

**TEACHER'S STRATEGIES AND STUDENTS' DIFFERENT  
LEARNING STYLES IN ENGLISH TEACHING  
LEARNING PROCESS**

**SKRIPSI**

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STYLES IN ENGLISH TEACHING-LEARNING PROCESS**

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Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, July 2022

Yang membuat pernyataan



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The writer,

  
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## ABSTRACT

**Chaeirani, Desy.** 2022. Teacher's Strategies and Students Different Learning Styles in English Teaching Learning process.

**Supervisor (1).** Nina Afrida, M.Pd, **(2).** Dessy Kurniasy, M.Hum

This study aimed to teacher's strategy in teaching English and students' different learning styles. The participants in this study were 23 students and an English teacher at MTsS Bustanul Huda Langsa. This research is quantitative descriptive. In collecting data, questionnaire and interview were conducted to identify English teacher teaching strategies and differences in student learning styles. The results showed that the strategies used by the teacher were discussion, conversation, and vocabulary recall. The results of the questionnaire showed that 9 students had visual, 7 students had auditory, and 7 students had kinesthetic learning styles with an average score of 72%. It can be concluded that the teacher has a good strategy when teaching students, and the students' learning styles fall into a good category. Thus, it is suggested that teachers use English teaching strategies that involve students according to the characteristics and level of proficiency of students.teaching.

**Keywords :***Teacher's Strategies, Students Different Learning Styles.*

## CHAPTER I

### INTRODUCTION

#### A. Background Of Study

As international language, English has important role in the world. English usually used by among people who comes from different countries as a means of communication with each other. So learning English is a must because many things relate to the world, including education, as a lingua franca. As stated by Broughton et. Al, half the world's scientific literature is written in English. Learning to teach English will be successful if there is sufficient knowledge of a student's characteristics or behavior during the teaching learning process.<sup>1</sup>

A teacher must recognize the student's learning style as one who gives instruction to the student. However strategy is one of the ways used to achieve the goal of learning in terms of improving language learning. In education, strategy is defined as a plan, method, or series of activities designed to accomplish a particular educational purpose.<sup>2</sup> It may also be said that a learning strategy is a teacher's plan or method that will later carry out teaching by applying the key teaching steps to the goal of teaching.

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<sup>1</sup>Broughton, G and others, eds. *Teaching English as a Foreign Language* (New York:Routledge, 2003), P. 2-3

<sup>2</sup> Sabri Ahmad, *Strategi Belajar Mengajar & Micro Teaching*. (Padang: Quantum Teaching, 2007). P. 34

In teaching, strategy is intended as a teacher's effort to create an environment system that enables teaching processes such as the educational purposes that have been formulated. A teacher is required to have the ability to organize generally the components of learning, creating an effective and efficient process of teaching learning. Teaching English to young students is very different from teaching adults. They will be more active and it is very difficult to accept learning, especially English. Based on the researcher's experience while studying in junior high school, most junior high school students cannot speak English and cannot learn English anymore. Moreover, those who graduated from junior high school do not have sufficient English skills because teaching English in Indonesia is considered unsuccessful. This happens because of many factors, one of which is the teacher's strategy and the teacher's experience in carrying out the teaching and learning process.

Alisjahbana states that English was taught as an obligatory subject in junior and senior high school.<sup>3</sup> As is the case in Indonesia, the fact that English is the first foreign language that students must learn in school. It is appropriate if the teacher becomes a creative teacher for students in forming an identity and understanding that is easily understood by students.

The purpose of using certain methods is to help students achieve language learning goals easily. Fromkin, Rodman, and Hyams state that all methods have something to offer, and virtually any method can succeed with a gifted teacher

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<sup>3</sup>Alisjahbana, S. Takdir. The Teaching of English in Indonesia. In Britton and N, James, *Teaching and Learning English Worldwide*. (England: Multilingual Matters Ltd, 1990), P. 315-320

who is a native or near-native speaker, motivated students, and appropriate teaching materials.<sup>4</sup> The use of appropriate teaching strategies also facilitates the work of teachers to help them succeed in EFL learning. But in reality, sometimes teachers still use one way direction in teaching English.

Actually, every student has a different language learning style. However, most teachers in schools give the same approach in teaching English without knowing the characteristics of students. Even though each student has different anxiety about learning. Some students who are usually visual learners are more interested in learning English through pictures and some students who are usually auditory learners are more interested in learning English through songs. But in this case, there are still many teachers who pay less attention.

## **B. Research Question**

Based on the focus of the study above, so the research question of this research:

1. How do the teachers formulate the teaching strategies regarding to the students' different learning styles?
2. How do the teachers implement the teaching strategies in English teaching-learning process regarding to students' different learning styles?

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<sup>4</sup>Fromkin, Vand others, eds. *An Introduction to Language (9 Edition)*, (USA: Wadsworth, 2011), P. 463-464

### **C. Purpose of the Study**

The purpose of this research:

1. To find out how the teachers formulate the teaching strategies regarding to the students' different learning styles.
2. To find out how the teachers implement the strategies in English teachinglearning process regarding to the students' different learning styles.

### **D. The Terminology**

To have some interpretation of these key terms, the researcher provided the meaning below:

#### **1. TeachingStrategies**

Teaching strategies are the elements given to the students by the teachers to facilitate a deeper understanding of the information.

#### **2. Learning styles**

Learning styles is a combination of the way a person absorbs information and processed that information into meaning.

## **E. The Terminology**

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## CHAPTER II

### LITERATURE REVIEW

#### A. Definition Teaching and Learning

The teaching and learning process is a learning activity carried out by students and teachers, if there is a learning process there will also be a teaching process that produces teaching results. To get efficient teaching results, the teaching process must be done intentionally, consciously and well organized. Thus there is an interactive educative between the teacher and students, where the teacher succeeds in teaching students so that they want to learn well. So that interest and motivation to learn can be generated/grown in an exciting classroom atmosphere.

Teaching English as a Foreign Language is an important lessons to teaching and learning English in which English is not a primary language. According to Brown, learning is acquiring the knowledge of a subject or a skill through study, experience, or instruction.<sup>5</sup> Then teaching is showing or helping someone to learn how to do something, giving instruction, guiding in learning something, giving knowledge, causing them to know or understand.

Learning a language means learning a new culture, a new ways of thinking, feelings, and actions. In this case, English is a difficult language for students to

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<sup>5</sup> Brown H. Douglas. *Principles of Language Learning and Teaching (5th ed)*, (New York: Pearson Longman, 2007), P. 7

learn in a country where the predominant language is not English in everyday life. Every student have a different learning style, technique and approach in facing the difficulty of their own language learning, exactly in English learning process.

Therefore, teachers are required to know students' learning styles in order that they can use some appropriate approaches or strategies in the teaching process. So that, teaching process will be spread evenly.

## **B. Learning Styles**

### **1. Definition of Learning Styles**

Experts who have concepts of different learning styles. Here are some different definitions of learning styles according to experts:

- a. Pritchard suggests that a learning style is defined variously as the particular way in which an individual learns, the way of learning and the individual's choice or best way to think, process information and demonstrate learning and mental habits, strategies, or behaviors about learning, especially intentional. educational learning, which is displayed individually.
- b. Fleming states that learning style refers to individual characteristics and preferred ways to collect, organize information.
- c. Choudhary says learning styles are defined as ways and conditions in which students are most efficient and effective in perceiving, processing, storing, and recalling what they learn.

Learners process incoming information in different ways; hence, a teacher needs to vary their teaching methods to ensure that all students learn. The terms “learning styles” refers to the concept that individuals differ in regard to what mode of instruction or study is most affective for them. Learning style is the way in which each learner begins to concentrate on, process, absorb, and difficult information.<sup>6</sup> A person’s ability to understand and absorb lessons is definitely different levels. Some are quick, moderate, and some are very slow.<sup>7</sup> Each individual not only learns at different speeds but also processes information in different ways. Therefore, they often have to take different ways to understand the same lesson information.

According De Porter and Hernack states that Learning styles is a combination of the way a person absorbs information and processed that information into meaning.<sup>8</sup> Meanwhile, Kemp states that Learning styles is a way of recognizing the various preferred learning methods that may be more effective for these students.

So learning styles is the tendency of individuals in carrying out the learning process that can distinguish one person from another. Some students may tend to learn visually, others to learn by listening, and some may be kinesthetic according to their will and ability.

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<sup>6</sup> Dunn, R. and Dunn, K. *Teaching Elementary Students through their Individual Learning Styles*, (Boston: Allyn and Bacon, 1993), P. 141-143

<sup>7</sup> Rachmawati, Tutik and Daryanto. *Teori Belajar dan Proses Pembelajaran Yang Mendidik*, (Yogyakarta : Gava Media, 2015), 17.

<sup>8</sup> B. De Porter and M. Hernack. *Quantum Learning: Familiarize Study Convenient and Fun*, (Bandung: Kaifa, 2003), P. 8-10

## 2. Characteristics of VAK Learnness

According to the VAK system, There are 3 types of learning styles, namely Visual, Auditory, and Kinesthetic. But in reality, every one has all four learning styles, it's just that one style usually dominates.<sup>9</sup>

### 1. Visual Learning style

Students predisposing with this style are likely to be provided with demonstration and can learn through description. These students prefer to use list to maintain their advance rate in learning as well as arranging their ideas and mind. Apart from that, visual students are easy to be disturbed or change in focus by movements or action, where as, noise, usually do not bother them.<sup>10</sup>

Moreover, visual students like to use figures, pictures, and symbolic tools such as graph. They also are able to explain a concept to others by drawing a figure or picture. Students that have visual intelligence are usually rich with imagination and are inclined to be creative and imaginative.

### 2. Auditory learning styles

Students usually rely more on hearing to receive information and knowledge. Auditory students have no problem with usually displays when teaching. The important thing is to listen to the teacher's conversation well

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<sup>9</sup> Rachmawati, Tutik and Daryanto. *Teori Belajar dan Proses Pembelajaran Yang Mendidik*, (Yogyakarta : Gava Media, 2015), P. 17

<sup>10</sup> Drago, W. A., and Wagner, R. J. *VARK Preferred Learning Styles and Online Education*. (Management Research News, 2004), P. 1-13.

and clearly. They like to talk, discuss or explain long things. Learn by discussing with friends to make it easier to understand and remember the material.

However, during study hours, most of the auditory students are disturbed by the crowds during the teaching and learning process. De Porter and Hernack states that people with auditory learning styles are closer to characteristics such as preferring lectures or seminars rather than reading books, and preferring to speak rather than write. According De Porter and Hernack states that The typical words used by auditory people in speech are not far from the expression I hear what you are saying and the speed of speech is moderated.<sup>11</sup> That is why auditory student is usually the most sensitive and memorizes every utterance that has been heard, not what has been see.

### 3. Kinesthetic learning styles

Learning through kinesthetic is a measurement mode, regarded to the combination of various sense functions. Priority kinesthetic referring to learning achieved using experience to learn something and practice. The characteristics of prediposing kinesthetic as those who emphasize more in experience in learning something and usually, they have high energy and prefer to apply touch movement, and interaction to their environment.

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<sup>11</sup> B. De Porter and M. Hernack, *Quantum Learning; Familiarize Study Convenient and Fun*, (Bandung: Kaifa, 2007), P. 117-119



Apart from that, these students dislike learning merely by listening and visual skills, and, typically, kinesthetic students are passive in class. Students that process this type of intelligence are fond to move and are active, quick in learning physical skills, fond to think while moving, perform well in certain athletic field, more likely to use movements as an aid for remembering various cases, have good coordination and awareness on tempo, and are easy to relax.

### C. Teaching Strategy

#### 1. Definition of Teaching Strategy

Franzoni and Assar states that teaching strategies are the elements given to the students by the teachers to facilitate a deeper understanding of the information.<sup>12</sup> A given strategy is neutral and considerable to the students learning style. The strategy will impact to the students' outcomes whether positive or negative. Furthermore Oxford supposes that a strategy will be useful if the following conditions are present:<sup>13</sup>

- a. The strategy relates well to the L2 task at hand
- b. The strategy fits the particular student's learning style preferences to one degree or another, and

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<sup>12</sup> Franzoni A.L. and Assar S. Student, *Learning Styles Adaptation Method Based on Teaching Strategies and Electronic Media*, (*Educational Technology and Society*, 2009), P. 15-29

<sup>13</sup> Oxford, R.L. "Language learning styles and strategies: an overview", (*GALA*, 2003), [http:// web.ntpu.edu.tw/~language/workshop/read2 .pdf](http://web.ntpu.edu.tw/~language/workshop/read2.pdf), accessed on 26 June, 2022).



- c. The student employs the strategy effectively and links it with other relevant strategies.

Strategies that fulfill these conditions make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. So, from those definition above the researcher concludes that teaching strategies is a plan, method, or series of activities designed to achieves particular goal of learning. The teaching and learning strategies designed to achieve a particular goal. It means that the direction of creating strategies is achieving the goal. So that the preparation of the study, the use of various facilities and learning resources are all directed towards the achievement of objectives.

## **2. Kinds of Teaching Strategy**

Teaching is showing or helping someone to learn how to do something, giving knowledge, giving instructions, guiding in learning something, imparting knowledge, making someone know or understand. Teaching provides support for learning activities. Teaching well means tackling a set of goals, for a specific purpose in the school year, with resources, within a specific time frame, in a particular school and community setting. Teaching strategies are teaching behaviors designed to help students achieve predetermined learning goals.

Based on learning strategies that are emphasized in the teaching program into three categories. They are: (1) teacher centered, (2) student centered, and (3) material centered learning. Merlot.org provides the following teaching strategies:

a. Active Learning

An active learning approach is something that students do in the classroom as a passive supporter of the instructor. The students are more active than the teacher. This suggests that active learning can improve student understanding and retention, it is also very effective in developing higher order cognitive skills such as problem solving and critical thinking.

b. Collaborative/Cooperative Learning

Cooperative and collaborative learning are instructional approaches where students work together in small groups to achieve common learning goals.

c. Critical Thinking

Critical thinking is a collection of mental activities that include the ability to clarify, reflect, connect, and conclude opinions.

d. Discussion Strategies

Discussion strategies that involve students deeply as a form of learning and motivation by encouraging them to develop their own views. This is a form of interaction in encouraging students to speak.

e. Experiential Learning

Experiential learning is an educational approach that focuses on learning by doing. The educator's role is to design hands-on experiences that include preparatory and reflective exercises.

f. Games/Experiments/Simulations

Games, experiments and simulations can be a fun learning environment for students. Currently students have been playing games using sophisticated tools such as the internet, telephone, and other equipment. Games and simulations allow students to take a break from the routine of studying while at school with the teacher.

g. Humor in the Classroom

Using humor in the classroom can improve student learning by increasing understanding and retention. By joking together during class makes students happy when learning even though the lesson he doesn't like.

h. Learning Community

Community groups bring people together for learning, discovery, and knowledge creation. All groups or communities are responsible for achieving learning objectives. Most importantly, a learning community is a process where individuals come together to achieve learning goals. So that in a learning community, all students in a particular community are responsible for learning

i. Online learning

Online learning is any type of learning that occurs when the learner is not in a fixed location. Currently, many are using online learning by using many applications such as zoom, video calls, email, whatsapp, E-learning.

j. Team-Based Learning

Team-based learning is a fairly new approach to teaching where students depend on each other for their own learning and are held accountable for coming to prepared classes. Research has found that students are more responsible and more engaged when team-based learning is implemented.

### 3. Components of Teaching Strategy

According to Hamruni (2009), the components of teaching strategy is consisting of teacher, student, teaching purpose, teaching material, method, technique, media, evaluation, and situation or environment.<sup>14</sup>

a. Teacher

The teacher is the teaching agent so that in this matter teacher is the important point. Teachers can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy can not manipulate the teacher. The teaching manipulation purpose is to make

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<sup>14</sup> Hamruni. *Strategi Pembelajaran*. (Yogyakarta: Insan Madani, 2011), P. 78-80

students' environment be expected environment from the teaching-learning process, that finally make students reach an expectation standard competence. In teaching manipulation, the teacher must be based on the curriculum implemented.

b. Student

The student is a component that does study program to improve the ability to reach study purposes.

c. Purpose

The purpose is base to determine strategy, material, media, and teaching evaluation. So, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

d. Teaching Material

Teaching material is media to reach teaching purpose and also a core component in the teaching process.

e. Method

The method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with the teacher and student roles and behaviors, and secondarily with such features as linguistics and subject matter objectives, sequencing, and materials.

f. Technique

The technique is a teaching method, skill, style that a teacher has selected to facilitate the teaching/learning process.

g. Media

In education, media is certain media used in the teaching-learning process to convey the knowledge to students that are usually known as the media education.

h. Evaluation

Evaluation is a component to know the result teaching-learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative.

4. Lesson Plan

Lesson plan is a plan that regulates activity procedures and learning management in carrying out the learning process. Planning the learning process includes syllabus and lesson plans that involve at least learning objectives, learning materials, teaching methods, learning resources, and learning assessments.

The lesson plan components are:

1. The Identity Of The Lesson

The identity of this lesson consists of: Education unit, class, semester, skills program, subject or theme of the lesson, and number of meetings.



## 2. Competency Standards

Competency standards are the lower minimum abilities of students that describe the acquisition of knowledge, attitudes, and skills to be achieved in each class or semester in a subject.

## 3. Basic Competence

Basic competence is the number of abilities that must be regulated by students in certain subjects as a reference for developing competency indicators in a subject.

## 4. Skill Achievement Indicators

Achievement Skills Competence is a behavior that can be measured or observed to indicate the achievement of certain basic competency assessments is the subject of reference. Indicators of competency achievement are formulated using operational verbs that can be observed and measured, which include knowledge, attitudes, and skills.

## 5. Learning Objectives

The learning objectives include the learning processes and outcomes that are expected to be achieved by students in accordance with the basic competencies.

## 6. Learning Materials

Learning materials include relevant facts, concepts, principles, and procedures, and are written in the form of sections in accordance with the formulation of competency achievement indicators.

7. Time Allocation, determined according to the need for achievement of basic competencies and learning load.

## 8. Teaching methods

The teaching methods used by teachers to create an atmosphere of learning and the learning process so that students achieve basic competencies or types of indicators that have been set. The selection of teaching methods is adjusted to the circumstances of the students, as well as the characteristics of each indicator and the competencies to be achieved in each subject.

## 9. Learning activities

a. Introduction is the initial activity in a meeting that aims to generate learning motivation and focus students' attention to actively participate in the learning process.

b. Core Activities is the learning process to achieve basic competencies. Interactive learning activities are carried out, inspire, fun, challenge, motivate students to participate actively and provide sufficient space for innovation, creativity, and independence according to their talents, interests, and the physical and psychological development of their

students. This activity is carried out systematically and systemically through the process of exploration, application and confirmation.

- c. Closing is an activity carried out to stop learning activities that can be carried out in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up.
10. Assessment of Learning Outcomes Procedures and instruments are adjusted to indicators of competency achievement and refer to assessment standards.

#### 4. Teaching Strategies for VAK Learners

According to Reid, there are several strategies that can be used to facilitate the students' learning styles:<sup>15</sup>

- a. Teaching strategies for visual learners
  - 1) Writing the instructions for all assignments or test
  - 2) Giving the summary or outline in every note
  - 3) Writing definitions of new terms
  - 4) Writing and giving oral explanations for charts, graph, and diagram
  - 5) Applying follow-up reading for any class lecturer or discussions
  - 6) Demonstrating and modeling every assignments or test

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<sup>15</sup> Reid, Joy M. Learning Styles. *In the ESL/EFL Classroom*. (Heinle and Heinle publisher: 1995), P.226-228

7) Relating to imagery, metaphor and fantasy first when teachers want to explain a new concept of vocabulary.

b. Teaching strategies for auditory learners

- 1) Presenting the information through lectures, class discussion, small group activities, films, and tape
- 2) Using oral instructions for all homework assignments or tests
- 3) Using oral explanation for all graphs, charts, diagram, and pictures
- 4) Facilitating the students with small group discussion and problem solving activities
- 5) Giving students opportunities to ask questions and share the idea during the class lecture
- 6) Providing oral summary for all the explanations have been given
- 7) Providing oral reports on subjects and listening to oral report by classmate

c. Teaching strategies for kinesthetic learners

- 1) Providing activities that encourage learning by interacting with others
- 2) Encouraging the students in participating in role plays or simulation
- 3) Allowing the students to take a note during class lectures and discussions as the act of the writing aids concentration
- 4) Facilitating them by going to field trips.

#### D. Previous Study

The previous study on learning styles was conducted by Tuan (2011) about EFL learners' learning styles and their attributes. The study conducted about teaching and learning of EFL students in Vietnam where the field of perceptual learning style preferences in language learning has been ignored in the learning process. The majority of the teachers are unaware of their students' learning styles. They are also unaware of the importance to identify learning styles. Tuan indicated that there existed some significant relationships between students' learning style preferences and such variables as fields of study, length of tertiary study, gender, age, learning language experience, and English proficiency level.

Furthermore, Tuan said that teaching of EFL in Vietnam is dominated by a teacher-centered, book-centered, grammar-translation method and an emphasis on mechanical memory which resulted in a number of typical learning styles, with visual learning being one of them, this study proved that the visual and the individual were only preferred by a tiny number of EFL students.<sup>16</sup>

Then Shi (2011) conducted research of 184 second-year English majors from the Foreign Language School of a university in Wuhan, about the relationship between cognitive styles and learning strategies. The research concentrates on the relationship between cognitive styles and learning strategies. Shi found out that cognitive styles have a significant influence on learners' choice of learning strategies.

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<sup>16</sup> Liu Trong. Tuan. *EFL Learner's Learning Styles and Their Attributes*, (Mediterranean Journal of Social Science, 2011). P. 299-320



Then synthesizing style, sharpener style, field-independent style and impulsive style of cognitive styles correlate positively almost with every strategy, so they turn to be the most influential cognitive styles that have an impact on learners' learning strategy choices.<sup>17</sup> However, she was conducted the research about the relationship between cognitive styles and learning strategies, but she did not relate to the students learning outcomes.

The other study was conducted by Liu, Huu, and Gun (2013), the research about learning style preferences with different academic backgrounds. They conducted the research in Tujia-Miao region. They investigated about distribution of learning styles preferences and academic background to the EFL learning of students at Tujia-Miao University. They use the quantitative method for conducting research with the steps of giving pre-test, questionnaire, and interview.

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<sup>17</sup> Liu, Yuhui, and Feng, Hao. *An Empirical Study on the Relationship between Metacognitive Strategies and Online-learning Behavior & Test Achievements*, (Journal of Language Teaching and Research. Vol. 2, No. 1, 2011). P. 183-187.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study was employed a mixed-method design defined by Creswell as procedure for collecting , analyzing , and mixing quantitative and qualitative methods in a single study or series of studies to understand a research problem. The type of mixed methods used in this study is an explanatory sequential mixed methods design because it begins with the collection of quantitative data and continues with the collection of qualitative data which is intended to describe the quantitative results obtained previously.<sup>5</sup>

The researcher chose a mix-method research design, namely to investigate the differences in student learning styles and the teacher's strategies in applying them when the teaching and learning process took place. In conducting the research, quantitative data was collected by questionnaire while qualitative data was obtained through open interview.

#### **B. Research Location**

The research conducted at MTsS Bustanul Huda Langsa. Jalan Medan - Banda Aceh, Gampong Sungai Lueng Kota Langsa, Lorong Cinta Raja. The school that was built in 2001. This means that since it was built until now, the school has reached the age of 21 years.

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<sup>5</sup>Creswell, John W, *Educational Research (4th ed.)*.( Boston: Pearson Education, 2012), P. 422

## C. Population and Sample

### 1. Population

Population is the amount of individual or object that have similar characteristic. According to Sugiyono population is a generalization area consisting of objects or subjects that have quality and certain characteristics defined by the researcher to be studied and then draw conclusions.<sup>6</sup> The population in this study was determined English teacher and 23 students.

### 2. Sample

According to Sugiyono in quantitative research, the sample is part of the number and characteristics possessed by the population.<sup>7</sup> The sample in this study is part of the total population. Determination of the sample in this study is necessary for the clarity of the distribution of the questionnaire to be carried out. This study has used total sampling because there are only teachers and the number of samples is 23 students in the third year of MTSS Bustanul Huda Langsa.

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<sup>6</sup> Sugiyono, Metode Penelitian kuantitatif, kualitatif dan R & D. (Bandung : Alfabeta), 2014. P.223

<sup>7</sup> Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. (Bandung : Alfabeta, CV), 2017. P.42



#### **D. Data Collection Techniques**

According to Juliansyah Noor, data collection techniques are ways of collecting data needed to answer the formulation of research problems. So, the data collection technique is a way of collecting data to answer the research problem formulation. Data collection in this study consisted of questionnaires and interviews as follows:

##### 1. Quantitative data

###### a. Questionnaire

As stated by Cohen, Manion and Morrison that the questionnaire is a widely used and useful instrument for collecting survey information, providing structured questions.<sup>8</sup>

Researchers used a questionnaire given to students to find out students' learning styles when learning English. This questionnaire is intended to obtain data about students' different learning style. Respondents were asked to choose one option by marking or checklist. Each questionnaire consists of 20 items with five choices; (5) strongly agree, (4) agree, (3) undecided, (2) disagree, and (1) strongly disagree.

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<sup>8</sup> Cohen, Louis; Manion, Lawrence; & Morrison, Keith. *Research Methods in Education (6th ed.)*. (New York: Routledge), 2007. P. 317

We can see the table below :<sup>9</sup>

**Table 3.1**  
**Likert Scala Rating**

Option	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

( Sugiyono )

There are several steps in gathering data. First, the responde is asked to fill in the name, class and attendance number on the answer sheet. The respondents were asked to read the instructions on how to answer the questionnaire. Researchers then explained how to answer questionnaires. Finally, the respondents' answers were scored and the results had been analyzed.

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<sup>9</sup> Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. (Bandung : Alfabeta, CV). 2017. P.135

## 2. Quantitative data

### a. Interview

Interviews are conversational exchanges between researchers and participants; in this case the participants are English teachers. Interviews were used to collect information about the experience and knowledge of individuals; opinions, beliefs, and feelings; and demographic data. Interview questions can be asked to determine past or current information and predictions for the future.<sup>10</sup>

This interview was aimed at English teachers to collect data about the strategies teachers use in teaching English in the classroom regarding the different learning styles of students. Cohen, Manion, and Morrison state that the interview is a flexible tool for data collection, allowing multi-sensory channels to be used: verbal, non-verbal, spoken and audible.<sup>11</sup>

Interviews were conducted with the teachers by asking six questions. Before throwing questions, the researcher gave the question text to the teacher who would be ready to answer and respond quickly. Interviews were used to collect information about the teaching experience, obstacles in dealing with students and what strategies and implementations were used by teachers to their students.

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<sup>10</sup> Best, John W. and Kahn, James V. 2006. *Research in Education* (10 Edition). (US: Pearson Education Inc), 2006. P.267

<sup>11</sup> Cohen, Louis; Manion, Lawrence; & Morrison, Keith. *Research Methods in Education* (6th ed.). (New York: Routledge), 2007. P. 349

## F. Technique of Data Analysis

After the researcher collects the data, the next step is to analyze the data. The purpose of analyzing the data is to find out how the teacher's strategies and students' learning styles during teaching and learning English in the classroom.

Data obtained from questionnaires and interviews. The steps are as follows:

1. Calculating the total score of each respondent in each variable from questionnaire by using the formula as follow:

$$T \times P_n$$

Where :

T = Total number of respondents who chose

P<sub>n</sub> = Choice of Likert score numbers

2. Interpretation of Calculation Scores to find out the highest score (X) and the lowest score (Y) for assessment items with the following formula:

$$\text{Index formula \%} = \text{Total Score} / Y \times 100$$

Where:

Y = Likert's highest score x number of respondents

X = the lowest score likert x number of respondents

### 3. Interview

This research was conducted through interviews with the aim of collecting data on teaching strategies and applying these strategies in English classes to students' different learning styles. The interview technique used is an open interview, which is asking questions that are asked openly. This free guided interview was conducted to reveal the teacher's strategies and their implementation in dealing with the differences in student learning styles at MTsS Bustanul Huda Langsa.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Finding of Research

Finding of research was intended to answer the problem of study. In finding, the researcher describes how the process of collecting the results of data.<sup>5</sup> Here the researcher analyzes how the results of the data that have been found, namely Teacher's Strategies and Students Different Learning Styles in English Teaching Learning process.

##### 1. Teacher teaching strategies during the English learning process.

In this case, the researcher presented 6 questions in a semi-structured interview to the teacher. The following are the results of interviews that researchers have conducted:<sup>6</sup>

##### a. How long have you been teaching?

Teacher : I have been teaching for 15 years at the school.

This shows that the English teacher I interviewed was very experienced in teaching. 15 years as a teacher.

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<sup>5</sup> N. Nurhasanah. Chapter IV Results and Discussion Scientific Journal of Bengkulu University , ( Bengkulu : University of Bengkulu , 2014 ), P 69

<sup>6</sup> Results of interviews during the teaching and learning process at MTsS Bustanul Huda Langsa on July 20, 2022.

b. What kind of strategies do you use in delivering lessons, especially speaking lessons to students?

Teacher : Usually I use social strategy. Like I explain a material in front of students and discuss. This is done so that good communication occurs between teachers and students, whether they understand or do not understand the material that I have taught.

The next strategy I use is role playing strategy, for example on the material conversation. Both student A and student B I will give a conversation text, then they will read it aloud in front of the class and then the other students have to listen to the conversation. This is done to train students' speaking and listening skills.

In the statement above, it states that the teacher uses strategies such as discussing and explaining strategies to students and conducting a conversation practice to these students to practice their speaking skills.

c. How do you apply your teaching strategies to students?

Teacher : The implementation I use is when I teach I always greet them using English like saying good morning to my students. I always start the day by speaking English to them so that they get used to a new language which is a foreign language like English.

In this case, the teacher showed that frequently saying words in English can make these students become accustomed to a foreign language, this can hone their ability to remember something new and according to the teacher this is an effective strategy to learn English slowly for her students.

d. What are the problems in teaching speaking English to young learners?

Teacher : The problem I often find is that children have poor vocabulary in remembering new things, sometimes they mispronounce the vocabulary. But I still help them improve the vocabulary. I admit if not just speaking or remembering a new vocabulary. But indeed this English lesson is difficult for children to understand. There are some students whose interest in learning in foreign languages is still low, because this school is a remote school located in the village. So this is a difficulty that I have to face to teach English to them. So it's a bit difficult to explain to children, especially if they are told to speak English to them, because they can't immediately understand when I explain it.

From the results of the interview above, it is clear that the teacher faced many problems while teaching English to his students. The teacher must explain repeatedly to students to make the students understand what is explained by the teacher.



e. What do you do when you face a problem? How does it work? Was it a success or failure?

Teacher : As I explained earlier, many students have difficulty learning English so I use a discussion strategy. If the student does not know or does not understand, then I will tell or I will give assignments such as memorizing. For example, there is an English word that they do not know, I will give them a task to memorize so they know better and it is more effective in my opinion and works.

The statement above shows that the teacher gives memorization tasks to students. Because according to the teacher the task of memorizing is more effective and successful. This is a form of repetition of material given to the teacher as a form of homework or as homework. This can improve students' English skills.

f. Can you describe the conditions in the classroom when you faced a problem?

Teacher : When students have difficulty understanding English lessons, the conditions in the class are uncontrolled and very noisy. Because some of the students could not stay still in class. Some of them walked in the classroom, some were talking with their friends even during the teaching and learning process of English. But not a few of them asked or discussed with me one by one.

As I said, their learning interest is very little. So I usually give them an English note on the blackboard to get them to focus back on the lesson. once in a while I make an ice breaking game so that their spirits come back again. Why do I usually do this? Of course, to increase the students focus and make the classroom atmosphere controlled. This shows that each student has their own difficulties in understanding the lesson and their abilities are often passive in class so that in dealing with problems the teacher acts more and is more creative to improve students' abilities.

## 2. Students Learning Style

The results of student learning styles were determined by counting student answers from 20 questionnaire items given to 23 students as samples. Based on the data collected from the questionnaire, the student's learning style according to the student has been determined.<sup>7</sup>

**Table 4.1**

### **List of students learning styles**

<b>No</b>	<b>Respondent</b>	<b>Score</b>	<b>Students Learning Styles</b>
1	Arsya Al-Farisi	84	Visual
2	Azhari	73	Auditory
3	Cut Meila Khairani	70	Visual
4	Dea Ananda Putri	72	Kinesthetic

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<sup>7</sup> The results of a questionnaire about differences in student learning styles while taking research at MTsS Bustanul Huda Langsa on July 20, 2022.

5	Furqan	88	Kinesthetic
6	Ida Suharani	67	Visual
7	Irmayanti	72	Visual
8	Ikfar Zikrullah	69	Kinesthetic
9	Khairani Dwiyanti	77	Visual
10	Laila Fajari	84	Visual
11	Mauliza Antika Saputri	85	Auditory
12	M. Aulia Zhikri	74	Kinesthetic
13	M. Akbar	82	Kinesthetic
14	M. Firdaus	71	Kinesthetic
15	M. Haikal	71	Auditory
16	M. Rahul	73	Auditory
17	Mutia Rohani	68	Auditory
18	Putri Sakinah	63	Visual
19	Riska nabila	61	Kinesthetic
20	Siti Azzuhra	68	Visual
21	Saiful Bahri	67	Visual
22	Syafira Mustaqilah	71	Auditory
23	T. Fauzan Aulia	67	Auditory

Based on the results of the questionnaire at MTsS Bustanul Huda Langsa, the researcher found that there were 9 students with visual learning styles, 7 student auditory learning styles, and 7 kinesthetic learning styles students. Students with visual learning styles usually focus on vision. When learning new things, this type needs to see something visually to easily understand and understand. In addition, the visual type is also more comfortable learning with the use of colors, lines, and shapes. Students with auditory learning styles are students who rely on hearing as recipients of information and knowledge. People with this type of learning are not a problem with the visual display when teaching, the important thing is to listen to teacher talk properly and clearly.

While students with kinesthetic learning styles are someone who learns something by involving movement. This means that kinesthetic types of children need practice in addition to reading books. Learning that involves many movements. Usually this type will be easy to remember information by directly practicing it compared to just listening or reading theory.

## **B. Discussion**

In this research, the researcher distributed questionnaires to observe students' different learning styles during the teaching and learning of English and to find out how the teaching strategies were by interviewing teachers. The result

shows that 9 students have visual learning styles, 7 students have auditory learning styles and 7 students have kinesthetic learning styles.

In previous related findings by Tuan (2011) Learning style include three namely visual, auditory and kinesthetic. He found, that EFL teaching in Vietnam was dominated by teacher-centred, book-centered, grammar translation methods and an emphasis on mechanical memory which resulted in a number of distinctive learning styles, with visual learning being one of them, this study proves that visuals and individuals are only favored by a small number of EFL students. Another finding was also found, Shi found that cognitive style had a significant effect on students' choice of learning strategies.

In this study, the researcher found that the most preferred learning style in the third year of MTsS Bustanul Huda Langsa was Visual learning style. The results of interviews also show that teachers are more active than students. So students only listen to the teacher's statement and do what the teacher says.

Based on the data that has been collected. Researcher also realized that when teachers teach according to the characteristics of students' learning styles and these students also get the things or materials they want according to the learning styles they have or what they like, they will get something that can help them to understand or understand about the material being studied such as the English material.

From the results of interviews that researchers have obtained is that teachers still use general strategies. Like still using a book and giving a conversational text as a form of teacher media in conveying the material to be studied. During its implementation the teacher encountered many obstacles because some of the students could not pronounce or speak English well and fluently. There are even some children who do not care about the material given by the teacher because some of these children do not like the media or the lessons that are applied.

Thus, understanding student learning styles has a very important role for a teacher. Sometimes as teachers, they will easily find several children in one class who have differences in participating in teaching and learning activities in class. But the differences in learning styles are also not always the same in every students, it could be in the classroom that there is a tendency in only one learning style and several others with different learning styles. At that time the teacher must provide learning methods so that it is not monotonous in the classroom so that teaching and educating become effective and run as desired.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusions

After conducting the research, calculating data and analyzing it, the researcher wants to conclude the data analysis that has been discussed previously. Based on the results of these studies, The research findings are teaching strategies from interviews that the teacher strategies used are roles, conversations, social strategies and discussions. Implementation of the teacher's strategy, namely carrying out learning while playing and giving conversational texts to students and discussing. Conversations with simple, short and clear sentences for students. Teachers use several strategies to help students be more motivated to learn and improve their new vocabulary. A teacher must recognize students' learning styles as the one who gives instructions to students. A teacher must recognize students' learning styles as the one who gives instructions to students. However, strategy is one of the methods used to achieve learning objectives in terms of improving language learning.

Based on the findings in Chapter IV, the researcher concludes as follows, that there are various learning styles that exist in the classroom. Students with visual learning styles usually need to see things visually so that they are easy to understand and understand. Students with auditory learning style are students who depend on hearing as a recipient of information and knowledge. While students

movement, usually learning that involves a lot of movement and the teacher still uses general strategies. Such as still using books and providing conversational texts as a form of teacher media in conveying the material that must be studied.

#### **B. Suggestion**

The suggestions from this research are as follows :

As teachers, we need to assess and understand how to reach all students by understanding how to present information in multiple modes. We can help students be more effective both inside and outside the classroom, if we know their learning styles and can assist them in determining their preferences. Then the teaching and learning process will run smoothly and effectively.

For students, they must be aware of their learning styles so that they realize what they want when the learning process occurs in the classroom to be effective for both the teacher and themselves. After that, they can find the most suitable strategy for their learning. Schools are also expected to make efforts to support students by providing learning facilities such as tape recorders and focus or other media that can help students learn English well. the researcher hopes that the result of this research will be useful for the other teacher in applying strategies for teaching English in the classroom, based on the awareness of the students' different learning styles. So that, they can improve the English teaching and learning become more active, effective, and efficient.



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