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Universitas Key words: Learning style, Training Class (TC) program, Perceptual Learning Style Preferences (PLSP) questionnaire.

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ersitas Bracearning styles are the important factors to help students to learn a second it as Brawijava Universi or foreign language. A learning habit of every individual is needed to support the Bras Br student's learning to be more effective, for example by taking an English course. Learning styles can be classified into: visual, auditory, kinesthetic, tactile, group, and individual. This study is conducted to examine the language learning styles Univers Universitas Brawijava applied by the students of Basic English Course (BEC) in Pare, Kediri. This study applies descriptive quantitative approach, aimed at describingsitas Brawijava the learning styles of BEC students. The subjects of this study are eighty students of Basic English Course taken by random sampling. The data were taken using Perceptual Learning Style Preferences (PLSP) questionnaire, designed by Joy M. Reid. Every number of learning styles is classified into three categories, namely: Sitas Brawijaya major, minor, and negligible learning style preferences.

The result of this study reveals that the most preferred language learning styles are auditory major learning style which falls into the highest score to the lowest score are auditory with the mean score of 60%, kinesthetic with the mean score of 57.5%, group with the mean score of 57.5%, tactile with the mean score Sitas Brawljay of 47.5%, individual with the mean score of 43.9%, and visual learning style with stars Brawiava the mean score of 21.5%.

From this study, it can be concluded that every student learns based on their own learning style and has different learning styles which can support their progress in learning. In suggestions, it is expected that the institution can add sitas Brawlay Universitsome facilities to support the learning process for example English LAB. For thesitas Brawijava students, it can be more effective if they always be consistent listening thesites Bi material and focus on hearing the teacher's explanation. For the teachers, they can help students in understanding their learning styles, and for the next researchers can analyze with other measurements and the other model of learning styles to sitas Brawijaya Universitmeasure students' success sitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Hidayah, Ulfa. N. 2013. Gaya Belajar yang digunakan oleh Siswa di Basic English Course (BEC) Pare. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (I) Syariful Muttaqin, M.A (II) Ida Puji Lestari, S.Pd, Stas Brawijaya ersit**M**.Pdrawijaya

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Kata kunci: gaya belajar bahasa, program Training Class (TC), kuesioner PSLP.

Universitas Br Gaya belajar merupakan salah satu factor yang terpenting untuk membantusitas Universi cara siswa belajar bahasa kedua dan bahasa asing. Kebiasaan belajar setiapsitas Br Universi individu dibutuh kandukungan yang lebih efektif, seperti pembelajaran disitas Brawijaya kursusan bahasa Inggris. Gaya belajar dapat diklasifikasikan menjadi visual, sitas B kinesthetic, tactile, group, and individual. Studi ini dilakukan untuk mengetahui gaya belajar bahasa yang diaplikasikan oleh siswa-siswi Basic English Course di Pare, Kediri.

Studi menggunakan pendekatan deskriptif kuantitatif ini untuksitas Brawijava mendeskripsikan gaya belajar pada siswa BEC. Subjek dari studi ini adalah delapan puluh siswa kelas pelatihan pada Basic English Course Pare yang diambil secara acak. Data studi ini di dapat dari kuesioner PLSP dibuat oleh Joy M. Reid. Univers Setiap angka gaya pembelajaran diklasifikasikan menjadi tiga yaitu major, minor, dan *negligible*.

Hasil studi ini mengungkapkan bahwa sebagian besar menyukai gaya belajar bahasa secara auditori dengan rentang tingkat tertinggi sampai tingkat terendah adalah gaya belajar auditory dengan skor 60%, kinesthetic dengan skor Universi 57.5%, group dengan skor 57.5%, tactile dengan skor 47.5%, individual dengan stas Brawijaya s skor 43.9%, dan *visual* dengan skor 21.5%.

Mengacu pada studi ini, penulis menyimpulkan bahwa setiap siswa belajar berdasarkan gaya belajar mereka sendiri dan memiliki gaya belajar yang berbeda dapat mendukung kemajuan pembelajaran. Sebagai saran, diharapkan institusi (BEC Pare) dapat menambah fasilitas untuk mendukung proses pembelajaran, Stass contohnya memberikan fasilitas LAB Bahasa Inggris. Saran untuk siswa-siswi, SICAS Brawlay Universi pembelajaran akan dirasa lebih efektif jika mereka selalu konsisten mendengarkan itas Brawijava materi dan focus mendengarkan penjelasan guru. Saran untuk guru-guru, agar mereka dapat membantu siswa memahami gaya belajar mereka, dan saran untuk peneliti selanjutnya agar dapat menganalisa dengan langkah lain dan Universit menggunakan model lain dalam proses pembelajaran mengenai kesuksesan siswa. Sitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya INTRODUCTION <u>Universitas</u> Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universities B. This chapter discusses four sections namely: the background of the study, Universit problems of the study, objectives of study, and definitions of key terms. ersitas Brawijaya S BRAN Universitas Brawijay 1.1 Background of the Study **Universitas B Universitas Brawijaya** Nowadays in globalization era, many countries in the world become more Universit open minded to many aspects from other countries, such as in education, politics, Universi economy, social, culture and so on. To keep up with the changing era, people aresitas Brawijaya required to be more dynamic and active to obtain whatever is happening in the Universitivorld. The acquisition of this information can not be separated from the use of Sitas Brawijaya Universitlanguage as a medium of communication. Language is the most fundamental sitas Universities means of communication which is used every day. Universitas BraOne of the most influential languages in the world is English. Georgesitas Brawijaya Weber's article "Top Languages: The World's 10 Most Influential Languages" in Language Today.(vol 2, Dec 1997) states that based on the number of speakers Universitas Brawijava Universitwho use, English occupies the second position in this list". The use of languages it as Brawijava allows one to maintain relationship with other people in an interaction. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitias Brace English becomes the most dominant language around the world. It is University primary the language that has been widely used in international business, science, Universitas Brawijava Universi economics, technology, tourism and aviation (Kitao, 1996)". From that fact, sitas Brawijava Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universit Indonesia is a developing country that should take the opportunity to participate in Universitas Brawijaya Universitas Brawijaya Universi Universi the international world to have a good relationship with other countries. It will be maintained if there is a two-way communication by using language that is more Universi fluently rather than others. As stated previously, English becomes the official states Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi language of more than 50 countries in the world, so it will be easier for Indonesia Universit to establish cooperation if Indonesian people have a good competence in English. s Brawijava Univer Universit Therefore, it is important for people to learn English, even so in some countries; itsit is still as a foreign or international language not a second language. English as an international language has become an important subject in school. In addition, Universi English is also taught to the students as compulsory subject from the primary up to university levels. According to Gass and Selinker (2008: 7) "Second language acquisition Universit refers to the process of learning another language after the native language has stas been learned. The important aspect is that second language acquisition refers to the learning of a nonnative language after the learning of the native language. The Universit second language is commonly referred to as the second language. As with thesitas Br phrase "second language", L2 can refer to any language learned after learning the L1, regardless of whether it is the second, third, fourth, or fifth language". It itas Brawijava Universitas wersitas Brawijava Universimeans that everyone can learn language whenever they want. Trawijava Universitas Brawieva Universitas Brawieva Universitas Brawieva The writer conducts this research on Second Language Acquisition field Universible because language acquisition and learning process happen in our daily life but westers Brawl Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi are not fully aware of how this process occurs. Second language acquisition is a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** University very complicated process and also some researchers are interested in analyzing Universitas ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitabout acquiring L2 process in some different cases.ersitas Brawijava Each learner has different ways in learning abilities which lead them to Universi influence the success of language learning. According to Oxford (1990: 4) sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit "learning is used as shorthand for the longer phrase learning and acquisition". It University means that learning style in language learning is important, because it includes that Br Universi how the students organize and analyze language. As the example, people can be sitas successful learners when they know their capabilities. To measure their abilities, Universithey should know their happiness in the practice, and they can study based on Universi their hobbies, for example, listen to the English music which can help them tositas increase the vocabulary and pronunciation.Learning styles are very important in Universit second language learning because they can determine how individual affectivelysitas learn and influence the success of language learning. Felder and Henriques (1995 cited in Brno 2008: 17) explain the meaning Sitas Brawijaya Universi of "learning style" as "the ways in which an individual characteristically acquires, since retains and retrieves information". It means that language learning styles have Universitinteraction with the success in language learning to get different perception and sitas Brawijaya opinion with others, for instance the students can learn what they are favored in Universitas Br Everyone has different learning styles and learns better through different sitas means. Learning style itself is performing better in the classroom for helping to ersit<mark>learn through that style</mark> ersitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive⁴sitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Bravia (1996: 47)) states: Brawijaya Universitas Brawijaya Universitian Broust as important, the focus on perceptual learning styles builds background knowledge and self- awareness that will serve my students well in the future classes because more they know about their learning styles, the easier it is to apply that to learning. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Based on the previous statement, teachers can know the ability to Universit accumulate as well as assimilate students' information since the learning styles are Universi the methods; they are the best ways used to get knowledge in a specific manner. Each individual may have a single style or combination of different learning styles. In most cases, the characteristics of a learning style can even be observed Universi at a relatively young age. In this research, the present researcher focuses on learning styles. As we Universi know, people tend to acquire spoken and written language easily. That is because they can speak earlier before they write. In order to manage their studies Universit effectively, the learners should use certain language learning styles to know how they use learning approach, experience learning and apply information which has two or more combination of learning styles. Universitas BraThe writer is curious and interested in learning styles measured bysitas Brawijaya Perceptual Learning Style Preference (PLSP) questionnaire from Joy M. Reid (1998). The writer chooses this questionnaire because this questionnaire explained Universitas Brawijava Universitas Brawijava Universi the descriptions some information about perceptual learning style preferences, sitas there are auditory, visual, kinesthetic, tactile, group, and individual. Universitas Br Consequently, the subjects of this study are the English learners. It can Universi help the identification and description about how they learn the process in many rawijava Universitas Brawiiava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive⁵sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ways which is different from successful learners. Many students can interact well Universi with their styles differently which are able to enrich language variation in their ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Br English itself has already been tought in education intitutions, for examplesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas formal and informal institutions. Formal institutions are like public schools or sitas private schools, on the other hand, informal institutions are like English courses. Universitin this case, the researcher chooses an English course as the subject in hersitas research because the course is not different from the other language learning place as in the school and it wants to help their students in acquiring English Universi successfully by giving certain styles as their goals. Previously, the know the research of Madika (2008), she examined the school to know the learning styles Universitused by SMP 1 Wonosari, since there are many researchers analyzed with learning sitas style have done by the other researchers, the writer in this study try to conduct a Universit research in English course. Since most of the subjects of the study in language learning style studies are junior and senior high school students or university students, there are many Universit researches dialing with language learning style have done by the othersitas Bra researchers, the writer in this study try to conduct a research in English course. And then the writer chooses BEC as the subjects of the study. "BEC (Basic ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi English Course) is the course established by Muhammad Kalend Osen about 36sitas years ago, it is located in Pare, Kediri, East Java. BEC has three learning programs, namely Basic Training Class (BTC), Candidate of Training Class Universi (CTC), Training Class (TC) and the teaching-learning process for six months Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univegsitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit (http://bec.blogspot.com). The writer chooses BEC as the subject of the research Universi because BEC is the oldest course compared with all English courses in Pare; it is it as the best institution course to have the native, and have a long duration of study for University is monther to strengthen the learning process of basic skills, and it is popular it as Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas based on the achievements. And then the teachers of BEC Pare always encourage Universit the students are speaking English in their activities with anyone every day. Universitian Branch are to identify the understanding of BEC Universit students in English and to investigate the most applied learning styles in thesitas Universi classroom. The aim is not only useful for the students but also for the institution. The writer wants to help the institution to understand and facilitate the learning Universi process of each individual by adding facility or teaching technique to encouragesitas their learning progress. rawijaya Training Class (TC) students are those who have good capability in English, and they are the highest level students in the course. The subjects that are Universi chosen are TC students because TC students are taken by the end of the programsitas for three months and it is the recent period study. Then, it is possible to make it easier for the writer does the research on March, April, and May 2013. Many Stass Universi periods of TC studies of BEC Pare, they are December, January, February (DJF), sites March, April, May (MAM), June, July, August (JJA), September, October, Universit_{November} (SON). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Branchis program focuses on speaking, grammar, writing and listening in Universitas Brawijava Universitas Brawijava Universit which this classes equipped with a basic understanding, for instance discussioning sitas Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Unive7sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universit 16 English tenses and memorizing New Concept of English Book 1-15 units in Stas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning English. From this, it will help the writer to measure and determine thesitas Brawijava rawijaya University learning style that they have already had. They do not only have the ability to rawijaya rawijaya rawijaya Universitmake conversation and use English vocabulary items, but also the ability to speaksitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya English properly, naturally and confidently in everyday life. Brawling a Universitas Brawijaya Unive Universitas Braconsidering the previous reasons, it is very important for the researcher tositas Brawijava conduct this research which focuses on Learning Styles used by TC students in Universit BEC Pare. In brief, this study which is entitled "Language Learning Style used Sitas Brawijaya University students of Basic English Course (BEC) Pare" is to show the model of TCsitas Brawijaya niversitas Brawijaya student application of language learning styles. rawijaya rawijaya Universit 1.2 Problems of the Study rawijaya Based on the background of the study above, the researcher investigates it as Brawijava the following problems: Universitas Brawijaya Universitas F. What are language learning styles used by students of Basic EnglishSitas Brawijaya **Universitas Bra** Universitas BraCourse (BEC) Pare-Kediri? Universitas 2. What are the most language learning styles used by students of Basic Brawijaya Universitas Br English Course (BEC) Pare-Kediri? — Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava, Universitas Brawijaya Universitas Brawijaya 1.3 Objectives of the Study rawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitian Brazilian SLA is independent discipline of linguistics that focused on features and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br changes during the development of SLA (Chen, 2011). rawijava rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas By Learning Styleersitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brhas of obtaining, processing, and retaining information. Universitas BraLearning styles are internally based characteristics, often not perceived orsitas Brawijava consciously used by learners, for the intake and comprehension of new sitas Brawijaya his information (Reid, 1998). Universit **BEC Pare-Kediri** c) Basic English Course (BEC) was established on June 15, 1977 by rawijaya (Mr.Kalend) rawijaya Muhammad Kalend Osen on J1. Dusun Singgahan, Desa Palem, Kecamatan Pare, 8RT/RW02/XII rawijaya Kabupaten Kediri, East Java. It has from six students to already celebrate Sitas Brawijaya Universitas rawijaya his course 35th (June 15, 2012). It has more than 18,000 graduates it as Brawijaya (retrieved on April 4, 2013, from http://www-bec.blogspot.com). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BCHAPTER II hiversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni REVIEW OF RELATED LITERATURE ava Universitas Brawijaya Universitas BThe second chapter discusses some related literatures which are relevant to the as Brawijaya Study to gain more understanding about the field of the study. Those theories are Language Brawijaya University divided into three sections, namely: Second Language Acquisition, UniversLearning, Learning Styles; and Previous Studies. Iniversitas Brawijaya hiversitas Brawijaya Univers2.1 **Second Language Acquisition** Gass and Selinker (2008, p. 1) defines second language acquisition as Brawijaya Universfollowing: It is the study of the acquisition of a non-primary language, which is the acquisition of a language beyond the native language. It is the Universitas Bstudy of why most second language learners do not achieve the same iversitas Brawijaya Bdegree of knowledge and proficiency in a second language as they do iversitas Brawijaya in their native language; it is also the study of why only some learners Universitas Bappear to achieve native-like proficiency in more than one language. **Universitas Brawijaya** Universitas Brawijaya Universitas En omversitas Brawijaya Universitas Brawijaya Krashen, (1982: 36) states that "Second language acquisition is concerned Brawijaya University the study of the way in which an individual becomes able to use one or more as Brawijaya language different from his first language. This process can take place in a natural degree of tas Brawijaya setting or through formal classroom instruction, and, although the Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya proficiency that can be attained is a controversial topic, it can be started at childhood Brawijava or during the adult age". Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Second-language acquisition is the process by which people learn a second Universitas Brawijava Universlanguage. Although it is called as second language, the continuation of learning can as Brawlaya be related to third, fourth language and so forth. The process of language style is different with the process of childhood's style when we learnt from our as Brawijaya RAN **Universitas Brawijaya** Universneighborhood. Based on their statements that second language acquisition is important for tas Brawijaya Universeach individu person to be able to interact properly in his/her environment. Most as Brawijava children in Indonesia use the Bahasa Indonesia in every day life, but it is not their Universfirst language, but a second language, or third. Acquisition process occurs naturally, tas Brawijaya Jniversitas Brawijaya unconsciously, through no formal interaction with parents and / or peers, without ^{ers}guidance, and it usually starts from at threeyears old. Universitas BAccording to Gass and Selinker (2008: 7) "Second language acquisition refers as Brawijava to the process of learning another language after the native language has been ersitas Brawijaya Universlearned. The important aspect is that second language acquisition refers to the as Brawijaya learning of an on native language after the learning of the native language. The Brawlaya second language is commonly referred to as the second language. As with the phrase Universitas Brawijaya Universitas Brawij Univers" second language," L2 can refer to any language learned after learning the L1, tas Brawijaya regardless of whether it is the second, third, fourth, or fifth language". It means that verseveryone can learn language whenever they want. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BLanguage Learning itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BAccording to Oxford (1990: 4), "learning is conscious knowledge of language as Brawijava rules, does not typically lead to conversation fluency, and is derived for formal Universinstruction". Each individual has language learning differences that they are found as Brawlaya s Brawijaya – Universitas Brawijaya out from different place. The learner's characteristics are influenced to the successful Universitas Brawijaya learners to join new school that can give new language used by each other. Universitas Meanwhile, Krashen as cited in Brno (2008), "learning' carries less as Brawijaya importance than 'acquisition'. Moreover, Krashen says that second language performer relies far more on routines and patterns than does the first language Universacquirer. The term second language acquisition suggests the learners can achieve as Brawijava communicative competence rather faster than learners of English as a foreign Universlanguage as they try to achieve their competence without having the options of being as Brawijaya exposed to it outside the classroom". Universitas B Language learning can be learnt or started start at children until adult age in tas Brawijaya Univer classroom and society. It can be helped students interaction with others by using tas Brawijaya formal and informal language importance. Formal language learning is grammatical, Universive can practice with writing, communicating, and referring to the dictionary and as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer Informal language learning is free language that deviations such misspelled some as Brawijaya words but it can also add to new language learning for them. Language learning in Universible the classroom can educate language acquisition with meaningful and good as Brawijaya Universitian Brawiewa Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universe properly pronounced, but also to write with correct spelling and punctuation. Brawiava Learning language without knowing language style confined to successful learners, Universfor example students can be successful learners, if they study as what they like to do sitas Brawijaya Univers2.3 S B Language Learning Styles The term of learning styles could have been subsequently developed and Iniversitas Brawijaya Universincluded from the individual difference term, which are generally acknowledged such as Brawijaya niversitas Brawijaya Universal intelligence, aptitude, learning styles, motivation and attitudes, and age of Universitive acquisition and the critical period hypothesis. The writer chooses to focus on learning hiversitas Brawıjaya Universityle not the other factors because learning styles are important in language learning as Brawijava lives. It can help individual to know the learning characters by their own to language Universskills will be the most successful learners. There are various definitions about learning style. Learning styles are not a quite with learning strategies. It is better if we know the difference among them. UniversLearning styles are complex how to learn with personality, but learning strategies are as Brawijava technical process that means any specific conscious action takes to improve their own Universilearning. For instance, students' listening program in learning language use their ears as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universto get the strategies in listening to them after the class ends. According to Oxford as Brawijaya (2003 as cited in Madika 2008: 9) states that *Styles* are the general approaches – for Universexamples, global or analytical, auditory or visual – that the students use in acquiring a as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya new language or in learning; and strategies are the specific actions, behaviors, or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universthoughts that learners use to enhance their language learning. Peacock (2001: 34) tas Brawijaya
Brawijaya	Universilearning styles are a student's "natural, habitual, and preferred ways" of absorbing
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universands processing a second language. It means that everyone can do something tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	indirectly every day. It can also help among students and educators who teach them to
Brawijaya	Universinderstand learner diversity. Persitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BAccording to Cornett (1983, p. 9), "Learning style is a consistent pattern of tas Brawijaya
Brawijaya	Universible behavior but with a certain range of individual variability Styles then are overall
Brawijaya	Universitas Brz
Brawijaya	Universpatterns that give general direction to learning behavior". Learning styles include an tas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	Universarray of cognitive, affective (emotional and attitudinal), and social aspects (Oxford, tas Brawijaya
Brawijaya	Univers1990c; Schmeck, 1988). Based on the definition, the writer concluded that it can help
Brawijaya	Universita Sin and a sin
Brawijaya	Universitudents to identify their individual learning styles. To learn and remember what they tas Brawijaya
Brawijaya	Universitate have learned, their developments were very relatively reliable for how they respond Universitate Brawijaya
Brawijaya	
Brawijaya	Universitad interact with understanding situations.
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universitas L'Learning style is the way in which each person begins to concentrate on, tas Brawijaya
Brawijaya	Universprocess and retain new and difficult information through different perceptual as Brawijaya
Brawijaya	Universitas Braulava Universitas Brawijaya
Brawijaya	Universchannels. Styles pertain to the person as an individual, and that differentiate her/him tas Brawijaya
Brawijaya	Universitas Brawija from someone else. It is generally assumed that LS refer to beliefs, preferences, and tas Brawijaya
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Brawijaya	behaviors used by individuals to aid their learning in a given situation (Brown, 2000; as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	learning character process or different characteristic factors with their partiality for
Brawijaya	
Brawijaya Brawijaya	Universide of the second language learning. Learning styles have an important role for someone to help tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	him or her to use language learning process effectively by depending on his or her
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya preference, for example rewrite lecture notes by using color, listening to music, as Brawijava memorizing information, and writing report. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThe idea proposed by Ellis (1994)) says that, Keefe (1979: 499) defines as Brawijava Universitas Brawijaya learning style as: Universitas Bravijaya Universitas Brawijaya Universitas Brathe characteristic cognitive. Effective and psychological behaviours that as Brawijaya Universitas B serve as relatively stable indicators of how learners perceive, interact with and tas Brawijaya respond to the learning environment... Learning style is a consistent way of as Brawijaya functioning, that reflects underlying causes of behaviour. **Universitas Brawijaya** Universitas Brawijaya Universitas From that statement, someone reflects his or her action well to ask before as Brawijaya Iniversitas Brawijaya Universacting on the experience. So, they can learn better to get language improvement to tas Brawijaya Universinteract and give response by using effective and psychological behaviors to get as Brawijaya Universacceptable information from others. Univers2.3.1 **Different Learning Style Models** Universitas BLearning style models have been developed in the past four decades Felder Brawijaya Universand Henriques (1995 as cited in Gunes 2004: 18). A few of these models will be as Brawijava Universitas Brawija Universitas Brawija Universitas Brawijaya Universitas Englisher Englisher Strawijaya Universita 2.3.1.1 vi Kolb's learning Style Model va Universitas Brawijaya Universitas Brawijaya Kolb's learning cycle is useful for conceptualizing how people learn and Universitas Brawijaya Universita for developing courses and training programs (Blackmore, 1996; Henke, 2001). as Brawijaya Universita This model describe on the receipt information process have acquisition. In as Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya addition, Kolb (1984, p. 25 cited in Reid 1995, p. 56) states that "it is the combination of how people perceive and how people process that forms the Universitas Brawijaya Universita uniqueness of learning style (emphasis added)":versitas Brawijava Universitas Brawijaya Kolb's Learning Style Inventory (LSI) includes four basic learning Universitas Brawijay Universitas Brawijaya Universita modes that are defined as follows (Kolb, 1984), they are: first is an orientation as Brawijaya s Brawijaya – Universitas Brawijaya toward concrete experience focuses on being involved in experiences and dealing with immediate human situations in a personal way, second is an orientation Universitatoward reflective observation focuses on understanding the meaning ideas and as Brawijaya situations by carefully observing and impartially describing them, third is an orientation toward abstract conceptualization is based on logic, ideas, and as Brawijaya concepts, fourth is an orientation toward active experimentation focuses on as Brawiava actively influencing people and changing situations. Kolb's Learning Style Inventory (LSI) also involves four basic learning tas Brawijaya styles that are based upon both research and clinical observation of heredity, age, school, work of LSI scores (Kolb, 1984), they are : first, The convergent learning Universita style relies primarily on the dominant learning abilities of abstract as Brawiava conceptualization and active experimentation. Next, the divergent learning style Universita has the opposite learning strengths from convergence, emphasizing concrete as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita experience and reflective observation. Third, in assimilation, the dominant as Brawijaya learning abilities are abstract conceptualization and reflective observation. Last, Universita The accommodative learning style has the opposite strengths from assimilation. rsitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bray From the Kolb's learning style models, the writer assumes that	at learning tas Brawijaya
Brawijaya	University can be owned by individual as something that is not necessarily settled	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita in which each individual has the comfort and learning styles are do	one on the tas Brawijaya
Brawijaya	Universities Brawing and thought experiments to which every person and lean	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita of the other styles niver versitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	2.3.1.2 Dunn & Dunn's Learning Styles Model	Universitas Brawijaya
Brawijaya	Universitas Br Rita Dunn (1984 cited in Gunes 2004, p. 31) stated that learning	ng style is Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universite the way in which each person absorbs and retains information an	
Brawijaya	Universi regardless of how that process is described, it is dramatically different	hiversitas Brawijaya
Brawijaya	Universi	niversitas Brawijaya
Brawijaya	Universi person. There are 21 elements or components of the model. The model	is dividedtas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universite into five strands: environmental, emotional, sociological, physiolo	gical, and tas Brawijaya
Brawijaya	Universita psychological.	Jniversitas Brawijaya
Brawijaya	Universita	Universitas Brawijaya
Brawijaya	Universitas First is <i>environmental elements</i> of learning style such as so	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universita temperature, and design affect the learner's way of taking in new an	d Hittortitae Brawijava
		ajamicuntas Diawijaya
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Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	information. Second is emotional elements of learning style (not persistence, responsibility, structure) vary between selfmotivated learning enjoy learning and achieving, and learners for whom academic learning conventional classroom is not fulfilling. Third is sociological elements of style determine how students react to working alone, with an authority	Universitas Brawijaya notivation, tas Brawijaya mersi, who tas Brawijaya earning in tas Brawijaya Universitas Brawijaya of learning , in a pair, tas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	information. Second is <i>emotional elements</i> of learning style (not persistence, responsibility, structure) vary between selfmotivated lear enjoy learning and achieving, and learners for whom academic learners for whom academic learners for whom academic learners to vorking alone, with an authority on a small team or group, on a large team or group, or in other structures of the structure of the	Universitas Brawijaya notivation, tas Brawijaya mersi, who earning rintas Brawijaya Universitas Brawijaya of learning , in a pair, tas Brawijaya Universitas Brawijaya , in a pair, tas Brawijaya Mer varied tas Brawijaya
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Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	information. Second is emotional elements of learning style (not persistence, responsibility, structure) vary between selfmotivated lear enjoy learning and achieving, and learners for whom academic learners for whom academic learners for whom academic learners for understand the style determine how students react to working alone, with an authority on a small team or group, on a large team or group, or in oth circumstances. Fourth is <i>The physiological elements</i> of learning style are the style and the style are the style and the style are the style are the style and the style are the	Universitas Brawijaya motivation, tas Brawijaya motivation, tas Brawijaya mersi, who earning in tas Brawijaya of learning tas Brawijaya of learning tas Brawijaya ner varied tas Brawijaya her varied tas Brawijaya e food and Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	information. Second is <i>emotional elements</i> of learning style (new persistence, responsibility, structure) vary between selfmotivated lear enjoy learning and achieving, and learners for whom academic learnov conventional classroom is not fulfilling. Third is <i>sociological elements</i> of style determine how students react to working alone, with an authority on a small team or group, on a large team or group, or in oth circumstances. Fourth is <i>The physiological elements</i> of learning style are the style and the students are along the style are the style and the students are along the style and the students are along to the style are the style and the students are along to the style are the style a	Universitas Brawijaya motivation, tas Brawijaya mers, who universitas Brawijaya earning rintas Brawijaya universitas Brawijaya of learning tas Brawijaya ner varied tas Brawijaya her varied tas Brawijaya universitas Brawijaya universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitadrink intake, time of day, mobility, and perceptual elements (visual, auditory, as Brawijaya tactile, and kinesthetic preferences). Fifth is the psychological elements of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universital learning style present the terms analytic or global, left or right (hemispherity), and as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Deserve Universitas Brawijaya rsitas Brawijaya Universitas Brawijaya Universitas Bray The writer concludes that the individual can understand and control Universita information from many different descriptions. It was constructed to determine the Universita dimensions of the interaction and response in determining the relationship of each as Brawijaya student. By knowing the elements, the students can ease the learning process be more effective. **Reid's Learning Styles Model** 2.3.1.3 According to Reid (1995: 171) a learning style refers to an individual's as Brawijaya natural, habitual, and preferred ways of absorbing, processing, and reatining new information and skill which persist regardless of teaching methods or content area,. Universitas BReid and the experts (1995) divide the learning style research into three major as Brawijava categoriess. First, cognitive learning styles, those have four kinds of learning styles. Universitas Br Universitas Bra UniversThere are field-independent/ field-dependent learning styles which include field as Brawijaya iversitas Brawijaya – Universitas Brawijaya independent learner and field-dependent (field-sensitive) learner; analytic/global as Brawijaya learning styles; reflective/impulse learning style; and Kolb experiential learning Universmodel which include two models, perception and process. Next, sensory learning as Brawijaya Universitas Brawijaya Universitas Brawijaya styles, those have two perceptuals. There are perceptual learning style; and Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya environmental learning styles. Third, affective or temperament learning styles, those are three styles. There are Myers-Briggs Temperament Styles (MBTI) such as Univer Extraversion-introversion, Sensing-perception, Thinking-feeling, and Judging-tas Brawijava Universities Brawijava perceiving; tolerance of ambiguity styles; and then right and left hemisphere learners. Universities Brawijava rsitas Brawijaya – Universitas Brawijaya In this study, the writer conducted the research by using Reid's learning styles model which only focus on perceptual learning styles. The writer uses this theory Universbecause it is specific and significant of model in learning style. It is also clearly as Brawijaya model and used by other researchers. niversitas Brawijaya 2.3.1.4 Visual, Auditory, Kinesthetic It is the various instruments of learning style with Neuro-Linguistic "Neuro-Linguistic tas Brawijaya Universit Programming (NLP). According to Brno (2008)ProgrammingTM (NLPTM) is defined as the study of the structure of subjective Universita experience and what can be calculated from that and is predicated up on the belief tas Brawijaya University that all behaviour has structure". **Universitas Brawijaya** According to Brno (2008) defines the VAK theorists have three styles, Universita first, auditory learners often talk to themselves. They also may move their lips as Brawijaya Universita and read out loud. They may have a difficulty with reading and writing tasks. as Brawijaya They often do it better in talking to a colleague or a tape recorder and hearing Universitas Brawijaya Universita what was said. Next, visual learners have two sub-channels-linguistic and spatial as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learners who are visual-linguistic to learn through written language, namely Universita reading and writing tasks. They remember what it has been written down, even if as Brawijaya Universitas Brawijaya

Universitas Brawijaya Univergitas Brawijaya Universitas Brawijaya they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are visual-spatial Universitas Brawijaya Universita usually have difficulties with the written language and do better by using charts, tas Brawijaya Universitas Brawijava demonstrations, videos, and other visual materials. They easily visualize faces and Universitas Brawij Universita places by using their imagination and seldom get lost in new surroundings. Third, tas Brawijaya s Brawijaya – Universitas Brawijaya kinesthetic learners do best while touching and moving. It also has two subchannels: kinesthetic (movement) and tactile (touch). They tend to lose Universita concentration if there is little or no external stimulation or movement. When as Brawijaya listening to lectures, they may want to take notes for the sake of moving their hands. When the students are reading, they like to scan the material first, and then focus on the details (get the big picture first). They typically use colour as Brawiava highlighters and take notes by using drawing pictures, diagrams, or doodling. Meanwhile, Oxford (2003) defines four classes of learning style: visual, tas Brawij auditory, kinesthetic and tactile. First, visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral Universita directions without any visual backup can be very confusing. Next, auditory as Brawiava students are comfortable without using visual input. Therefore, they enjoy and get Universita profit from unembellished lectures, conversations, and oral directions. They are as Brawijaya rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita excited with classroom interactions in role-plays and similar activities. They as Brawlava sometimes, however, have some difficulties with written work. Third, kinesthetic Universita and tactile students like lots of movement and enjoy working with tangible as Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita objects, collages, and flashcards. Sitting at a desk for very long is not	t for them; tas Brawijaya
Brawijaya	Universitation they prefer to have frequent break and move around the room.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bray Joy Reid (1984) developed and named the Perceptual Style F	
Brawijaya	(PLPS) Survey. This questionnaire allowed ESL students to have self	Universitas Brawijaya
Brawijaya	Universitas Brawijaya, Universitas Universitas Brawijaya	
Brawijaya	Universita about their preferred learning styles among six categories: Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Berceptual Learning Styles:	Universitas Brawijaya
Brawijaya	Universita Brysual : Learns more effectively through the eyes (seeing)	Universitas Brawijaya
Brawijaya	Universitas Br	Universitas Brawijaya
Brawijaya	Universitas for example, reading, viewing, and studying charts.	Universitas Brawijaya
Brawijaya	2. Auditory : Learns more effectively through the ear (hearing)	Universitas Brawijaya
Brawijaya		hiversitas Brawijaya hiversitas Brawijaya
Brawijaya Brawijaya	for example, listening to lectures or to audio tapes.	niversitas Brawijaya
Brawijaya	Universit 3. Kinesthetic : Learns more effectively through complete body	
Brawijaya		
Brawijaya	Universita (involving physical responses) for example, moving, doing, and exp	eriencing. Jniversitas Brawijaya
Brawijaya	Universita 4. Tactile : Learns more effectively through touch (hands-on)	
Brawijaya		Universites Brawijava
Brawijaya	Universitiant (hands- on learning, as in building models) for example, han	dling, and tas Brawijaya
Brawijaya	Universitas Branching	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universita 5. Group : Learns more effectively through working with other	
Brawijaya	Universitas Brawija, wijaya	Universitas Brawijaya
Brawijaya	Universitian with others) for example, value group interaction, and class work w	Universitas Brawijaya
Brawijaya	Universitas Braudiava Universitas Entrational Conversitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universita 6-B Individual Unit Learns more effectively through working alone (w	ork alone)tas Brawijaya
Brawijaya	Universitas Brawijava for example, learning when we work by ourselves. Universitas Brawijava	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas B Based on their categories of learning style models from Oxford and	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya writer-chooses Reid theory of learning style, the writer also not only car	Universitas Brawijaya
Brawijaya	writer chooses Reid theory of learning style, the writer also not only can	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Universitas Brawijaya Universitudents can learn better language if their hobbies can support their learning, but also Brawijava she can analyze the learning styles of students who are studying English in those Universcountries and may know students who have preferred learning styles by using their as Brawijava Universitas Brawijaya behavior. It can also determine which students learning styles category and help Brawijaya Universitas Brawijaya Universitudents to study more effectively. Universitas Brawijaya AS BRAW, **Universitas Brawijaya** Universitas **Previous Studies** Iniversitas Brawijaya As the previous studies, the writer took a thesis from Madika who is from Universundergraduate program studies of State University of Malang (2008) entitled "The Brawijaya Univer Students's Learning Styles in Learning English at SMPN 1 Wonosari". In this study, as Brawijava Universitation of the different students' learning style. This research used descriptive-Universitation of the different students' learning style. This research used descriptive-Universquanlitative approach. Analysis is technique used in collecting data from the as Brawijaya questionnaires from the students. This study helps the writer to analyze learning Universityles in the different objects. Universitas Brawijaya The first previous study and the current study have differences and similarities. Univer The differences are the subject of the study and problems of the studies. The subjects as Brawijaya Universities Eonversitas Brawijaya Universitas Brawijaya Universof the previous studies were three successful learners of English of junior high school as Brawijaya of Wonosari in grade VII-A, VIII-A, and IX-C. On the other hand, the subjects of this Brawijaya Universcurrent study are the students of BEC Pare. The similarities are the instrument used to as Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universe measure language learning styles, the use of Reid's theory as the basic theory and as Brawijaya PLSP questionnaire to collect the data. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava She investigated that the students-teaching learning style can enhance an Universitas Brawijava Universeffective teaching learning process. She also found the identification differences of as Brawlaya students' learning styles. She did not only analyze learning style by using two variables, they were gender and levels of the study, but in her research, she just as Brawijaya Universanalyzed learning styles used by students and the most learning styles used by as Brawijaya students without using variable. But also in her study indicates that the students of Universignment SMPN 1 Wonosari preferred to have group and auditory major learning style but in the Brawijaya Universmy study indicate that the students of BEC Pare preferred to have auditory learning as Brawijava style as the high score in language learning style process. Universitas Brawijaya Another research from a thesis, it is "Learning Styles Preferences of UniversPreparatory School Students at Gazi University" by Gunes (2004) from International as Brawijaya UniversGraduate School of Social Sciences Of Middle East Technical University. In this as Brawiava study, he found to examine the relationship between students' learning style Universpreferences (LSP) and achievement score on listening, reading, grammar, and writing (as Brawijaya Universit the English course. u enversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas EThey have differences and similarities. The differences are the subject of the as Brawijava Universities Brawijaya Universities Brawijaya Universities Brawijaya study and the similar is the problems of the study. The subject of study was students Universities Brawijaya University from Gazi University. In contrast, all of studies from the subjects of the studies are as Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the students of BEC Pare, the previous studies are learning style, and the current study use Reid's theory with Perceptual Learning Style Preference Questionnaire. Universitas Brawijaya Universitas Brawiava He investigated that the learning style of preparatory school students from Universitas Brawijaya University and examine the relationship between students' learning style as Brawijaya preferences (LSP) and faculty students will study in gender, proficiency level of English and achievement scores on listening, reading, grammar, and writing in the UniversEnglish Course. His research analyzed learning styles by using many variables. But as Brawijaya also in her study indicates that the students of Gazi University preferred to have University visual learning style as their high score. Although the previous writers and the present writer have same topics and Universtheories but they have different objects. The present writer finds that the students are as Brawijaya Universitas Brawijaya more integrative motivation to study English as a second language. Based on Universprevious study, it can be known that students have many different variations of as Brawijaya Universlearning language. This research only deals with students' style learning in learning as Brawijava language, whether in communication or written language. Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya**

University the writer. Those sections are type of research, data sources, data collection, sitas Brawijaya Universitand data analysis.

Universit3. **Type of Research**

Universitas Brawijaya RESEARCH METHODS Universitas Brawijaya Universitas Brawijaya

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TAS BRAH The writer used descriptive quantitative research because it deals with Universit collecting and analyzing the data of language learning styles, respectively yieldingsitas Brawijaya information that can be statistically analyzed, and the writer used PLSP Universit questionnaire to obtain data from the subjects. "The descriptive qualitative Sitas Brawijaya Universitapproach is an approach which focuses on understanding social phenomena from sitas Brawijava the perspective of the human participants in the study. Meanwhile, the descriptive Universitas Brawijava Universitas Universitquantitative approach uses objective measurement and statistical analysis of sitas Brawijaya wijaya Universitas Brawijaya Universi numeric data to understand and explain phenomena (Ary et al, 2002, p. 22)"...versitas Brawijava Universitas Bravia The writer used the type of survey. According to Ary et al (2002, p.374), Universitas Bravia Bravia Bravia According to Ary et al (2002, p.374), Universit"survey is research technique in which data are gathered by asking questions of asitas Brawijaya group of individuals called respondents". Still quoted in Ary et al (2002, p.25), Universit"survey research uses instruments such as questionnaires and interviews to gather Sitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijova Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univ29sitas Brawijava Universitas Brawijaya Universitor gain information from groups of subjects". In this study, the writer focuses on Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitmore specific questionnaire to collect data, a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe data collection were quantitative research's results attempting tositas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas a rich description of natural settings, social sciences, and the testing rawijaya rawijaya Universit theory with PLSP questionnaire which are given to the students of BEC Pare-Sitas Brawijaya rsitas Brawijaya Universitas Brawijaya Universit Kediri. In this research, the writer took descriptive analysis because the purpose of sitas Brawijava the study is to identify the specific characteristics on how to understand the reality Universit of learning styles. This study used survey to know significantly the students sitas Brawijaya Universitlearning process. Ary et al (2002, p.374), "survey is research technique in which sitas Brawijava data are gathered by asking questions of a group of individuals called respondents Universi (Ary et al, 2002, p.374)". rawijaya Universit_{3.2} Data The data used weretaken from students of BEC Pare. This research focuses on the population, the sample, and the instrument are explained as follows: **3.2.1** Population vijava Universitas BraThe writer took Training Class (TC) students as the subjects from BECsitas B Pare. It has eight classes of A class until I class in which each class has about 40 University students. Thus, the total number of those students are 320 students. Most of themsilas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya are students from various regions in East Java. The writer assumed that most of rawijaya university students in BEC Pare are good learners for example they are active, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi communicative, and more discipline students as they speak English with otherssitas Brawijava Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitevery day to reach an excellent score. The writer used Perceptual Learning Style Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Preference (PLSP) questionnaire from Reid (1998) to analyze the data. They have sites an initial advantage where rate of learning is concerned, particularly in grammar rawijaya Universitand experienced brain to identify language well liversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 3.2.2 Sample Universitas P Universitas Brawijaya Universitas Brawijaya Universitas Brazilian Arikunto (2007, cited in Susanto, 2010, p.38) says, "if the number of the Universit population is less than 100, it will be better to take all of them as the sample sitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 10%-15% or 20%-25% of the number of population as the sample of the Universi study". The writer decided to take 25% of the number of population as the samplesitas Brawijaya because it is related to the total of students and made it more easily to analyze the rawijava Universit population as well as the sample. According to Fink (2002: 11 cited in Madika 2008: 32) stratifies "simple" Universi random sampling is simple random sampling of each level of the population. Thesitas Brawijava reason of using this produce is to make sure that the researcher has proportional representation of population subgroups (gender and level of the study)". From this Sitas Brawijaya wijava Universitas Brawijava Universi explanation, this study takes 10 students randomly in every class of BEC Paresitas Brawijaya students as a sample. Each class has 40 students. Universitas Brawijaya Universitas Br Related to the type of this study that is a survey study, the instrument used sitas Brawijava in this study is PLSP questionnaire. PLSPQ is Perceptual Learning Styles Universi Preference Questionnaire made by Joy Reid, the questionnaire is to determine the sites Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ28sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit preferred learning styles. Each question in PLSP questionnaire is given in six Universitas Brawijaya Universitas Brawijaya Universitinterval scales. Universitas Brawijaya Universitas Brawijaya Universit3.3 Bradita Collectionersitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** According to O'Maley and Chamot (1990, cited in Nuril 2012 p. 27), Universit "questionnaire in investigating language learning has the procedures of collecting Universi the data with the highest degree of structure. Questionnaire can also delimit thesitas responses to information that is relevant and simplify the data to be analyzed because the data collected by using questionnaire are more manageable" In conducting an analysis on English Learning Styles, it is better to the Universi researcher to make the data. There were five steps in collecting the data, assistas Brawijaya follows: Choosing the students randomly. The writer took 10 students in each Universita classroom randomly. It consists of five males and five females. Universit2. Giving the PLSP questionnaires to the subject. The writer gave thesitas questionnaire to the subjects and allowed them to read it first as long as two Universitas Minutes. Universi 3. Giving the explanations related to the questionnaires. The writer explained it as Brawijava about the questionnaire. The explanations are about the criteria of perceptual Universitiant learning style, from the scores of 1, 2, 3, 4, and 5 which are assigned to the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universities respond "strongly agree (SA), agree (A), Undecided (U), strongly disagree (SD)" and the meaning of the questionnaire. Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²⁹sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** University. Asking the subject to fill the questionnaire. The writer determined the time ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas (20-30 minutes). The subjects can ask the question related to the questionnaire Brawijaya Universitas Brawijaya Universitas Brawijaya if they do not understand the question. Brawijaya Universitas Brawijaya Universitas Brawijaya Universi 5.5 Collecting the PLSP questionnaires. The writer collected the questionnaire Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya that stuffed the students, and they have already completed all the statements. Universit3.4 BraData Analysis The data of this study are analyzed. The writer must know the information before analyzing the data to make reliable and valid data. According to Ary, et al. Universi (2010, p. 224), validity and reliability are the essential criteria of the quality to stars measure instrument. "Validity is defined as the extent to which scores on a test Universi enable one to make meaningful and appropriate interpretations. Reliabilitysi indicates how consistently a test measures whatever it measures". Based on Joy Universit M. Reid (1998), the writer used PLSP questionnaire as the complete instrument to^{SILAS} identify the reliability the data to find out the mean score category of language learning styles using descriptive statistic. Scores of 1, 2, 3, 4, and 5 are assigned to Universi the respond PLSP questionnaire from Reid (1998) "strongly agree (SA), agreesitas Brawijaya (A), undecided (U), disagree (D), strongly disagree (SD)" continued. Then, in this step, the writer generates a score for each of the six learning style selections, there Universitas Brawijava Universitas Brawijava sitas Brawijava Universitare auditory, visual, kinesthetic, tactile, group, and individual rawijava Universitas Brafter assuring the reliability and validity of the data, the writer began to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit analyze the data. The writer used analysis to find out the most dominant learning style. Statistical Package for Social Science (SPSS) 16 for Windows was used as rawijava

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univ ³⁰ sitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universit the instrument to examine the data. Sarwono (2009, p.1 cited in Nuril, 20	12, p.31) ^{sitas}	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	Universi states, "SPSS is one of the application programs in the computer used to		5 5
rawijaya	the calculation from the simplest until highly complex data manipula	tion and	Brawijaya
rawijaya			
rawijaya	Universitanalysis with simple instruction "Brawijaya Universitas Brawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	According to Ary et al (2002: 465) says that data analysis is a	a process sitas	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitwhereby the writer systematically searches and arranges the data in		
rawijaya rawijaya			
rawijaya	Universities Bravia increase their understanding of the data and enable them to present what t	hey have	Brawijay
Fawijaya	Universities braw Universitie fearn to others. The writer uses the following steps which are printed w		
rawijaya	Universitas	Universitas	
rawijaya	Universit questionnaire:	Universitas	
rawijaya	Universi	niversitas	
rawijaya	Universi 1. Calculating the result of PLSP questionnaire to identify the reliabili		
rawijaya	University S	niversitas	Brawijaya
rawijaya	Universit data to find out the mean score of each category of language learning	styles by	Brawijaya
rawijaya	Universit using descriptive statistic.	niversitas	Brawijaya
rawijaya	Universita	Jniversitas	Brawijaya
rawijaya	Universit ² . Interpreting the score of learning style used by students on g	uidelines _{sitas}	Brawijaya
rawijaya	Universities coefficient's interpretation and then interprets the findings from anal	Universitas vsis. The	Brawijaya
rawijaya		Universitas	Brawijaya
rawijaya	Universitas score based on the interaction of the score interpretation made		
rawijaya	Universitas Bra (1998) It can be seen in Table 3.1.	Universitas	
rawijaya	Jaya	Universitas	
rawijaya	Universitas Table 3.1 The Learning Style Categories wijaya	Universitas	
rawijaya	Universitas (Source: Reid, 1998)	Universitas	
rawijaya	Universitas Braw Category of Learning Style	Universitas	
srawijaya Prawijaya	Universita Major learning style preference(s) 38 to 50	Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
	enterente Erangaya - entrerente Erangaya entrerente Erangaya	2	juy(

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Universitas. Putting the result of PLSP questionnaire used by TC students to analyze with Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas SPSS as verify to know the normality of the data more accurate. ava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4. Drawing conclusion of the data to show the result from each subject's Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas questionnaire and know the dominant learning styles of the students use. niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya ersitas Brawijava

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya niversitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya RESEARCH FINDINGS AND DISCUSSION **Universitas Brawijaya** rsitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Brawieversitian Brawi Universitas Brawijaya Universit questionnaire while the discussion is based on the Bfindings, a involving sitas Brawijaya interpretation by using of the result of the previous studies and theories. 14, Universitas Brawijaya Universit4.1 **Research Findings** Iniversitas Brawijaya This study is intended to answer the problems used by TC students of Universi questionnaire made Reid (1998) and presents the findings based on the problems, Universitwhich were classified and scored based on the category of learning styles at BECsitas Brawijaya Universit²Pare. Learning Styles used The Students of BEC Pare TC 120 rawijaya Universit4.1.1 The data obtained from this research are presented in tables to ease the Sitas Brawijaya Universi need of the data analysis. The aim is to give general description about students' sitas Brawijaya Universities Brawiles at BEC Pare to answer the first problem. The data was described University using six types of learning styles; those are visual, tactile, auditory, kinesthetic, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi group, individual. Descriptive analysis indicated that among the eighty students that Brawijava involved eight classes. The variable has thirty questions that have three learning Brawijay rawijaya Universityle categories, those are major learning style preference(s) were 38-50 score, sitas Brawijava minor learning style preference(s) were 25-37 score, and negligible learning styles rawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit	tas Brawijaya	a Universit	as Brawijaya	Universitas I	Brawijaya	Universita
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rawijaya	Universit	tas Brawijaya	a Universit	as Brawijaya	Universitas I	Brawijaya	Universita
rawijaya	Universit	tas Brawijaya	a Universit	as Brawijaya	Universitas l	Brawijaya	Universita
rawijaya	Universit	tas Brawijaya	a Universit	as Brawijaya	Universitas I	Brawijaya	Universita
rawijaya	Universit	were 0-24 scor	e. Major lear	ning style prefe	erence means the	e highest sco	re in the sita
rawijaya		tas Brawijaya	Universit	as Brawijaya	Universitas I	Brawijaya	Universita
rawijaya	Universit	category that th	e students can	ı learn best cate	gories, minor lea	arning style m	neans the sita
rawijaya	Universit	tas Brawijaya	universit	as Brawijaya	Universitas I	Brawijaya	Universita
rawijaya	Universit	tas Brawijaya	n the categor	as Brawijaya	dents can learn	Brawijaya	Universita
rawijaya	Universit	learning style	means the low	w score in the	category that th	ne students m	nay havesita
rawijaya	Universit	tas Brawijaya	a Universit	as Brawija <u>y</u> a	Universitas I	Brawijaya	Universita
rawijaya	Universit	some difficultie	es in the way	of learning. Th	e learning styles	used by TC	students
rawijaya	Universit	120 of BEC Pa	re from each y	variable are pres	sented in the Tab	Pravijaya	Universita
rawijaya	Universit	tas Brawijaya		I	95	Brawijaya	Universita
rawijaya	Universit	tas Brawijay Table 4.1 The	Students' Le	arning Styles o	of BEC Pare TC	rawijaya	Universita
rawijaya	Universit	as Braw	Students Lea	Major	Minor	Negligibl	Universita
rawijaya	Universit	las Brz		, e		0 0	<u>Un</u> iversita
rawijaya	Universit	Visual	Item (Avg)	42	31	22	<u>Un</u> iversita
rawijaya	Universit	2	Sub (%)	17 (21.3%)	56 (70%)	7 (8.7%)	Universita
rawijaya	Universi	Auditory	Item (Avg)	40	33		iversita
rawijaya	Universi	Auditory	Sub (%)	48 (60%)	32 (40%)	0%	iversita
rawijaya	Universi		Item (Avg)	41	34	24	hiversita
rawijaya	Universit	Kinesthetic	Sub (%)	46 (57.5%)	33 (41.3%)	1 (1.2%)	hiversita
rawijaya	Universit		Item (Avg)	41-1	33	22	niversita
rawijaya	Universit	Tactile	Sub (%)	38 (47.5%)	39 (48.7%)	3 (3.8%)	<mark>iversita</mark>
rawijava	Universit		540 (70)	50 (17.570)	57 (10.170)	5 (5.070)	Ilaivoreita

41 32 Item (Avg) Individual 35 (43.9%) 42 (52.5%) Sub (%)

Universi Note: Item (Avg) : Average Item Score, Sub: Subject

Item (Avg)

Sub (%)

Group

rawijaya

rawijaya

rawijaya

23

2 (2.5%)

20

3 (3.6%) Ur

Universitas Br From the findings on the Table 4.1 examined by using SPSS (appendix 1), sitas Brawijaya Universitit is found out that the learning styles used by the students of BEC Pare TC 120 is stars Brawijaya auditory learning style. From the data in Table 4.1, it can be seen from the highest Universitas Brawıjaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universit score to the lowest score. First, it is known that auditory learning style with the stars Brawljaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya highest interval of 60% from forty eight students. First, the students choose Universit auditory learning style which described that forty eight students have 60% of total stars Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

41

46 (57.5%)

32

32 (40%)

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit participants. Auditory major learning style preference is as the highest score it as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi because their average for their auditory learning score is 40, thirty two students it as (40% of total participants) got the average score 33 in minor auditory learning Universityle. And then no one student uses negligible learning style. Brawijaya Universitas Brawijaya Universi learning styles because they show the same score. From forty six students (57.5% itas Brawijaya of total participants) had the average score 41 in major kinesthetic learning style. Universit Meanwhile, thirty three students (41.3% of total participants) had the average sitas Brawijay Universit score 34 in the minor kinesthetic learning style and one student (1.2% of total sites participants) got 24 in negligible kinesthetic learning style. It is also known that Universi the forty six students (57.5% of total participants) got the average score of 41 insitas Brawijaya major group learning style, while thirty two students (40% of total participants) Universitigot the average score of 32 in minor group learning style and two students (2.5% Sitas Universi of total participants) got the average score 23 in negligible group learning style. Universitas B. The third major learning style chosen by TC program is tactile learningsitas Brawijaya style because thirty eight students (47.5% of total participants) had the average score are 41 in major tactile learning style. Thirty nine students (48.7% of total Sitas Bra Universi participants) had the average score are 33 in minor tactile learning style.sitas Br Meanwhile, three students (3.8% of total participants) had the average score are Universit22 in negligible learning styles Brawijaya Universitas B The fourth major learning style chosen by TC students are individual Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning style because thirty five students (43.9% of total participants) got thesitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitate average score 41 in their major individual learning style. Forty two	liniversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universi (52.5% of total participants) got the average score32 in minor individual	
rawijaya	University style. Then three students (3.6% of total participants) of TC program	Universitas Brawijay had the
rawijaya		
rawijaya	Universitaverage score 20 in negligible individual learning style. tas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brathe last major learning style chosen by TC students are visual	learning ^{SITAS} Brawljay
rawijaya	Universitas Brawijaya Univert	Universitas Brawijay
rawijaya	Universi style because seventeen students (21.3% of total participants) of TC pro-	
rawijaya	Universitas Brawijay the average score 42 in their major visual learning style. Fifty two stude	ents (70%
rawijaya		
rawijaya	Universi of total participants) of TC program got the average score 31 in min-	
rawijaya	Universitas Universit learning. In addition, seven students (8.7% of total participants) got the	Universitas Brawijay
rawijaya		
rawijaya	Universi score 22 in negligible visual learning style. Based on Table 4.1, th	he writer
rawijaya		
rawijaya	Universi determined the formula for learning styles; they can be seen in Table 4.2.	hiversitas Brawijay
rawijaya		hiversitas Brawijay
rawijaya	Universit Figure 4.1 Formula of TC 120 students of BEC Pare	niversitas Brawijay
rawijaya	University $Major = \frac{(Da1 X Ka1) + (Da2 X Ka2) + \dots + (Da(p)X Ka(p))}{(Da2 X Ka2) + \dots + (Da(p)X Ka(p))}$	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universitas $(Di1 \times Ki1) + (Di2 \times Ki2) + \dots + (Di(p) \times Di(p))$	Universitas Brawijay
rawijaya	$Universita_{Minor} = \frac{1}{N_i}$	Universitas Brawijay
rawijaya	Universitas Bland a la construction de la construct	Universitas Brawijay
rawijaya	Universitas Bra Universitas Bra Universitas Bra $Negligible = \frac{(De1 \times De1) + (De2 \times De2) + \dots + (De(p) \times De(p))}{Ne}$ Jaya	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya Irawijaya	Universit as Brawija Universit Figure 4.1 a) Da1 = total of major value awijaya	Universitas Brawijay Universitas Brawijay
rawijaya	Universit Figure 4.1 a) $Da1$ = total of major value Universitas Brawijay $Di1$ = total of minor value Universitas Brawijaya	Universitas Brawijay
Irawijaya	Universitas Brawijay $De1$ = total of negligible value (n) = 1.2	Universitas Brawijay
Irawijaya	Universitas Brawijaya $(p) = 1, 2,$ Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit Figure 4.2 The Results of Percentage of TC 120 Students Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		
rawijaya	Figure 4.2 $N(a, i, e)$ = total of major (a), total of minor (i), total of negli chosen by TC students	igible (e) sitas Brawijay Universitas Brawijay
rawijaya	Universitas Brawij Y = all students taken as sampling Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya			Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya			Univ ³⁶ sitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Br From that explanation, it is known that	t every studer	nt has differer	t ways insitas	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas	
rawijaya	Universit receiving and responding the knowledge. The	learning proc	ess of TC pro	gram 120sitas	Brawijaya
rawijaya	Universitate Bravia of 2013 applied major auditory learning style v	Universitas	Brawijava	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
rawijaya	4.1.2 The Most Learning Styles used The	Students of F	BEC Pare TC	²¹²⁰ iversitas	Brawijaya
rawijaya	Universitas Brawijaya Universitas Provensi				
rawijaya	Universitas BraThe descriptive statistics of the application	ation of langu	age learning	strategiessitas	Brawijaya
rawijaya	Universitas Brawijava are reported in Table 4.1	195	Brawijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijay		rawijaya	Universitas	Brawijaya
rawijaya	Universitas Braw	D	ijaya	Universitas	Brawijaya
rawijaya	Univers Table 4.2 Descriptive Statistics Result for L Category of Language Learning Styles	Mean	Rank Order	ofUsage	
rawijaya	Univers Auditory Learning Style	37.88	1	Universitas	Brawijaya
rawijaya	Univers Kinesthetic Learning Style	37.48	2		Brawijaya
rawijaya	Univers Group Learning Style	37.65	3	hiversitas	
rawijaya	Univers Tactile Learning Style	37.48	4 5		Brawijaya
rawijaya	Univers Individual Learning Style Visual Learning Style	37.65 35.68	6		Brawijaya
rawijaya	Overall categories of language learning style	36.39	0		Brawijaya
rawijaya	Universit	17		niversitas	
rawijaya	Universita			Jniversitas	
rawijaya	Universitat In order to answer the second research	ch question a	re "what are	the most	Brawijaya
rawijaya	Universitas			Universitas	Diawijayo
rawijaya	Universitlanguage learning styles used by students of H	Basic English	Course (BEC		
rawijaya	Universitian Based on the data from questionnaire, audit	orv learning	style is chos	Universitas en as the	Brawijaya
rawijaya					
rawijaya	Universit most learning style of the students since the	e mean reach			
rawijaya rawijaya	Universitas Brawij Universitation level of learning style with the mean	n of 36.39 i		Universitas Idnoiagesitas	
rawijaya					
rawijaya	Universities Brawing and Universities used by the T	°C students o	f BEC Pare,	since the	Brawijaya
rawijaya	Universit score range is between 25 to 37. Brawijaya				
rawijaya	Universitas Brawijaya Universitas Brawijaya				
rawijaya					
rawijaya	Universitas Brassed on Reid's classification of p	preferences, t	he TC stude	ents have lines	Brawijaya
rawijaya	Universitation brawijaya conversitation brawijaya				
rawijaya					
rawijaya	Universitas Brawijava which falls into high level. Therefore, it mo	eans that auc	litory learnin	g style is	Brawijava
rawijaya	Universitas Brawijaya Universitas Brawijaya				
rawijaya	Universitas Brawijaya Universitas Brawijaya		5 5		
rawijaya	Universitas Brawijaya Universitas Brawijaya				
	Universitas Brawijaya Universitas Brawijaya				
rawijaya					THE REPORT OF A DESCRIPTION OF A DESCRIP

rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitusually used by TC students of BEC Pare. From the data Table 4.3 it can be Universitas Brawijaya Universitas Brawijaya Universi explained that 33.88 score from total scores of auditory learning style is divisiblesitas Brawijava rawijaya to all students, below is the formula to know the most applied learning style. rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Formula 4.3 Formula of Descriptive Statistics Result for Learning Styles Use **Universitas Brawi** X Universitas Brawi Mean Universit Figure 4.3 $\overline{A} = total scores of category language learning styles available$ Then, the students' learning styles following are kinesthetic learning style Universitas B Universit Universit with the mean of 37.65, group learning style with the mean of 37.48, tactilesitas Brawijava learning style with the mean of 36.62, individual learning style with the mean of Universi 35.68, and visual learning style with the mean of 33.05. Overall, those learning sitas Brawijaya rawijaya Universit styles fall into auditory level. rawijaya The applications of learning style of BEC students can be seen in thesitas Brawijava UniversitFigure 4.4. iiversitas Brawiiava 306.8 310 Universitas B Universitas Brawijaya 301.4 299.6 Universitas Brawijaya Universitaso 293 Universitas Universitas Brawijaya 290 284.6 Universitas Brawijava as Brawii Universitas Brawijaya Universitas sorawijas Universitas Brawijaya Universitas Brawijava Universitas Bra264 4ya Universitas Brawijaya awiiava ersitas Universitas Brawijaya Universitasora ava Brav Universitas Brawijava Universitas aya 250 Universitas Brawijaya Universitas Brav aya ersitas Universitas240rawijaya Universitas Brawijaya Universitas Brawi Visual Un Auditoryas Kinestheticva TactilersitaGroupawijandividuahiversitas Brawijava Universitas Figure 4.4. Chart of the most frequently used learning styles of TC students. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ²⁸sitas Brawijaya Universitas Br The scoring of the learning style is taken from the highest score of six Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi categories of learning style by using questionnaire. From the score, it can be seen sizes that there is slight difference between their learning styles. The overall scores of Universi learning style categories are divided by the total number of participants or allsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitate Students. This shows that there are several ways in receiving and understanding, sitas Brawijaya Universit but there is a dominant learning style. Therefore, the students can receive and s Brawijava Universitas Universi understand the information by using the learning style which appropriate withsitas them in order to get the better understanding. The figure shows that their learning style is dominated by auditory learning style with the mean of 306.8. Auditory Universi learning style has the most effective influence in increasing the motivations because the students are categorized as good listener. It can respond good Universitactivities on learning-teaching process that can support learning-teaching activity. Sitas rawijaya Universit **Discussions of the Findings** This section presents the interpretation of the findings of the studysitas Brawijava concerning with the learning styles of TC 120 of BEC Pare and the most preferred Universit learning styles by the students of BEC Pare TC 120. Learning Styles used by Students of BEC Pare TC 120 Based on the findings, it can be seen that the TC students of BEC Pare have different learning styles; those are auditory, kinesthetic, group, tactile, Universitas Brawijava Universitas Brawijava Universi individual, and visual learning style. Auditory learning style was revealed as thesitas B language learning style that is highly used by the students with the mean score of Universit_{60%} (48 students). Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitian Br This finding shows there is variance in learning style of the students of Universitas Brawijaya Universitas Brawijaya Universi BEC. Most students have abilities in receiving and remembering the information from auditory, because they can speak and focus on the learning easily. The Universi learning style which is appropriate with the students makes the students are easysitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universito catch and receive the information. On the other hand, the learning styles which sitas Universitare not appropriate with the students make them feel hard to understand the ersitas Brawiiava Universitinformationa Universitas Braw universitas Braw universitas Br According to Reid (1998), students who learns auditory learning style Universi preference, they can learn a language easily from hearing words spoken by the speakers and from oral explanation. They may remember information by reading Universi aloud or by moving your lips as you read, especially when they are listening newsitas material. They get benefit from hearing audiotapes, lecturers, and class discussion. Universit They also benefit from making tapes to listen to, by teaching other students, and University conversing with their teacher. Universitas B. In order to explain the phenomenon, the writer described the situations and conditions of English learning process in BEC Pare. There are so many English Universit courses in Pare that becomes an English village, for example, every house has Universi English course and boarding house. The boarding house is used as a camp, insites which inside that camp the students must speak English. Their learning processes were very good, especially the TC students of BEC. They always speak English Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas wherever and also with whoever interacts with them in the course area, and these programs have weekly meeting such as Debating, General Conversation, General Brawijava Universitas Brawijava Universi Election Chief of Farewell Party, and so on. In these conditions, many students it as rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitutilized by Question and answer method to interact with others. This also can be available of the second ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi build the second and foreign language learning more easily. The teachers also givesitas Brawijava punishment if they know the students speak Bahasa Indonesia. This made Pare's rawijaya Universit English courses are different from other English courses in other cities.a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br TC students of BEC Pare have many evaluations. For instance, the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Bravia examinations are on every the end of the program. They must be able to speak Universit English not only to apply their knowledge, but also to train themselves. They trainsitas Brawijaya Universito familiarize communication ability of themselves and more over their prioritysitas Universi was the final examination in Borobudur Temple. The final examination can help Universi their abilities in speaking English because the students must speak English withsitas Brawijaya rawijava foreigners as much as possible during the final examination process as rawijaya Universit conversation partner. **Universitas** The students of BEC Pare in Training Class (TC) program learnt by using Universi this learning style in doing activities. One example of their activities was TCsitas Brawijava students have a little time to learn listening classic music every three times a Universitweek. They can also teach reading idioms with high volume time after meeting insitas Brawijaya Universi front of the teacher. nive such Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThen, vit is followed sby kinesthetic major learning style preferencesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas performed by TC students Of BEC Pare, that is 57.5% from 46 students. Reid_{sitas Br} (1998) stated that students who learn kinesthetic learning style preference learn Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi best by experience, by being involved physically in classroom experiences. They sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas **Universitas Brawijava** Universit remember information well when they actively participate in activities, field trips, Universi and role-playing in the classroom. A combination of stimulation, for example and audio tape is combined with an activity that will help themto understand the new Universimaterial. The next major learning style preferences used TC students aftersitas B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitauditory and kinesthetic learning styles are group, tactile, individual, and visual sitas Universit learning styles. Universitian Brawing The examples of activities in TC program, the students study about slank-Universitlanguage, and the cross culture understanding. Those are the cultures of some sites Brawij European and American countries. The example of auditory learning style is the students must learn material about English speaking countries, because it can Universi make students easier to speak with foreigners from those countries. In learningsitas and teaching process, all of the categories of learning style often they use. TC Universit students are also divided into some clubs in every class, for example they have a sitas Universimeeting class which every class has leaders of the organization. As the example of kinesthetic, in an event, the students learn to express by using complete body Universitexperience as they have role playing with other classes (Appendix 5).ya Universitas Brathe writer also knew the teaching process. The teachers' styles were very Sitas Brawi awijava Universi Universi unique because they do not only give main materials to the students but also they sit as give good motivation. Every material learnt is not always basic lesson on the book but students learn by using idiom when they are talking with their friends are with Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas the lecturers who assumed as their friends. Their teaching styles are different from the teachers who teach in other English courses. For example the teachers guide Universities the students to fill the blank sentences in the material, since they decide the Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** strategy used in the classroom is writing and explaining material clearly. So, Universi teaching styles are important in influencing students' improvement of learningsitas as Brawijaya English well. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi In the minor learning style, visual learning styles are chosen TC students 70% score. There are 56 students of TC program is in visual minor learning style. Minor learning style indicates areas where students can function well as learners. Minor here means that the students usually use visual learning style in their Universit learning process with ways to practice and strengthen their minor learning styles Universi (Reid 1998). The writer believes that TC students learn well in visual learning style. Then, followed by individual minor learning style preference performed University TC students Of BEC Pare, that is 52.5% from 42 students. The next minor learning style preferences used TC students after visual and individual are tactile learning style preference among 39 students involved in the study with 48.7% Universi kinesthetic learning style preference among 33 students involved in the study with 4.3%; auditory learning style preference among 32 students involved in the study with 40%; and no one is chosen group minor learning style. In the negligible learning style, just one is not chosen by student of Universi learning styles, this is auditory negligible learning style. In this score among 16sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit students choose negligible learning style where seven students are in visual negligible learning style, three students in tactile negligible learning style, Universitas Brawijaya Universitas Brawijaya Universi students in individual negligible learning style, two students in group negligiblesitas Universitas Brawijaya Universitas Brawijaya rawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Univ**⁴sitas Universitas Brawijaya learning style, and a student in kinesthetic negligible learning style. Reid (1998) ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi stated that a negligible score indicates that someone may have a difficulty in learning that way. One solution is try to encourage or support their learning to rawijaya Universi their stronger styles. Another solution may be try to work on some of the skills tosital B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya strengthen their learning styles in the negligible areas. It as Brawijaya Universitias Brawijaya process. The example of tactile learning style is the students of BEC Pare can take Universit notes from lectures. Then, the example of visual learning style is the students cansitas Brawijay Universities Universities book after joining class. In addition, the example of group learning style is the students can do much better than others because they have study clubs after Universi class or in their boarding house for sharing ideas to get the solution. Meanwhile, sitas the students must join oral examination to make them be better in remembering ersit the information. In addition, the students of BEC Pare are dominant in auditory Sitas learning style. So, students can be more effective if they always learn by listening the material and focusing on hearing the teacher explanation or class discussion Universit because it can help the students' learning English well and support their learningsitas Bra jaya Universitas to their stronger styles. Meanwhile, the institution ranges facilities for example English LAB. It gives them to make learning easier, faster, more enjoyable, and Universit more effective among the successful learners. Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Brothis finding supports the previous studies such as the studies conducted by sitian Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Madika (2008), she found that the students of Wonosari are major auditory and group learning styles. The major learning style preferences for 1st graders are

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Universitas Brawijaya Universitas Brawijaya CONCLUSIONS AND SUGGESTIONS Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The chapter presents the conclusions and suggestions on the basis of Universitas Brawijaya Universit research findings and discussion presented in Chapter III and Chapter IV. Universitas Brawijaya

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Conclusions S

BRAW, Universit In this present study, the kinds of language learning styles which are found Universi in the students of TC 120 students of BEC Pare are auditory learning style, Sitas Brawijaya Universi kinesthetic learning style, group learning style, tactile learning style, individualsitas Universit learning style, and visual learning styles. The overall students of BEC Pare Universitusually use style in learning English. Auditory learning style is used by thesitas Brawijava students and the most frequently used the students of language learning styles Universit which falls into high level meaning that the students usually use learning styles sitas Brawijaya Universi occurred in BEC Pare. Universitas Br From the second language acquisition approach and both situational aresitas Brawijaya Universitas Brawijaya Universitas Daniela conversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit can be concluded that every student learns based on their own learning way and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitevery students has the different learning styles which can support their progress insitas Brawijava learning. Every individual has unique in progress of learning English. However, Universit there are students who do not have their learning styles. Students who have their stas Brawliave Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Univessitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit learning styles will be easy in making the effective learning strategies. Therefore, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi they can understand more in building their learning habit and using the best timesitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya to study. Universitas Brawijaya rawijaya rawijaya Universit differences among students by knowing their language learning styles and those sitas Brawijaya rsitas Brawijaya Universitas Brawijaya Universitable Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya language learning styles, it can increase the motivation in learning English. Third, Universithe learning process will be more efficient by knowing the learning styles. Thesitas Brawijaya Universitlast, the writer understand the most learning styles used by TC120 students and sitas Univers their activities during learning English like the students are accustomed to having rawijaya Universi interaction with others to speak English. rawijaya rawijaya Universit_{5.2} **Suggestions** The writer gives the suggestions that are useful for the institution, BEC Universi Pare, the students, the teachers, and the next researchers. **Suggestions for the Institution (BEC Pare)** Universitian Br By knowing learning style, the learning process can be understandable and sitas Brawijaya Universitas Brawijaya Universitas Danago, a conversitas Brawijaya Universitas Brawijaya Universiteasy for every student. The institution can add some facilities to support the sitas Brawijaya learning process, such as sound system and English LAB for auditory learning rawijaya Universitas Brawijava Universitas Brawijava Universityle, and then literary books or handout for visual learning style. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universit 5.2.2 Suggestions for the Students Java Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In this study, the students of BEC Pare TC 120 are dominant in auditory Universitas Brawijaya rawijaya Universi learning style. It is important if they know their learning styles. The writer givessitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universithe teacher explanation, class discussion, and so on because it is influences the sites Brawijaya ersitas Brawijaya Universi success of language learning. Suggestions for the Teachers Brawijaya From the result of this study, it shows that there is a big influence of Brawijaya Universit5.2.3 Suggestions for the Teachers Universi learning styles used by the students, so that the role of the teachers is to help thesitas Brawijava students in understanding their learning styles. Students will be more understand Universitin saving information or their lesson which is given by the teachers if they knowsitas Brawijaya Universit well their learning styles. Besides, the teachers also must know their student Universitie learning styles in order to ease in delivering information or teaching a lesson. It is Universitvery useful in developing quality of learning of the students to be more effective sitas Brawijava and efficient. Universit 5.2.3 r Suggestions for the Next Researchers Universitas Brawijaya Universitian Brathis research has a regression that learning styles always develop. So, a research must have any similarities and differences with others. This is defiance Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi for the next researchers to know the relationship between learning styles and sites Brawiava student achievement. It is needed for the real experimental researchers in Universitunderstanding learning styles and learning systems of the students. The writersitas Brawijaya Universitas Brawijaya srawijaya

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Mengetahui, Ketua Jurusan Bahasa dan Sastra

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Universi akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data versitas Brawijaya Universi tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

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> Universitan Read each statement on the following pages. Please respond to the state Brawijaya statements as **they apply to your study of English.** Decide whether you agree or disagree with each statement. For example, if you *strongly agree* (SA), mark: Universitan Brawijaya

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Universitas Brawijaya questionnaire. The questions are grouped below according to each learning style. versitas Brawijaya Each question you answer has a numerical value:

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Follow this process for each of the learning style categories. When you are finished, look at the scale that follows. It will help you determine your Universitas Brawijav major learning style preference(s) score : 38-50 java Universitas Brawijay minor learning style preference(s) vescore s: 25-37 jaya Universitas Brawijay negligible learning styles Universitas Brawijay negligible learning styles Score : 0-24 jaya If you need help, please ask your teacher. aya Universitas Brawijaya jaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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The process of answer the statements of PLSP Questionnaire in the class versitas Brawijaya



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