Students’ Learning Style In Writing-I Class (A Descriptive Study for the Second Semester Students of PBI FTIK IAIN Langsa). The objectivies of this study would to establish dominant of students learning style in writing I class and to find out about the description of students’ learning style in learning process of writing-1 in the classroom. This study used Quantitative Descriptive as research methodology to analysis and describes the types of dominant learning style toward students learning process. The technique data collecting used through questionare and observation. The population is 65 students, because the second semester students PBI has two unit that the total are 65 students. The finding indicated the predominant in students learning style frrom percentage result of analysis in writing I class. It was found that there are 24 (36,92 %) students are visual learners, 27 (42,53 %) students are auditory learners, and 14 (21,53 %) students are kinesthetic learners. From the data above can be included the dominant students learning style is auditory learners, there are 27 students and visual are 24 students and than kinesthetic only 14 students from 65 students. Include this reality was fact because be done based on research and got result it, although used same of theory and research in different place but given different dominant of result. It was fact the individual as a student who has differences learning style. So, very important for lecturer and students to know students lerning style. Students who know their learning styles and be able to apply appropriate learning strategies then the individual will success in learning. Lecturer can implement best practice strategies into their daily activities, curriculum and assessments.

Key Words : Learning style, students, dominant.

## CHAPTER I

### INTRODUCTION

#### A. The Background of The Study

English is a foreign language, when students learn English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. All of the skills are to be improved in the process of teaching and learning English. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. Every skill has different ways, method and style to learn it. Commonly, English and Indonesian has the differences in structure and pronunciation areas.

Learning is a process of change in behavior or a private person based practice, experience, knowledge and culture behind them. In connection with the teaching and learning process is the interaction between learners and educators in achieve purposing, an educator should have an attitude of wise and loving as a cornerstone in the transfer of attitudes, knowledge, and culture, even educators demanded to know the characteristics of learners. The fact every student has a different character between individuals from one another, will certainly be an issue that needs solution. These factors cause varying learning styles of learners.

The presence of a different character learners with other learners characters, so it appears the supposition of learners naughty, stubborn, stupid, and the term "negative", in fact is not necessarily a reflection of reality. Educators should be aware that opinions about it necessarily true (almost certainly wrong!) Because

probably they feel difficult to receive and absorb the lessons because students not understand the material presented by educators.

Nasution said that, a wide variety methods of teaching have been widely applied and tested for learners to obtain effective results in the learning process. In fact nothing the methods of teaching are better than other teaching methods. If the variety of teaching methods have been established and did not show the expected results, then other alternatives that can be done by individual educators in the learning process, namely on the basis of the understanding of the students learning styles.

Learning style is a way that tends be chose a individual to receive information from the environment and process the information. Experts in the field of education are trying to develop theories about learning styles as a way to find a way so that learning becomes easy and enjoyable. These learning styles measure a learner's preferred modes for concentration and learning difficult information. So, learning style is a combination about how individual to absorb, to arrange, and to manage the information.

Commonly, students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning, it is important to use a combination of teaching methods and to

make the classroom environment as stimulating and interactive as possible. Students learn in many different ways.<sup>1</sup>

Theorist Neil Fleming's VARK model of student Learning that refers to the four types of learning style: Visual, Auditory, Reading or Writing Preference, and Kinesthetic. (The VARK model is also referred to as the VAK model, eliminating Reading or Writing as a category of preferential learning). The VARK model acknowledges that students have different approaches to how they process information, referred to as "preferred learning modes."<sup>2</sup> There are three primary learning styles: visual, auditory, and kinesthetic. The students learn using a variety of these methods, but one method usually predominant.

Visual students are characteristics use words and phrases that evoke visual images/pictures, tend to be fast talkers, and they learn by seeing and visualization.<sup>3</sup> Auditory learners prefer to have things explained to them verbally rather than to read written information, learn by listening and verbalizing, and they think in linear manner.<sup>4</sup> Kinesthetic learners are using all their senses to engage in learning, they learn by doing and solving real-life problems, like hands on approaches to things and learn through trial and error.<sup>5</sup>

Visual learners prefer the use of images, maps, and graphic organizers to access and understand new information. Auditory learners best understand new

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<sup>1</sup> Abbas Pourhossein Gilakjani, *Visual, Auditory , Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*. Journal of Studies in Education ISSN 2162-6952, Vol. 2, No. 1,p. 106 (accessed on , February 24, 2016.)

<sup>2</sup> <http://www.Learning Style/Teach.com>.2009 – 2016 2U, Inc.,.accessed, March 03, 2016

<sup>3</sup>Barbe, W.B. Swassin, R.H. & Milone, M. N. *Teaching through modality strengths:Concept and Practices*. Coloumbus, OH: Zaner-Bloser, 1979), p.25

<sup>4</sup> Barber, M. Reassessing pedagogy in a fast forward age. *International Journal of Learning*. Retrieved from EBSCO host databest. 2007. Ed.13(9), p.143

<sup>5</sup> Barsch, J., & Creson, B.*Barsch Learning Style Inventory*. Retrieved from mental Measurements Yearbook database. 1980, p. 156-167

content through listening and speaking in situations such as lectures and group discussion. Students who are kinesthetic learners best understand information through tactile representations of information. These students are hands-on learners and learn best through figuring things out by hand.

Learning style offer possibility for the students to follow their own way in teaching-learning process. The students shall find their own comfort adjustment in learning that help subject mastery efficiently. Learning styles are essential to emerge subject learning managements for both instructor and learner. In writing, the students are encouraged to deliver their ideas in written. It is productivity, discursive, and artificial. In writing I class is an appportunity how the students can develop their skill before they continuous to next writing.<sup>6</sup>

Learning style is a consistent way that is done by a student in capturing stimuli or information, remembering, thinking and solving problems. Not everyone followed the same way. Each shown differences, researcher can clasification. Learning style is one of the important factors that affect student achievement, but to date learning style factors often be gotten in learning process. Not only by teachers / lecturers who teach but by individuals who learn.

In fact, at FTIK IAIN Langsa, the English lecturer who teach writing-I class use her own method of teaching without aware students' learning style. However, the students' learning styles should be understood by educators. In this during, the lecturer only focus by methods of teaching, media and all the material be

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<sup>6</sup> Mauloeddin Afna, M.Pd, the lecturer of English Department of Tarbiyah and Teacher Training Faculty of IAIN Langsa, 2016, p.1.

presented but, lecturer never realized if every students have a different learning style.

The usage internet is often used by students English Department as translator media or searching tasks related with writing material. Its makes their lack of ideas that should be poured over in their writing. Beside it, mismatch method of teaching by lecturer and students learning style made students cannot absorb and understand about the material is taught.

So, very important for lecturer and students to know students learning style. A wide variety of learning styles are basically owned by each students, but there is one more dominant. Every students have a tendency to one particular learning style that easy to absorb the lessons. Students who know their learning styles and be able to apply appropriate learning strategies then the individual will success in learning.

The writer want to identify students' learning style these as visual, auditory, and kinesthetic in learn writing. The samples are the second year students of English Department of FTIK IAIN Langsa. Finding the students' learning style will help lecturers to choose ways, method and style in teaching English writing. This study is an analysis of learning style for students. It is important for educators to understand the differences in their students' learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments.

Based on explanation above, the writer would like interested to do a research with the tittle "THE ANALYSIS OF STUDENTS' LEARNING STYLE

IN WRITING-I CLASS (A Descriptive Study For the Second Semester Students of PBI FTIK IAIN Langsa). The writer hope the results of this research will be useful for consideration for the lecturers in chosing the method, technique or type of teaching materials that suit with the necessary and students learning style so expect the quality of learning in writing can be better and successfull.

**B. The Problems of Study**

1. What is dominant of students learning style in writing I class of PBI FTIK IAIN Langsa?
2. How is the description of students' learning style in learning process of writing-1 in the classroom?

**C. The Objectivies of The Study**

1. To establish dominant of students learning style in writing I class of PBI FTIK IAIN Langsa.
2. To find out about the description of students' learning style in learning process of writing-1 in the classroom.

**D. The Significance of The Study**

In this study, the writer wants to explain several result hat consist of:

1. For the reseacher

This study can be as issue or problem, background, the source,or reference for other researcher.

2. For the lecturer

To give the information for lecturers about students' learning styles, they can implement best practice strategies for their curriculum activities.



Then, to increase the Faculty awareness and understanding the effect of learning styles in proces teaching writing in classroom.

### 3. For the students

To help students, find out easyful and understanding in learn their writing. Allowing students to access information in terms they are comfortable with will increase their academic confidence. It is hoped to successful of students in their classes.

## **E. Terminology**

To avoid misunderstanding about the research, there are several terminologies in the study. The terminologies are as follow:

### 1. Learning styles

Dunn and Dunn define learning style as ‘the way in which individuals begin to concentrate on, process, internalize and retain new and difficult academic information’. Learning styles as “a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience.<sup>7</sup>

Learning style is a consistent way that is done by a student in capturing stimulate or information, remembering, thinking and solving problems. Each person has a different propensity to absorb information. Learning styles is different methods of learning or understanding new information, the way a person takes in, understand, expresses and remembers information.

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<sup>7</sup> Dunn and Dunn, *Teaching Students Through Their Individual Learning Style Prescription*, College Student Journal, (1978). 3(3), p. 333-339 (accessed on Friday, March 04, 2016)

These learning style are found within educational theorist Neil Fleming's VARK model of student Learning. Vark is an acronym that refers to the four types of learning style: Visual, Auditory, Reading or Writing Preference, and Khinesthetic. Some students are visual learners, while others are auditory or kinaesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinaesthetic learners learn by doing. Students can prefer one, two, or three learning styles.<sup>8</sup>

Visual learning is a students learning style which is used to learn with eyes: they receive or process a information with seiing, example using the pictures. Auditory learning style is a students' learning which is used to learn with use ears: they receive or process a information with hearing, they usually like to listen teacher than read a book when they learn. And Kinaesthetic learning style is a students' learning style which is used to learn with use their body: example they like learn with keep moving as such as work or touch.

## 2. Writing

Writing is complex skill, it embraces structure, vocabulary, rhetoric concepts and others elements. This skill related with listening, speaking, and reading". To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure, vocabulary is needed to correct spelling and formating. Berthoff has defined "writing as an act of the mind by which writers create

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<sup>8</sup> <http://www.Learning Style/Teach.com>.2009 – 2016 2U, Inc.,(accessed, March 03, 2016)

meaning. It means that writing is the creating of meaning from one's own intellectual and linguistic resources and activity, rather than the copying of someone else's text, or the use of prepared lists of words to create sentence or stories.<sup>9</sup>

Writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules. Writing is one of the parts of language skills besides listening, speaking and reading. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education.

Learning the process of writing is a difficult skill for students to develop and learn it, especially in EFL context. Writing is more difficult rather than the other language skills because it needs well knowledge and hard thinking when they are produce words, sentences and paragraphs with a good grammatical.

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<sup>9</sup> Huddelson Sarah, *Write On: Children Writing in ESL*, (Englewood Cliffs: Prentice Hall Regents, 1989), p. 5.

## CHAPTER II

### LITERATURE REVIEW

#### A. ENGLISH LANGUAGE

Language is the expression of human personality in words, whether it is written or spoken. Language is a vehicle to communicate, to convey messages, to share ideas, opinion etc. It is the universal medium alike a conveying the common facts and feelings in everyday life. In principles Language Learning and Teaching, H. Douglas Brown provides some definition of language:

According to Finncchiaro, language is a system arbitrary, vocal symbols which permit all people in a given a culture, or other people who have learned the system of that culture, to communicate or to interact. While Pei states that language is a system of communication by sound operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meaning.<sup>10</sup>

Based on some definition above, it can be summarize that language is system communication, its can be gestures and especially words relating meaning, as a tool to communicate, to interact with others.

English is International language par excellence, or as a language of wider communication. In man instances, English used booth amomg individuals from different countries and between individuals from one country. English is a widely spoken language now. It has often been reffered to as a world language. In others words, it can be said that English becomes a lingua franca in this modern era.

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<sup>10</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*.(New Jersey: Prentice Hall, Inc 1980), p.4.

Lingua franca can be defined as a language widely is adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a second language.<sup>11</sup>

English is used pread over the world. It can be orally and written. Many books are using this language such as science, medicine and so on. It is also written in mass media, for example newspaper, magazine and internet. English has often become as a requirement in a number of fields, occupations and profession. The massive growth of using English can not be separated from the influence of globalization. since everyone knows and uses English, people are almost forced to learn it better.

In world of education can be separated from process teaching learning and between educators and learners. The purpose of teaching is to help students learn to get knowledge. Helping adults learn is a transactional process in which the adult educator interacts with learners, content, other people, and material to plan and implement an educational program. Good teaching can also be used to encourage better learning from students, and better teaching and learning can have an impact on the overall quality of life). Teacher or lecturer is an essential part of the educational in iearning process.

## **B. LEARNING STYLE**

### **1. Definition of Learning Style**

Learning is a complex process that most people acquire their knowledge, skills and competences through it. But the fund a mental question is that of how

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<sup>11</sup> Sandra Lee McKay, *Teaching English as a International Language:Rethinking Goals and Approaches*,(China: Oxford University Press, 2005), p.14.

better to learn. Today learning is the essential issue in training and strong lever in dealing with the social challenges considered the product of learning and enhancing knowledge and skills. Learning is not simply the product of mere intelligence and capabilities of individual, it also depends on other factors such as personality traits, personal interests, and type of duty and different methods and styles. So one of the important and effective factors of the learning is the learning style.<sup>12</sup> .

Good teachers have always adapted to students characteristics; it is part of being a flexible and creative teacher. In order to teach effectively, the teachers need to learn their student, since some of the procedures will vary depending upon in their classes. Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible.

Learning styles may be defined in multiple ways, depending upon one's perspective. Here are a few definitions of learning styles:

*Brown* in Galakjani says that: define of 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.

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<sup>12</sup> Jafar Sadegh Tabrizi, *Identifying Students' learning Styles as a Way to Promote Learning Quality*, (University : Medical Sciences, 2013 ), p.1

*Celcia-Murcia* in galakjani says that: defines of learning styles as the general approaches—for example, global oranalytic, auditory or visual—that students use in acquiring a new language or in learningany other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment.<sup>13</sup>

*Keefe* says that learning style are: Characteristic cognitive, affective, and physiologycal behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.<sup>14</sup>

*Willing* says that: learning style is individual learner’s natural, habitual, and preferred ways of learning.<sup>15</sup>

*Dunn and Dunn* define learning style as ‘the way in which individuals begin to concentrate on, process, internalize and retain new and difficult academic information’. Learning styles as “a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience.<sup>16</sup>

Based on some definition above can be defined Learning style is a consistent way that is done by a student in capturing stimulate or information, remembering, thinking and solving problems. Each person has a different

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<sup>13</sup> Paula Tallal, Beth A. Rogowsky, *Matching Learning Style to Instructional Method: Effects on Comprehension*, (American: Psychological Association, 2014), p. 65. Accessed on February 24, 2016.

<sup>14</sup> Keefe, J.W., *Learning Style: An Overview*,. in Keefe, J. W., ed., *Students Learning Style: Diagnosing and Prescribing Pograms* Reston Va.: National Association of Secondary School Principals, 1979, p. 80

<sup>15</sup> Ken Willing, *Learning Style in Adult Migrant Education*, *National Curruculum Resources Centre Adult Adelaide*, (South Australia: NCRC, 1988), p. 01

<sup>16</sup> Dunn and Dunn, *Teaching Students Through Their Individual Learning Style Prescription*, *College Student Journal*, (1978). 3(3), p. 333-339 (accessed on Friday, March 04, 2016)

propensity to absorb information. Learning styles is different methods of learning or understanding new information, the way a person takes in, understand, expresses and remembers information. So, Learning style is a combination about how individual to absorb, to arrange, and to manage the information in their environment.

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. Everyone has different characteristics, therefore every students learn in many different ways Educators attempt to define learning style differently. Not everyone followed the same way. Each individual may possess a single style or could possess a combination of different learning styles. The writer took one of theory the students' learning style, there is Dunn and Dunns' theory for this Thesis.

## **2. Perceptual Learning Style**

As the name suggests, visual style refers to a preference for learning through vision, and visual learners rely on their sight to take in information. They organize knowledge in terms of spatial interrelationships among ideas and store it graphically (Nilson). Learners who prefer the auditory style learn through hearing or listening to things. They learn best when they can hear themselves express an idea (Nilson). Kinaesthetic/tactile learners prefer to learn by doing and by



touching. They learn best by being active, and they often rely on physical interaction in order to master a concept (Sarasin).<sup>17</sup>

Of particular interest to the researcher for the present study is the perceptual learning style defined as a preference for one of the following learning modalities - auditory, visual or kinaesthetic. The perceptual learning style is element that interest is studied in a research because it has correlation with learning style. Learning style is defined as “a preference one of following learning style modalities: visual, auditory, and kinaesthetic. Perceptual learning style is the students’ ways to receive and process new information”.

### **3. Fundamentals of Learning Styles**

The researcher agrees with Reid when she asserts that learning styles have some fundamental characteristics, on which they are based. These are:

- a. Every person, student and teacher alike, has a learning style and learning strengths and weaknesses,
- b. Learning styles exist on wide continuums, although they are described as opposites;
- c. Learning styles are value-neutral, that is, no one style is better than others (although clearly some students with some learning styles function better in a US school system that values some learning styles over others);
- d. Students must be encouraged to “stretch”their learning styles so that they will be more empowered in a variety of learning situations;

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<sup>17</sup> M. Ashour Jhaish, *The Relationship among Learning Styles, Language Learning Strategies, and the Academic Achievement among the English Majors at Al-Aqsa University*, (The Islamic University: Deanery of Graduate Studies, 2009/3020), p. 21.(accssed on March 08, 2016)

- e. Often, students' strategies are linked to their learning styles;
- f. Teachers should allow their students to become aware of their learning strengths and weaknesses.<sup>18</sup>

#### 4. Types of Learning Styles

Understanding learning styles and the role of learning styles in teaching/learning process is a key component in effective teaching. The first evaluation is to find out if student learns better by hearing, seeing, or moving information as a part of processing it. Everyone's learning style is either or a combination of auditory, visual, or kinesthetic (tactile) in terms of the way he or she learns best. No particular style is better than the others; it is all about what works best for the individual.

Different terms are used to refer to different types of learning style. Willing uses the terms of concrete, analytical, communicative, and authority-oriented for learning style types.<sup>19</sup> It is important to understand the different types of learners. There are four primary learning styles: visual, auditory, read-write, and kinaesthetic. People learn using a variety of these methods, but one method is usually predominant. Familiarity with the characteristics of each learning style and associated strategies allows you to address the needs of each type of learner.

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<sup>18</sup> M. Ashour Jhaish, *The Relationship among Learning Styles, Language Learning Strategies, and the Academic Achievement among the English Majors at Al-Aqsa University*, (The Islamic University: Deanery of Graduate Studies, 2009/3020), p. 22. (accessed on March 08, 2016)

<sup>19</sup> Ken Willing, *Learning Style in Adult Migrant Education, National Curriculum Resources Centre Adult Adelaide*, (South Australia: NCRC, 1988), p.03

This Thesis also using theorist Neil Fleming's VARK model of student Learning that refers to the four types of learning style: Visual, Auditory, Reading or Writing Preference, and Kinesthetic. (The VARK model is also referred to as the VAK model, eliminating Reading or Writing as a category of preferential learning). The VARK model acknowledges that students have different approaches to how they process information, referred to as "preferred learning modes."<sup>20</sup> There are three primary different types of the students learning styles: visual, auditory, and kinesthetic. The students learn using a variety of these methods, but one method usually predominant.

#### **a. Visual Learners**

Individuals who fall into this category typically learn through what they are able to see with their own eyes. Visual learners are those students who jockey for the positions at the front of the class, must have front row theater seats and love to be right up front for sporting events in order to obtain the best view. Visual learners have a tendency to describe everything that they see in terms of appearances. These learners love visual aids such as photos, diagrams, maps and graphs. Visual learners frequently are good writers and will commonly perform quite well on written assignments. Visual learners are characterized by the following:

- a) Loves magazines, books and other types of reading materials
- b) Relate best to information that is written, such as graphs, maps, diagrams, charts, highlighted notes, flash cards, etc.
- c) Feel frustrated when unable to take notes
- d) May demonstrate outstanding photographic memory

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<sup>20</sup> <http://www.Learning Style/Teach.com>.2009 – 2016 (accessed, March 03, 2016)

- e) Can remember precisely where information is located on a page
- f) Must have a quiet place to study
- g) Benefits from making their own notes, even from information that is already printed
- h) Has difficulty following lectures that are long
- i) Tends to be good at spelling
- j) Tends to be detail oriented
- k) Typically tidy and organized
- l) Often asks for verbal directions to be repeated
- m) Must observe instructor's body language and facial expressions
- n) Concentrates better with a clear line of sight to visual aid.<sup>21</sup>

### **b. Auditory Learners**

Auditory learners are very good listeners. They tend to absorb information in a more efficient manner through sounds, music, discussions, teachings, etc. These individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Auditory learners appreciate books on tape and may find that reading aloud will help them to retain information. Rather than written reports, auditory learners tend to do better on oral presentations and reports. Auditory learners are characterized by the following:

- a) Frequently talk active in class
- b) Learn most effectively through audio books, lectures, oral presentations and verbal instructions
- c) Information usually has little relevance unless it is heard
- d) Prefer presenting oral reports rather than written reports
- e) Enjoy debates and discussions
- f) Benefits from reading aloud
- g) Able to follow verbal directions better than written directions
- h) Tends to memorize well
- i) Able to remember names well
- j) Prefer listening to the news
- k) Does not automatically understand maps, diagrams or graphs

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<sup>21</sup> <https://www.understandingyourlearningstyles.com/> by Ldpride.net© Copyright 2008.htm. (accessed on march 03, 2016).

- l) Enjoys speaking with others
- m) Enjoys music
- n) Sings frequently
- o) Often good at foreign languages
- p) Must repeat information such as phone numbers
- q) Benefits from study groups
- r) Reads slowly
- s) Tends to be an articulate speaker
- t) Unable to keep quiet for very long
- u) They speak slowly and tend to be natural listeners.
- v) They learn by listening and verbalizing.<sup>22</sup>

### **c. Kinaesthetic Learners**

Kinaesthetic learners are tactile learning. This means that they learn best through moving, doing, acting out and touching. The kinesthetic learning style refers to the ability to absorb information best by experiencing, touching, doing, moving and being active in some manner. Projects that are hands-on in nature are best for kinesthetic learners. Kinesthetic learners tend to become frustrated when they must sit for long periods of time. They enjoy conducting experiments, exploring and performing tasks. Kinaesthetic learners are characterized by the following:

- a) Enjoy action, experiences, discovery
- b) Remember best by manipulating things, using tools, etc.
- c) Enjoy concept demonstrations
- d) Able to master skills through practice and imitation
- e) Benefits from hands-on teaching techniques
- f) Learns well from excursions and field trips
- g) Tends to collect items
- h) Handwriting often not good
- i) Weak at spelling
- j) Uses hands to communicate and talks fast

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<sup>22</sup> [https://www.Understanding Your Learning Styles. by Ldpride.net](https://www.UnderstandingYourLearningStyles.byLdpride.net) © Copyright 2008.htm. (accessed on march 03, 2016).

- k) Benefits from role-playing situations
- l) Good at sports
- m) Enjoys having music playing in the background while working or studying
- n) Takes frequent breaks while studying
- o) Often good at playing a musical instrument
- p) Often good at dance, martial arts
- q) Enjoys arts and crafts, science experiments, etc.
- r) Becomes restless during long lectures
- s) Often touches others in a gesture of friendship
- t) Able to learn best when able to freely move about
- u) Often studies most effectively while lying down, fiddling with objects, etc.<sup>23</sup>

Students are different in a hundred ways. The learners live in different environments with their own socio-cultural background. Different learning styles is important for educators to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes.<sup>24</sup> It is important for educators to understand the differences in their students' learning style, so that they can implement best practice strategies into their daily activities, curriculum and assessment.

### **5. The Advantages of Identifying Learning Style**

Benefits of understanding students' learning style is important to keep in mind that student as an individual are a unique learner. No two people are exactly the same and no two people learn in exactly the same manner. There are many advantages to understanding the way in which you are able to process information most efficiently. Some of these benefits include:

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<sup>23</sup> <https://www.UnderstandingYourLearningStyles>, by Ldpride.net© Copyright 2008.htm. (accessed on march 03, 2016).

<sup>24</sup> Abbas Pourhossein Gilakjani, *Visual, Auditory , Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*. Journal of Studies in Education ISSN 2162-6952, Vol. 2, No. 1, p. 02 (accessed on , February 24, 2016,)

**Academic Advantages**

- a. Maximizing your learning potential
- b. Succeed on all educational levels
- c. Understand how to best study and score better on exams and tests
- d. Overcome limitations in the classroom
- e. Reduces frustration and stress levels
- f. Expand your existing learning strategies

**Personal Advantages**

- a. Improve your self-confidence and self-esteem
- b. Learn how to best use your brain
- c. Gain insight into your own strengths as well as weaknesses
- d. Learn how to enjoy learning more
- e. Develop a motivation for learning
- f. How to maximize your natural abilities and skills

**Professional Advantages**

- a. Stay up to date on professional topics
- b. Manage teams in a more effective manner
- c. Learn how to deliver more effective presentations
- d. Improve your sales skills
- e. Increasing your earning power.<sup>25</sup>

Everyone is unique and each learning style offers advantages as well as disadvantages. Understanding your own learning style can help you to learn as well as work in a more efficient manner. Now that you understand your own unique learning style, we are going to examine each learning style more closely and learn what steps you can take in order to improve your learning strategies based on that learning style.

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<sup>25</sup> <https://www.UnderstandingYourLearningStyles.com>, by Ldpride.net© Copyright 2008.htm. (accessed on march 03, 2016).

Learning style is basically one's approaches or ways of learning. Every individual has his own preferred way of learning compared to others, therefore it is important to the trainers and educators to understand various styles of learning so that they will be able to effectively engage in transferring knowledge and skills.<sup>26</sup> Understanding learning styles and the role of learning styles in the teaching/learning process is a key component in effective teaching. According to Sarasin, "teaching cannot be successful without a knowledge of learning styles and a commitment to matching them with teaching styles and strategies".<sup>27</sup>

The learning style is important for many reasons, there are three vital ones. The first of all, students learning styles will vary because everyone is different from one another. Secondly, it offers the opportunity to teach by using a wide range of methods in effective a way. And thirdly, we can manage many things in education and communication if we really recognize the groups. Learning style has an important place in the lives of everyone.

Inventories of learning style and other processes can also be used to help make students aware of their own preferences and strengths. It is a promising strategy to help students more understand about their own preferences for learning and to suggest ways for them to cope more effectively in courses taught in ways consistent or inconsistent with their style. Good language learners always attempt to seek the best ways to get progress in learning, in other word they try to apply strategies for their learning.

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<sup>26</sup> Jawahitha Sarabdeen, *Learning Styles and Training Methods*, (University : Wollongong in Dubai, Dubai, United Arab Emirates, 2013), p.0, (accessed. Wednesday, March 09, 2016)

<sup>27</sup> Nancy Csapo and Roger Hayen, *The Role of Learning Styles In The Teaching/Learning Process*, (University: Central Michigan, 2006), p.01. Volume VII, No.1,)accessed, April 08, 2016)



As a lecturer, not only has goal to present information that learners need but also to facilitate experiences that will help them gain and master the knowledge and skills that they need to know and practice. There are a variety of types of learners in a single classroom. Therefore, it is important to incorporate multiple teaching methods. It is also important to know what lecturers predominant learning style is, because when lecturers teach, she/he may unintentionally favor students learning style and short change other types of learners in the classroom.

When the someone knows their learning style, they will integrate it in process of learning. Another advantage of the identification their learning style is it will help students to solve a problem with effectively. Important for lecturers to have more knowledges or informations about what is learning style, so that can identify why the students learn in different way than others and it will helps students to control learning process. Besides its, important also for students understand their learning style, because the students can take responsibility for their learning. The students can answer the problems and also get benefit from their.

Based on explanation above, we can include, actually very important for educators especially the lecturers to find out and to identify students learning style. However, it gives influence toward process learning and students understanding in learning process. Important for the English lecturers to identify students learning style on early lesson alike writing-I class. Writing is one of correlate English lesson than another, there are writing-I, writing-II, writing-III, and also writing-IV and result is academic writing on seven semester. It will give

easily for lecturers to mutual share about strategy, method, or approach in teach for next writing class. Beside it, for students can more increase learning ability after they find out their learning style in writing-I class.

## **C. WRITING**

### **1. Definition of Writing**

More importantly, they have trouble developing functional language skills, such as proper natural language use in different social contexts and using language in creative ways. These functional language use problems are worsened because writing lecturer tend to focus largely on teaching students grammar, and proper language structure, and typically see students as passive writers. These factors tend to hamper students from improving their classroom interaction and keep them from developing more active learning in writing. Due to this gap between students' needs and teachers' instructional methodology, the issue becomes how teachers can help students express themselves freely and fluently to be more autonomous writers, and how teachers can help students become more successful readers and writers of academic and workplace texts.

Written text has a number of conventions which separate it out from speaking. Apart from differences in Grammar and Vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.<sup>28</sup> Writing is not easy. It takes study and practice to develop this

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<sup>28</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), p.255.

skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a product.<sup>29</sup>

From the definitions above, it can conclude writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules. Writing is one of the parts of language skills besides Listening, Speaking and Reading. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education.

Learning the process of writing is a difficult skill for students to develop and learn it, especially in EFL context. Writing is more difficult rather than the other language skills because it needs well knowledge and hard thinking when they are produce words, sentences and paragraphs with a good grammatical. Students learning English composition as a second or foreign language, struggle with many structural issues including selecting proper words, using correct grammar, generating ideas, and developing ideas about a topics.

## **2. Strategies for Successful in Writing:**

### **Writing basics**

- a. Word choice
- b. Prefixes and suffixes
- c. Synonyms and antonyms
- d. Using context clues
- e. Working with words

### **Help for english language learners**

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<sup>29</sup> Alice Oshima, and Ann Hogne, *Writing Academic English, (3rd edition)*, (New York: Addison Wesley Longman, 1991), p. 3.

- a. Word order
- b. Negative statements
- c. Count and noncount nouns and articles
- d. Pronouns
- e. Verb tenses
- f. Modal auxiliaries (may, must, should, would, ought to, will, shall, might)
- g. Prepositions
- h. Slang and idioms

**Writing paragraphs: separating ideas and shaping content**

- a. Purpose, audience, tone, and content
- b. Effective means for writing a paragraph
- c. Characteristics of a good topic sentence
- d. Developing paragraphs that use topic sentences, supporting ideas, and transitions effectively
- e. Sentence variety
- f. Coordination and subordination
- g. Apply prewriting models
- h. Drafting
- i. Revising and editing
- k. The writing process

**Writing essays: from start to finish**

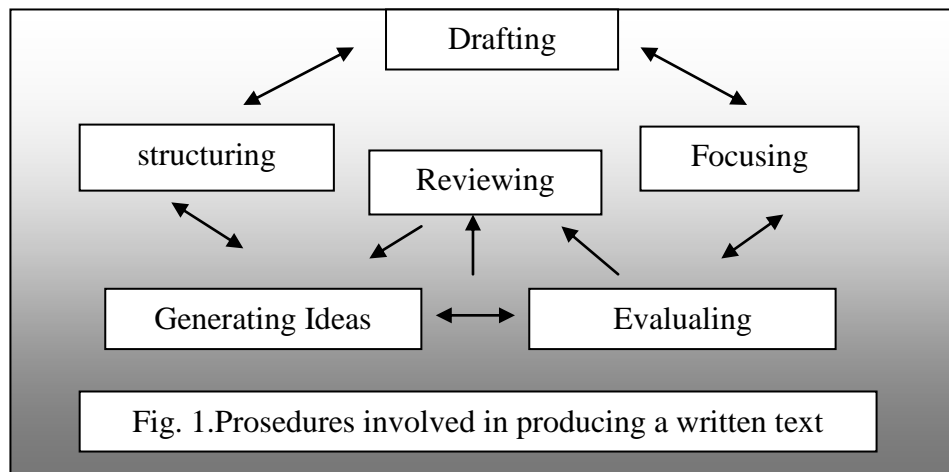
- a. Developing a strong, clear thesis statement
- b. Writing body paragraphs
- c. Organizing your writing
- d. Writing introductory and concluding paragraphs.

**3. Approaches to Teaching Writing**

White and Arndt identify 6 non-linear procedures or processes when writing.

Figure 1 on the following page shows these procedures and how they inter-relate (White & Arndt).<sup>30</sup>

**Table 2.1.**  
**Procedures to Teaching Writing**



#### 4. The Writing Process

When teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse. The students need to see the difference between spoken and written English. The following are some generalizations, to which there are certain exceptions.<sup>31</sup>

Commonly, not everyone can produce the writing well. Everyone has their own style in learning their writing. Actually, the writing process can influence the product of writing. Brown assumed in the teaching by principles interactive Approach to Language Pedagogy, and there are principles for teaching writing

<sup>30</sup> White, R., & Arndt, V. *Process Writing*. (Harlow: Longman. 1991). p. 3

<sup>31</sup> Gleen, D. Matching Learning Style to learning style may not help students. 2009. Retrieved from <http://chronicle.com/Matching-Teaching-Style—to/49497/> (accessed April 30, 2016)

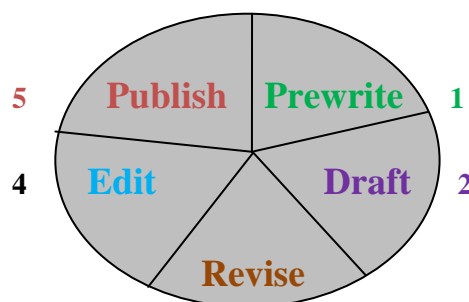
skill. one of the principle is incorporate practices of good writer. The first guided is sweeping, but if the writer contemplate devising a technique that has a writing goal in it. Consider the various things that efficient the writer do, and see if you technique includes some of this practics.

For example, good writer:

- a. Focus on a goal or main idea in writing.
- b. Perspectively gauge their audience
- c. Spend some time (but no too much) planning to write
- d. Easily let their first ideas flow into the paper
- e. Follow a general organizational plan as they write
- f. Solicit and weeded to certain surface structures
- g. Revise their work willingly and efficiently
- h. Patient make as many revision as needed.

Steve Peha states there are several steps in writing process. He describes the five process into diagram below:

**Figure 2.1.**  
**The Writing Process**



3

The steps consist of Prewriting that includes brainstorming ideas and planning the writing using graphic igranizers. The next step is drafting that using our planning sheet as a guide, the writer begins to create a

rough draft. The third step is revising during the revision step in the process, the writer reread their draft, looking for ways to improve the writing. The fourth step is editing. This step involves correcting, spelling, punctuation, and grammar. The writer wants to make sure that errors in grammar use and conventions do not detract from the writing. The final step is publishing. This step in the writing process is basic. The writer copies from the rough draft, including all of the revisions and editing corrections. The product is neat in direct contrast to the “sloppy copy” that is the rough draft. The writer does not skip lines, but continues to write on one side of the paper (in case the published piece is displayed on the standard based bulletin board on the student work all.<sup>32</sup>

### **Learning Tips for Visual learners**

In order to maximize your learning style, concentrate on these tips:

- a. Ask for written directions
- b. Utilize diagrams and flow charts for note taking
- c. Color code notes
- d. Visualize spelling of words or facts that must be memorized
- e. Write down key points
- f. Copy what is on the board
- g. Sit near the front of the classroom
- h. Watch videos
- i. Use highlighters to mark important points in notes
- j. Use graph paper in order to make diagrams and charts for key points
- k. Utilize illustrations to remember important material
- l. Utilize visual metaphors to associate relevant content
- m. Write down explanations for points that are difficult Preferred test styles for visual learners are essays, maps and diagramming.

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<sup>32</sup> Steve paha, *The Process of writing*, [http://www.ttms.org/PDFs04%20WRITING%20Process2002%20v00120\(full\).pdf](http://www.ttms.org/PDFs04%20WRITING%20Process2002%20v00120(full).pdf) (accessed on Februari 27, 2016)

### **Learning Tips for Auditory learners**

Individuals who are auditory learners may be able to benefit from the following study strategies:

- a. Utilize audiotapes for learning
- b. Read information aloud when studying
- c. Ask questions
- d. Watch videos
- e. Use word association techniques to remember facts
- f. Participate in class discussions
- g. Record directions and notes
- h. Listen to taped notes
- i. Avoid auditory distractions
- j. Participate in a study group or study with a study partner
- k. Make up songs or rhymes to go along with the pertinent material
- l. Use rhymes to recall dates, names, facts, etc.
- m. Write of steps in sentence form and then read them out loud.

### **Learning Tips for Kinesthetic learners**

Kinesthetic or tactile learners are often able to maximize their study sessions through these techniques:

- a. Practicing a technique
- b. Demonstrating a principle
- c. Creating a model
- d. Engaging in a hands-on activity
- e. Studying in a position that is comfortable, even if it is not a tradition desk/table or chair setup.
- f. Taking a field trip
- g. Working on drills or memory exercises while walking or exercising
- h. Miming or acting out key points for memory reinforcement
- i. Rather than placing your book on a table when reading, try holding it in your hands instead
- j. When giving an explanation of something, try standing up.



- k. Use beats or rhythm to explain information or memorize information
- l. Sit near the front of the classroom in order to avoid becoming distracted during lectures
- m. Make models that demonstrate the primary concept of the material you are studying in order to reinforce the material.<sup>33</sup>

### **Learning Style Analysis Procedures**

This study described assessments of various student attributes and inferences that have been drawn from the data should be shown to be reliable (consistent results are obtained in repeated assessment) and valid (the instrument measures what it is intended to measure). Moreover, Dunn and Burk, in the journal *Research*, offer a good introduction to reliability and validity analysis.<sup>34</sup>

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<sup>33</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*. (New Jersey: Prentice Hall, Inc 1980), p.403.

<sup>34</sup> Dunn, R, Burk, and K. LSCY: *Research and implementation manual*. international Learning Styles Network.2006. Retrieved from: <http://www.learningstyles.net/index.php?>

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location and Time of Research**

##### **1. Location/place**

In this study, the writer will do research in IAIN Langsa, Jl. Meurandeh Kota Langsa - Provinsi Aceh. The writer chose location it for the research, because the English Department in this Collage has been developing. It showed from the addition of the students in every years of academic, as some last years it is STAIN and now become IAIN. So, the writer think there are many phenomenon would be observed as object of research.. The writer will do research for the Second Semester Students in writing I class of PBI FTIK IAIN Langsa.

Another reason why the writer chose second semester students in writing I class, because of writing I is step beginning for students English Department. If we can analyze and identify students learning style in writing I class in early, it will better for next writing class. As we know, English Department in IAIN Langsa is continued subject, there are writing I, writing II, writing III, writing IV, and than academic writing for seventh semester. So, if we can find out and establish types/dominant students learning style in early for writing I class, of course it will give benefits for reseacher and lecturer especially in English Department.

## 2. Time

The study was conducted on second semester academic year 2015/2016. The writer will be doing the study on March until June 2016 to research for the Second Semester Students of PBI FTIK IAIN Langsa.

### B. Kind of the Research

Kind of the research in this study is a quantitative descriptive. Quantitative descriptive analyze and describes the types of dominant students learning style performance. Quantitative descriptive research is a form of research where the phenomenon are shown or explained statistically. The phenomenon that are studies might be both individual and group. and there are described naturally.<sup>35</sup> The data was quantified by statistic descriptive.

Quantitative method is research method based on philosophy positivisme be used to supervise population or sample, the form of data like numbers and analyze used statistic.<sup>36</sup> In quantitative research analyze data using statistic. The statistic is used statistic descriptive. From result analysis, next is given explanation. Data output can use tabel, graphic, piechart, and pictogram.

Descriptive methods are intended to illustrate the current state of research. This method aims to reveal a situation or problem what's consider the facts and disclose the relationship between the phenomena studied through description. By

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<sup>35</sup> Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: PT Remaja Rosdakarya Offset, 2006), p.54

<sup>36</sup> Sugiyono, *Metode Penelitian Kombinasi: Mixed Methods*, (Bandung: Penerbit ALBETA, 2011), p.11

using this study the authors can find a picture of the learning process during the writing-I class in the classroom.

The writer used quantitative descriptive study to analysis and describes the types of dominant and influence learning style toward students learning process. descriptive quantitative study is a form of research where the writer describes and explains as systematically about the phenomenons shown.

### **C. Data Source**

Population is object of research, there are humans, things, animals, plants, phenomenons, test value, or another factors as source of data that has the characteristics into the research (Hadari Nawawi).<sup>37</sup> Several of population be chose for data source is called sample. One of requirment should be completed is sample, and sample should be taken from population.<sup>38</sup>

The population is not only human, but also object and everythings in this nature. Population is not only total of object/subject is learned, but all of characteristics/attitudes has been had by subject or object. In this research the population is got from students English Department. The second semester students PBI FTIK IAIN Langsa in the academic year 2016/2017 are population for this research.

The population is data source. In this research the data source be gotten from students' English Department. English second semester has two unit. The unit one has 30 students therea are 14 male and 16 female. The unit two has 35

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<sup>37</sup> Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta,2007), p. 118

<sup>38</sup> Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta: PT Bumi Aksara, 2003), p. 54

students , therea are 10 male and 25 female. So, the totality for all of population are 65 students.

According says that "when the subject is less than a hundred, better taken all that research is population. However, if a large number of subjects, it can be between 10-15% or 15-25% or more. Opinion is appropriate according to the Roscoe in Sugiyono "decent sample size in the study were between 30 to 500".<sup>39</sup>

In this study, the writer take all population to sample, it is called *sampling jenuh* (solid). The sampling that is called *jenuh* if all population become sample, such as all of teachers at the school or all of doctors at the city.<sup>40</sup> Of the entire population of altogether 65 people, then the corresponding amount until the above opinion in this study can be 100%, ie the total population of 65 people who are students of the second semester PBI writing class. So the writer take all object population to get representative in result.

**Table. 3.1**

**The Object of Research in PBI Second Semester**

No	Prodi	Semester	Unit	Male	Female	Total Students
1	PBI	II	1	14	16	30 students
2	PBI	II	2	10	25	35 Students
	Total					65 Students

#### **D. Technique of Collecting Data and Instrument of Research**

In generally, the research will success if use instruments, because data is needed to answer of research questions (problem) and examined hypothesis will

<sup>39</sup> Suharsimi Arikunto, , , (Jakarta: Rineka Cipta, 2006), p.112.

<sup>40</sup> S.Nasution, *Metode Rresearch: Penelitian Ilmiah*, (Jakarta: Bumi Aksara, 2008), p.100

be found in the instrument. In this study, the writer used test and interview to collecting data.

### 1. Questionnaire

The writer used questionnaire to identify type of dominant students learning In this research, the writer used questionnaire in Scale Likert.<sup>41</sup> The questionnaire contain 45 statements. Each questionnaire has 4 alternative answer. The alternative answer of questions learning style can be showed follow:

**Table 3.2**  
**The Criteria Score of Questionnaire**

No	Options	Score	
		Positive	Negative
1	Never	1	4
2	Sometimes	2	3
3	Often	3	2
4	Always	4	1
		Total 4 items	Total 4 items

**Table 3.3**  
**The Characteristics of Questionnaire to Establish Learning Style**

Variabel	Indicator	Statement	No Items
Visual Learning Style	<ul style="list-style-type: none"> <li>The pattern of speech and obtain information</li> <li>Patterns remember and memorize</li> <li>How to understand the material</li> <li>How to express when learning</li> </ul>	Tabel A	1, 2, 3, 4, 6,7, 8, 5, 9, 12,13

<sup>41</sup> Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta,2007), p.120

	<ul style="list-style-type: none"> <li>• How to communicate directly / facial expressions</li> <li>• The most preferred activity is a demonstration</li> </ul>		10, 11 14, 15,
Auditory Learning Style	<ul style="list-style-type: none"> <li>• Pattern talk</li> <li>• Pattern remember and memorize</li> <li>• How to learn to listen</li> <li>• Ability to concentrate</li> <li>• How to find information</li> <li>• Activities The most preferred is a discussion / talk</li> </ul>	Tabel B	1, 2, 3, 4, 5, 6,7, 8, 9, 10, 11, 12, 13, 14, 15
Kinesthetic Learning Style	<ul style="list-style-type: none"> <li>• Pattern talk is slowly</li> <li>• The pattern given by writing the information many times</li> <li>• How to learn to use the mode / practice</li> <li>• How to understand when learning</li> <li>• How to communicate / work while directly looking out</li> <li>• The most preferred activity is physical activity</li> </ul>	Tabel C	1 2, 3  4,5,7  6,8,9 10,11,12,1 3  14, 15,

## 2. Observation

The technique observation is one of instrument to collecting of data. used observation and quotation of object research as systematies toward phenomenon shown. Observation and quotation are done toward object at the areas accidently. Observase method as collection of data, can be said double functio, simple, and can be done without to accomplish much cost. In this condition and contex,

observation is very important as prior method to find out information. There are two kinds of Direct observation and indirect observation.<sup>42</sup> This study using direct observation, it is observase be done where observer at the area of object.

## **E. Validity and Reliability**

Each instrument is used must has validity and reliable. Validity in scientific is not different from dialy experience. The validity experts content and construct validity, below explanation about its:

### **1. Validity**

#### **a. Content validity**

Content validity is refer to an instrument that has suitable of content in state or measure about that will be measured. As techniques, the examination construct and content validity can be helped with use the instrument clue, or development of instrument matrix. In the clue any variable will be researched, indicators as measure and number of items questions or statement was explained from indicator. Using clue of instrument that will help examination of validities can be done easy and systematics.<sup>43</sup>

The content validity to qestionare instrument for this research means the items of qestionare can not out from the important problems and has correlate with content or variable in this research. The establishment a measure has content

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<sup>42</sup> Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, (Malang: PT Bumi Aksara, 2015), p.173

<sup>43</sup> Sugiyono, *Metode Penelitian Kombinasi: Mixed Methods*, (Bandung: Penerbit ALBETA, 2011, p. 177



validity, usually can be based to evaluation from professionals, likely the lecturers English Department.

b. Construct validity

Construct validity has important contribute is essential to achievement test. The Construct validity in generally is established by proportion professionals. Nothing matamaties formula to calculate and nothing way to show certainly. Bur to give description how the tes/questionare is validated use construcc validity.<sup>44</sup>

In this research, the writer chose three lectuters in English Department to help this instrument is valid. There are; Nina Afrida, MA ; Mauloeddin Afna, M.pd ; and Irma Dewi Isda, M.Hum. They give decision: the instrument can be used without correction, any correction, or non probability must changed of all.

- 1) The first researcher ask they to check detail all of items questionare.
- 2) Then, they are asked to correct all of questionare items.
- 3) And the last, they are asked to give proportion about how to describing the questionare content.

The contribute of three lecturers above are important for this research, because they help the writer to make this research is valid.

## 2. Realiability

Usually reliability more be understood, with attentive three aspects there are; *constant, Stabilize, and homogenities*. An instrument ia called constant if in measure frequently/many times, and the conditions when do measure unchange, the instrument gives same of result. The examination reliabilities with *Internal*

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<sup>44</sup> Sugiyono, *Metode Penelitian Kombinasi: Mixed Methods*, (Bandung: Penerbit ALBETA, 2011, p. 179

*consistency* is used with to try the instrument only once, then data is gotten and analyzed with a technique. The result of analysis can be used to predict reliability of instrument.

#### **F. The Technique of Data Analysis**

The technique of data analyzes is a series of activities to manage a set of result, both in the form of new discoveries or in the form of validating the hypothesis.<sup>45</sup>, The writer describes the data by using matrix analyzes. After data collecting, next step is analysis of data. In descriptive quantitative, the technique analysis of data aims to describe and interpret the meaning of data that have been gathered.

The analysis is used in descriptive quantitative is descriptive statistic that that means interpretation of the contents is created, arranged overall, and systematic. The descriptive to explain the data used on result of analysis the questionnaire is answered by respondents (students) and observation to find out types of dominant students' learning style.

The data output is result of analyze data. The form of data output can using numeric or numbers in frequency of tabel, and graphic or picture that more interest. The writer using formulate Sudjana<sup>46</sup>:

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

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<sup>45</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek Cet IX*, (Jakarta: Rineka Cipta, 1993), p.48.

<sup>46</sup> Sudjana, *Metode Statistica*, (Bandung: Alfabeta, 1989), p.50

Explanation:

P = Percentage

F = Frecuency score type of students learning style

N = Number of respondents

This Thesis using the books' of “ *Pedoman Penulisan Sikripsi Jurusan Tarbiyah* ” as a guidbook to finish this Thesis.<sup>47</sup> The book its very help the writer to finish this thesis, because in it has structure and procedure in writing the thesis.

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<sup>47</sup> Tim Jurusan Tarbiyah, *Pedoman Penulisan Sikripsi Jurusan Tarbiyah*, (Sekolah Tinggi Agama Islam Negeri Zawiyah Cot Kala Langsa 2011)

## **CHAPTER IV**

### **FINDING ANG DISCUSSION**

In this chapter the researcher discussed the research finding and discussion. It start with displaying of the data and will be followed with discussion of the data.

#### **A. Research Findings**

##### **1. The Questionnaire**

The writer explains the result of research. The activity was done on June 2016 at IAIN Langsa. The research was done with good procedure:

1. Preparing
  - a. Preparing of the questionnaire
2. Operation
  - a. Distribution of the questionnaire to be filled out by students as respondents
3. Analysis
  - a. Analysis of the data of questionnaire result
  - b. Interpreting the result of analysis
  - c. Making conclusion

**Table 4.1****LEARNING STYLE QUESTIONNAIRE**

Complete the table below by assigning the following point values for each question:

Always= 4    Often = 3 points    Sometimes = 2 points    Never = 1

Visual learner

<b>A. Items Questions</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
1. I speak quickly and briefly				
2. I am more easily gain new information through images, graphics, movies, or folders				
3. I memorize vocabulary by speaking out loud				
4. When I remember the spelling of a word, I tend to write it several times in different ways until I found one that looks right				
5. I saw the pictures in the book before deciding what to read				
6. When studying writing, I more easily understand to follow the instructions of images / graphics from the description				
7. I prefer to see the information written on the board and is equipped with symbols or pictures				
8. I am skilled and enjoy developing my writing by including graphics, symbols, pictures or diagrams				
9. After listening to my lecturer I always create concept maps,				

symbols or pictures in my writing notes									
10. When I revise or learn new something, I use charts, graphs, symbols or pictures to help me									
11. My concentration is not easily distracted by the commotion while studying writing in classroom									
12. I can know a person's mood through facial expression									
13. If reunited with someone, I do remember is his face but forgot his name									
14. I like lecturers who use pictures, symbols or any other material when explaining the writing on the chalkboard									
15. I often spare time with watching tv / movies or other performances									
Total = .....	.....	+	.....	+	.....	+	.....	+	.....

### Auditory Learner

<b>B. Items Questions</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
1. The way I'm talking, and happy to listen to others speak				
2. I'm easier to acquire the new information that I heard such an explanation lecturers, discussions, radio or TV than reading books or newspapers				
3. I say something / learn to spell by speaking out loud because it helped me learn				
4. I learned to spell better by repeating words out loud than to				

write it down on paper							
5. I am more easily memorize vocabulary by imagining the objects memorized							
6. If there is something said to me, I can remember it without being repeat							
7. I can learn / develop my writing with the help of music							
8. My concentration is easily distracted by noise and commotion while studying writing in classroom							
9. I love the writing exam orally rather than in writing							
10. I like to listen to the lecturer explains the material writing at length							
11. I often hum, or talk to yourself, while completing writing assignments							
12. I often ask friends to help explain the writing related materials that have not understood							
13. I can know a person's mood to hear his voice when speaking							
14. If remember someone, I could remember his name but forgot his face							
15. I like to fill their spare time listening to radio / music							
Total= .....	.....	+	.....	+	.....	+	.....

Kinesthetic learner

<b>C. Items Questions</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
1. I talk slow and while moving the physical / using gestures				
2. I easier to remember vocabulary to write many times or while walking and looking around				
3. I learned to spell spelling vocabulary by using a finger to point				
4. I like grasping something in my				
5. I chew gum, drink or snack while studying writing in classroom				
6. I prefer to go out and about to find information rather than sitting in class				
7. I prefer to learn writing with a lot of practice to write directly				
8. I like to role play of a character from a text story				
9. I learn to develop my writing by visiting or seeking direct object				
10. I force myself to learn writing for hours				
11. I really like putting together a picture as creativity				
12. my concentration I was irritated by the activities around when writing lessons take place in the classroom				
13. I love to look active in the classroom while studying writing				
14. . I can know a person's mood by observing his body move				
15. I like to fill myr free time by playing games, sports, and everything that moves physically				
Total= .....	.....	+ .....	+ .....	+ ...



The items of questionnaire above is questionnaire that was given for respondents (students) to be completed based on their personality. Every students given checklist (√) in one of coloumn such always, often, sometimes, or never for each number. Each coloumn has different score, how many checklist in coloumn for each number who they given will totality and its their score. The students were able to complete the questionnaire in 15 minutes time. Depending on the timing during the piloting, it was decided that 15 minutes were ideal for students to respond to the questions, and transfer responses to the questionnaire. After that, table visual, auditory and kinesthetic which one has maxim score, so that they will into category visual learner, auditory learner, or kinesthetic learner. The writer researched and analized the result of the questionnaeire, so be got result in table bellow:

**Tabel.4.2**

**The Respondents of Students Learning Style  
in English Department Second Semester**

No	Nim	Name	Visual	Auditory	Kinesthetic
1	1042015053	YS	√		
2	1042015027	PN	√		
3	1042015036	ZU		√	
4	1042015029	RIS			√
5	1042015053	TG			√
6	1042015027	PRR	√		
7	1042015036	SA			√
8	1042015029	MR			√
9	1042015035	NS		√	

10	1042015027	SI		√	
11	1042015030	TE		√	
12	1042012088	TM		√	
13	1042012114	DR		√	
14	1042012151	ES	√		
15	1042012178	FR	√		
16	1042012180	HAA	√		
17	1042015003	HR	√		
18	1042015004	IM			√
19	1042015005	IYS		√	
20	1042015006	JNA	√		
21	1042015008	MRS		√	
22	1042015009	MP		√	
23	1042015010	ML	√		
24	1042015011	MR	√		
25	1042015012	MIA		√	
26	1042015013	MYH	√		
27	1042015014	NM		√	
28	1042015015	NF		√	
29	1042015017	NAG			√
30	1042015018	SN	√		
31	1042015019	NL		√	
32	1042015020	MI		√	
33	1042015021	NU	√		
34	1042015033	RO		√	
35	1042010145	NFZ		√	
36	1042014018	AS		√	
37	1042014021	ASF		√	
38	1042014030	AR		√	
39	1042015023	ASN		√	

40	1042015037	BP	√		
41	1042015038	DL	√		
42	1042015040	DZ	√		
43	1042015041	EH		√	
44	1042015042	IH			√
45	1042015043	MA		√	
46	1042015044	MAD		√	
47	1042015045	MU	√		
48	1042015048	NNS			√
49	1042015050	NH	√		
50	1042015052	OI			√
51	1042015055	RM			√
52	1042015056	RW	√		
53	1042015058	RJ		√	
54	1042015059	RZ			√
55	1042015061	SA			√
56	1042015062	WS	√		
57	1042015064	YF	√		
58	1042015065	YU		√	
59	1042015068	ZA	√		
60	1042015069	SW			√
61	1042015071	NU			√
62	1042015072	SM		√	
63	1042015073	RA		√	
64	1042015066	MM	√		
65	1042015057	MAF	√		
	Total		<b>24</b>	<b>27</b>	<b>14</b>

The reseacher does research using good procedure. Firstly, the reseacher gives the questionnaires for students in writing I class, then they are given instruction how to complete and answer the questionnaires. After that, the all of questionnaires was completed by respondents should be correct and the last is analyzed to get result. The result of analyze the questionnaire will establish the dominant students' learning style. The data below is result of the difference percentage of questionare.

Formula :

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

**P**     ?

**F**     =     24 Visual learners

          27 Auditory learners

          14 Kinesthetic learners

**N**     =     65 All respondents

a. Visual                   :  $P = \frac{24}{65} \times 100\% = 36,92 \%$

b. Auditory                 :  $P = \frac{27}{65} \times 100\% = 41,53 \%$

c. Kinesthetic             :  $P = \frac{14}{65} \times 100\% = 21,53 \%$

Based on the questionnaire is given for respondents, can be got the data result of research. The writer analyzed percentage of students using learning style preference, there are three characteristics students' learning style English Department in writing I class, there are Visual learner, Auditory learner, and Kinesthetic learner. and be would showed in the table below:

**Tabel 4.3**

**The Result of Research Using the Questionnaire**

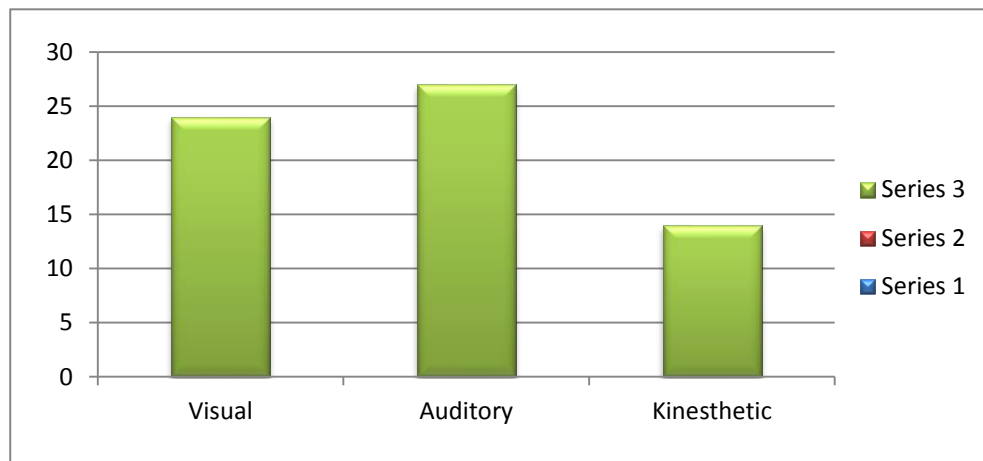
<b>No</b>	<b>Learning Style</b>	<b>Percentage</b>	<b>Classification Grade</b>
1	Visual	36,92 %	Strong
2	Auditory	41,53 %	Very Strong
3	Kinesthetic	21,53 %	Enough

Based on research was done for 65 students' English Department in writing I class second semester is got of result in table 4.3.

**Table 4.4**

**The Frequency of The Distribution Students Learning Style**

<b>No</b>	<b>Learning Style</b>	<b>Total of students</b>	<b>Percentage</b>
1	Visual	24	36,92 %
2	Auditory	27	41,53 %
3	Kinesthetic	14	21,53 %

**Figure 4.1****The Frequency of The Distribution Students Learning Style**

The learners' data from the questionnaires, it was found that there are 24 (36,92 %) students are visual learners, 27 (42,53 %) students are auditory learners, and 14 (21,53 %) students are kinesthetic learners. From the data was got, the writer include the dominant students learning style is auditory learners, there are 27 students from 65 students and visual are 24 students and than kinesthetic only 14 students. As we kown, between Visual and Auditory learners has litle different level. It means, students preference learning style are visual and auditory in writing I class.

## **2. The Result of Observation**

The observation was done on May 2016. The researcher done observation in writing I class when teaching learning process by Mrs. Irma Dewi Isda M.Hum.

**Table 4.6**  
**Table Observation Students' Learning Style**  
**Second Semester in Writing I Class**

No	Indicators	Poor	Fair	Average	Good	Excellent
1	Students attendance				√	
2	Students focus when the lecturer explains about writing material				√	
3	Students enthusiastic to follow learning with asking questions			√		
4	When the lecturer explains, many students do activities at their table	√				
5	Many students understood when the lecturer explains with showing the picture, symbol or mind mapping				√	
6	Students interest to study writing with practicing			√		
7	Students interest to hear lecturers' explanation					√
8	Students active in the classroom				√	
9	Students interest to developing their writing from interaction symbol or picture				√	

The tabel 4.3. above is description the classroom condition in process teaching learning writing I class. The observation is done on 2 June until 7 June 2016 at IAIN Langsa.

## **B. Discussions**

Based on result of research, was got of data types students' leaning style for students English Department in writing I class at year 2016, there are visual learner, auditory learner, and kinesthetic learner After the writer got the result of questionnaire . Then, the writer analyze students learning style in writing I class.

*The Students' Learning Style*, in Dunn and Dunns' theorist of learning style as 'the way in which individuals begin to concentrate on, process, internalize and retain new and difficult academic information'. Learning styles as "a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience. Dunn & Dunn's learning style model uses four main sensory receivers which are visual, auditory, and kinaesthetic to determine the dominant learning style. According to the theory, one or two of these receiving styles is normally dominant.

Dunn and Dunn multi-style learners tend to achieve more and score better than learners with one or two learning styles. As such, it is inferred that learning styles do make an impact on the students' overall academic achievement. Such finding highlights the importance of recognizing students' varying learning styles. Teachers should be aware of the usefulness of learning styles for effective



learning to take place. The learning styles framework does not change with subjects, where it actually plays an important role across all the subjects.

According to the finding showed that Iranian EFL university by Dunn and Dunn students preferred learning style was visual. (20-30% of school age children appear to be auditory learners, 40% are visual learners, and 30-40% are tactile/kinaesthetic or visual/tactile learners).

Discussion about dominant students' learning style in writing I class English Department second semester, the writer wrote in form descriptive analytics. It means the writer must write the process and result the research in words. The writer found the dominant learning style for students writing I class after researching.

Based on result of researched, the writer found the dominant students learning style. It looked on diagram that has high level and processed analysis that has big percentage of number 36,92 %, the second level is 41,53 %, and 21,53% from 65 students. So, the dominant students learning style in writing I class second semester is Auditory learners. It means, students writing I class can learn more quickly by using verbal discussions and listening to what educators say. Auditory learners can digest the meaning is conveyed through tone of voice, pitch (high or low), the speed of speech and other auditory things.

The dominant of students learning style in writing I class second semester are Auditory learners. It can be looked the total students are 27 auditory learners so 24 visual learners and 14 kinesthetic learners. It shows if each student is unique learner. Nothing two learners has same style in learning. The various of learning

style for students' English Department it shows if learning style is gene character of biologys so will different someone with an other. Learning style for each learner can be change, but only can be improve with applying of learning way that match own student learning style in theirselve.

*Applications Learning Styles in the Classroom*, Various researchers have attempted to hypothesize ways in which learning style theory can be used in the classroom. Two such scholars are Dr. Rita Dunn and Dr. Kenneth Dunn, who follow a VARK approach. Although learning styles will inevitably different among students in the classroom, Dunn and Dunn say that teachers should try to make changes in their classroom that will be beneficial to every learning style.

Contract Activity Packages are educational plans that facilitate learning by using the following elements: 1) clear statement of what the students needs to learn; 2) multisensory resources (auditory, visual, tactile, kinaesthetic) that teach the required information; 3) activities through which the newly-mastered information can be used creatively; 4) the sharing of creative projects within small groups of classmates; 5) at least 3 small-group techniques; 6) a pre-test, a self-test, and a post-test .

Some learners respond best in instructional environments based on an analysis of their perceptual and environmental style preferences. Through the processes of observation in classroom, it was indicated that about 50% of the students preferred visual learning style, 35% of the students preferred auditory learning style, 15% of the students preferred kinaesthetic style for their learning. It means the dominant students learning style is visual.

From result of observation can look in the tabel 4.3. above is description, the reseacher observased all their activity when process teaching learning writing I, students attandeece is good only two or three absens. The classroom condition is active and very enjoyable. When their lecturer writes and explains about material such as about relative conjunction, coordinating, subcoordinating and another, students focus and seriously for it. Correlation between lecturer and students made classroom condition was not bore because any feed back in those.

The students will asks for lecturer if one of from them not understood about explanation of materi or assignments. The reseacher looked students active and enthusiasm to follow writing subject and develop their writing. Although, the classroom environment is enjoy and active, but any some students do activity at their table and talk with their friends about out writing material. so, some students not focus for lecturer explanation. But during observation the lecturer seldom to show pictures, symbols and others, however the students focus and enjoy to hear lecturer' explanation.

From result of observation, can be include if students PBI second semester in writing I class are preferred auditory learning style. It means Auditory learners learn best when hearing the information and, perhaps, listening to the lecture .

### **The Dominant Students' Learning Style from Result of Analysis**

Methods for visual learners include ensuring that students can see words written, using pictures, and drawing time lines for events. Methods for auditory learners include repeating words aloud, small-group discussion, debates, listening

to books on tape, oral reports, and oral interpretation. Methods for kinesthetic learners include hands-on activities (experiments, etc.), projects, frequent breaks to allow movement, visual aids, role play, and field trips.

Based on the questionnaire and observation is done by researcher, so be gotten good result and satisfied. In learning style there are three general, Visual learners, Auditory learners and Kinesthetic learners. It describes if every students has different learning style in receive, absorb and manage the process new information in study.

This reality is fact because be done based on research and got result it, although use same of theory and research in different place but given different dominant of result. It was fact if each individual has differences in learning, While students use all of their senses to take in information, they seem to have preferences in how they learn best. Students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices.

Based on argues and result of research with using same theory, the researcher can include, every students have the force of its own to accept and use these stimuli in the learning process. Learning style of every students who is had by every studens are the easiest way to absorb, manage and process information. Therefore, The individual as a student who has differences learning style. They often use difference ways to understand same information or lesson in learning what they known as "prefered learning style" and the term "learning preferences"

is generally use of refer learning style. However have different learning style is not problem, beacause it's the way their learning.

This study is an analysis of learning styles for students, they would get a good ahcivement, and success in learning process in the classroom. It is important for educators/lecturers to understand the differences in their students' learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments in teaching English next class writing.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on description and data analysis in chapter I, II, III, and IV the researcher conclude as below:

Every students have the force of its own to accept and use these stimuli in the learning process. Learning style of every students who is had by every studens are the easiest way to absorb, manage and process information. There are three general learning style, its are visual, auditory, kinesthetic.

Methods for visual learners include ensuring that students can see words written, using pictures, and drawing time lines for events. Methods for auditory learners include repeating words aloud, small-group discussion, debates, listening to books on tape, oral reports. Methods for kinesthetic learners include hands-on activities (experiments, etc.), projects, frequent breaks to allow movement, visual aids, role play, and field trips.

The percentage dominant learning style is Auditory learners. It was found there are 24 (36,92 %) students are visual learners, 27 (42,53 %) students are auditory learners, and 14 (21,53 %) students are kinesthetic learners. So,can be included the dominant students learning style is auditory learners, there are 27 students from 65 students and visual are 24 students and than kinesthetic only 14 students. The students preference learning style are visual and auditory in writing I class.

This reality is fact because be done based on research (the instruments questionnaire and observation)and got result it, although use same of theory and research in different place but given different dominant of result. It was fact if each individual has differences in learning. While students use all of their senses to take in information, they seem to have preferences in how they learn best. Students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices.

Therefore, The individual as a student who has differences learning style. They often use difference ways to understand same information or lesson in learning what they known as”prefered learning style” and the term “learning preferences” is generally use of refer learning style. However have different learning style is not problem, beacause it’s the way their learning.

## **B. SUGGESTION**

Every students have a tendency to one particular learning style who easy to absorb the lessons. The students who known their tendency learning styles and be able to apply appropriate learning strategies then the students will succeed in learning.

This study is an analysis of learning styles for students, they would get a good ahchievement, and success in learning process in the classroom. It is important for educators/lecturers to understand the differences in their students’

learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments in teaching English next class writing.

In writing this Thesis may be some problem or deficiency, is caused due to lack of knowledge which is owned by author. We will accept criticism and suggestions that supports and can be a supplement to the deficiencies in the writing of this Thesis. Hopefully we have made this Thesis helpful for readers in general, and also may be useful for writers.



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