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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Manzil, Li'iza Diana. 2016. The Correlation between Learning Styles and English Achievement of the Students in SMK Brantas Malang. English English Universit Language | Education | Program, B Faculty of J Cultural a Studies, | University | of sit as Brawijaya UniversitBrawijaya. Supervisor: Dra. Ismarita Ida, M.Pd niversitas Brawijaya Universitas Brawijaya Keywords: Learning Style, English Achievement, SMK Brantas Karangkates Malang. Universitas B English is an international language used and taught in majority countries insitas the world. Teaching English as Foreign Language (TEFL) in Indonesia mostly focuses on external factors affecting learners' English achievement such as teaching strategies and teaching methods. While experts believe that one the most influential factors is students' learning styles. The researcher believes that by knowing and Universibeing aware of their learning styles will help students to achieve better in learningsitas Brawijaya English. This study is conducted to know the learning styles used by students of SMK Brantas and its correlation with their English achievement. The study is a correlational study that used mix method in analyzing the relationship between students' learning styles and English achievement. The researcher used Fleiming's VARK Learning Styles Model (2001) which consist of Visual, Aural, Read/Write, and Kinesthetic learning style. While the questionnaire used in this study developed from Fleiming's VARK Learning Styles Questionnaire. 152 students of tenth and eleventh grade of SMK Brantas were participating in this study. As well as using questionnaire, the researcher also used interview to know more about the students' learning styles from students' and sitas Bra teachers' point of view. The result of the questionnaire showed that the students of SMK Brantas Malang used all of the VARK learning style: from 142 participants, 35 % preferred kinesthetic, 34 % preferred read/write, 4 % preferred visual, 11 % preferred auditory while 16 % others preferred more than one learning styles. However, the state Br result of the study showed that there was no significant relationship between students' learning styles and English achievement. According to SPSS analysis, learning styles affecting students' English achievement by 0.5% while the other 99.5% was affected by other factors. Based on the interview with the teacher, the researcher found four other factors affecting students English achievement: Sitas Brawijaya Universi intelligent, age, learning time, and discipline. The researcher suggests the next it as Br researcher who wants to conduct a thesis with similar topic to analyze further about learning styles. The next researcher can use different theory, questionnaire, and participants. The next researcher can also conduct the similar thesis in SMK Brantas to analyze other factors affecting students' English University achievement. The researcher hopes that by knowing students' learning styles will it as help students and teachers more aware of students' learning preferences in classroom. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Manzil, Li'iza Diana. 2016. **Hubungan antara Gaya Belajar dan Nilai Bahasa** Inggris Siswa-Siswi SMK Brantas Malang. Pendidikan Bahasa Inggris, Fakultas ersi Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dra. Ismarita Ida, M.Pd. niversitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Kata Kunci: Gaya Belajar, Nilai Bahasa Inggris, SMK Brantas Karangkates Malang. sitas Brawijaya Universitas ersitas Bahasa Inggris adalah Bahasa Internasional yang digunakan dan diajarkan di berbagai negara di dunia. Teaching English as Foreign Language (TEFL) di Indonesia sebagian besar focus pada factor eksternal yang mempengaruhi pencapaian siswa dalam pembelajaran Bahasa Inggris seperti strategi dan metode pembelajaran. Sementara itu, para ahli percaya bahwa salah satu factor yang paling berpengaruh adalah gaya belajar siswa. Mengetahui dan sadar akan gaya belajar mereka akan membantu siswa mendapatkan pencapaian yang lebih tinggi dalamsitas belajar Bahasa Inggris. Penelitian ini dilakukan untuk mengetahui gaya belajar yang digunakan oleh siswa-siswi SMK Brantas Malang dan hubungannya dengan kemampuan Bahasa Inggris mereka. Penelitian ini adalah penelitian korelasi yang menggunakan metode Universi kuantitatif dan kualitatif dalam mencari hubungan antara gaya belajar siswa dansitas kemampuan Bahasa Inggris. Peneliti menggunakan teori dan model gaya belajar dari Fleiming (2001) yang terdiri dari Visual, Aural, Read/Write, and Kinesthetic. Sedangkan, angket tipe belajar siswa diadaptasi dari angket Fleiming (2001). 152 siswa SMK Brantas ikut berpartisipasi dalam penelitian ini. Selain menggunakan silas angket, peneliti juga melakukan wawancara terhadap siswa dan guru untuksitas Br mengetahui gaya belajar siswa dari kedua sudut pandang. Hasil dari angket menunjukkan bahwa siswa-siswi SMK Brantas menggunakan semua gaya belajar seperti yang dicetuskan oleh Fleiming. Dari 142 partisipan, 35% memilih kinestetik, 34% read/write, 4% visual, 11% auditory, dan ersi 16% yang lain memilih lebih dari satu gaya belajar. Bagaimanapun juga, hasil akhirsi tas Br penelitian menunjukkan tidak ada hubungan secara signifikan antara gaya belajar dan kemampuan Bahasa Inggris siswa. Menurut penelitian menggunakan SPSS, gaya belajar siswa mempengaruhi pencapaian Bahasa Inggris mereka sebesar 0.5% sementara 99.5% dipengaruhi oleh factor lain. Berdasarkan wawancara dengan guru Bahasa Inggris, factor itu adalah meliputi kecerdasan, usia, waktu belajar, dan bahasa Inggris, factor itu adalah meliputi kecerdasan, usia, waktu belajar, dan bahasa Inggris, factor itu adalah meliputi kecerdasan, usia, waktu belajar, dan bahasa Inggris, factor itu adalah meliputi kecerdasan, usia, waktu belajar, dan bahasa Inggris, factor itu adalah meliputi kecerdasan, usia, waktu belajar, dan bahasa Inggris, factor itu adalah meliputi kecerdasan, usia, waktu belajar, dan bahasa Inggris, dan b Universi disiplin. W Peneliti menyarankan a peneliti-peneliti si selanjutnya a yang U inginsit as menggunakan topik yang sama untuk menganalisis lebih mendalam tentang gaya belajar siswa. Peneliti selanjutnya dapat menggunakan teori, angket, dan partisipan lain. Peneliti-peneliti selanjutnya juga dalam melakukan penelitian di SMK Brantas, namun lebih focus pada factor-faktor lain yang mempengaruhi pencapaian UniversitBahasa Inggris siswa.iversitas Brawijaya Universitas Brawijviya Universitas Brawijaya

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rawijaya	Universitas Brayis known that students learn foreign language in distinctive		
rawijaya	University Brack According to Reiff (1992), all students have individual characteristics in	related to	Brawijay
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rawijaya	Universiteach the way they have learned. In Indonesia, teachers nowadays teach	h English	
rawijaya			Brawijay
rawijaya	University by following the methods suggested in curriculum 2013. Of course, some	methods	Brawijay
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rawijaya	University language learning, especially English as the most prioritized foreign luniversity	language.	Brawijay
rawijaya	Universi However, not all suggested methods can fit to all students with different		
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rawijaya	Universitas Brawijay Teachers change or modify their teaching methods to adjust w	Universitas	Brawijay
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rawijaya	Universithow to teach English and how much English can be taught in schools		
rawijaya	entering college level, Indonesian senior high school students get the mos	Universitas st amount	Brawijay
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Universitas Brawijaya Unive²sitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitintegrated ways in order to help students learn English easier. For example, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitistening skill is taught integratively with speaking skill. However, every schools it as stias Brawii ava Universitas Brawii ava Unive University success of English achievement is measured by students' score which the sitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Bruniversi minimum score is decided by the curriculum and adapted by school to make it sitas Br Universition more appropriate to each school. In addition, other factors also affect students, sitas Universi English achievement. Several factors may affect students' English achievement such as Universitieducational practitioners and people around English learning environments: Universi students and parents. Based on Ahmed (2012), there are some factors which influence the success of learning English as a foreign language including learning Universityles. One of the most influential factors in improving students' Englishsitas achievement is students' learning styles. Keefe & Ferrel (1990) states that University students' learning problems are not always related to the difficulty of learning sitas Brawijaya Universi materials but the type (learning type) and level of the cognitive processes needed to learn. According to Dunn (1983), Dunn, Beaudry & Klavas (1989), Chuah Universi Chong-Cheng (1988), and Cano & Garton (1994), learning styles are necessarysitas Brawijaya and important because they are related to students individually in overall academic achievement. Usually in improving students' English achievement, ersitas Brawijaya Universitas Brawijaya University people tend to focus on the teaching method only. On the other hand, students's it as Br learning styles are being neglected. In addition, based on Dunn (1983), students show a dramatic improvement in their achievement when teachers give a great Universi concern on students' learning styles rather than just focus on the content of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Unive3sitas Brawijava **Universitas Brawijava** study. According to Fleiming (2001), learning styles here are students' preferred ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universit ways of learning, means that learning style is the same with learning preferences, raitas Different ways of learning can also be called as learning styles or students University various ways of learning. Learning styles are affected by many factors such as it as Br Universitas Brawijaya condition (Dunn & Dunn, 1992). While Ackerman & Heggestad (1997) suggest Universithat students' learning styles are also influenced by some variables such as personality, intelligence, age, and vocational interest. Factors affecting students learning styles are very widely described by a lot of researchers. The most well Universi known factors affecting learning styles nowadays are students' physical condition (Šabatová, 2008). Felder and Henriques (1995) state that one of the criteria to Universi classify students is based on their physical or perceptual behavior. Perceptualsitas behavior or students' preferred ways of learning is one of the most well-known University learning styles concepts to classify students' learning styles. Universitas Perceptual learning styles are students' preference ways of learning. Reid (1987) defines perceptual learning styles as students' alteration in using one or Universit more senses to understand, organize, and seize experience. Using senses means that students prefer to either learn by looking, hearing, or while doing something. In this study, students learning styles' classification are based on Fleiming (2001). Universi Fleiming (2001) defines learning styles as an individual's characteristics and itas ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas preferred ways of gathering, organizing, and thinking about information. He develops a theory of perceptual learning styles consisting of Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K). It is also known as VARK learning 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 Unive5sitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya award from Mahakarya Indonesia as the leader in Education and guidance in sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi Indonesia. Different students with different background or environment may have sit as sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya different ways of learning. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Previously, la study was conducted by Begam (2013) entitled "The sitas Brawijaya Universitas Brawijaya Universit Mara Professional College, Malaysia". Begam categorized students' learning Br Universityles using Dunn & Dunn learning styles model (1995), while students' overall sitas tas Braw academic achievement was taken from students' GPA score. Begam's study used Reid's Perceptual Learning Styles Preferences Questionnaire (1987) to profile Universi students' learning styles. It concluded that there was a relationship between learning styles and overall academic achievement among college students. This present study is significant in three ways. First, it is interesting and helpful for foreign language researchers because it describes students learning styles and the contributions toward EFL classroom. Second, for the teachers styles because it describes students' learning styles. By knowing the students' learning styles, the teachers can find the most appropriate ways to teach the students and Universit overcome their learning difficulties. Third, it's helpful for the students because bysitas Braw understanding their own learning styles and its relationship with English achievement will help students to know better about themselves and how to Universitimprove their English achievement. In addition, this present study is limited insit as analyzing the internal factors affecting students' English achievement, especially students' learning styles. rsitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas B Thus, in this study, the researcher made two possible hypotheses; Ha	Brawijay
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rawijaya	Universit(alternative hypothesis) and Ho (null hypothesis). The Ha (alternative hypothesis) sitas	Brawijay
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas was that there was correlation between learning styles and English achievement of Universitas Brawijaya	Brawijaya Brawijaya
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rawijaya	Universithe students in SMK Brantas, and Ho (null hypothesis) was that there was nosited Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	correlation between learning styles and English achievement of the students in	Rrawijay
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rawijaya	Universit SMK Brantas. When learning styles and English achievement was related, then Universitas Brawijaya Universitas	s Brawijay
rawijaya	UniversitHa was accepted and Ho was rejected. Conversely, when there was no correlation sites	
rawijaya		
rawijaya	between learning styles and English achievement of the students in SMK Brantas	s Brawijaya
rawijaya	Universitate Unive	Brawijay
rawijaya	Universitas	s Brawijaya
rawijaya	Universi Based on the background above, this study aimed on finding the relationship sites	Brawijay:
rawijaya	Universibetween learning styles preferences and English achievement of senior high	Brawijay
rawijaya	University University of School Light and Linguist deliversities and Linguist deliversities of School Light	s Brawijay
rawijaya	Universit school students' in Malang. Learning styles theory used in this study was sites	Brawijay:
rawijaya	University Flaiming's V A P K learning styles (2001), while the English achievement was	s Brawijaya
rawijaya	Fleiming's V.A.R.K learning styles (2001), while the English achievement was	Brawijay
rawijaya	Universitaken from students' English score on their final test (UAS). In integrated system, Sitas	
rawijaya	Universitas Universitas Universitas	
rawijaya 	University students' English final score already covered all of English four skills. The test sites	
rawijaya	Universities itself was the standardized test developed by each school according to the decision	Brawijay
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rawijaya Kawijaya	Universit of MKKS forum or headmasters' forum in each rayon/region such as Malang city. Sit as Universitas Brawii.	
rawijaya Irawijaya	Universitas Brawija Universitas Universitas Considering those facts, the writer conducted the present study entitled ent	s Brawijay
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rawijaya	"Relationship between Learning Styles and English Achievement in SMK Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
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rawijaya	University review consists of the definitions and theories used in the study such as the Braw	vijay
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	Universit English as a Foreign Language (TEFL) which also known as Teaching English to Sitas Braw	
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rawijaya	Universit English language teaching. Teachers learn a lot of methods which are appropriates it as Bray	
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rawijaya	Universities English foreign language learners. In colleges, English educational department Braw	vijay
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rawijaya	mostly only in the classroom. EFL learners get less English exposure than ESL Universities Braw	
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rawijaya	Universitas Braw English language teaching as a foreign language (Gilby, 2011). Universitas Brawijaya Universitas Braw	
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya most amount of time to learn English. In all learning level including senior high ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitlevel, English skills are taught in integrated ways. Rather than teaching each skills it as independently, teach them in integrated ways seem to be better in helping students University learn. In general, English is taught with same standard based on the curriculum. Sitas B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B the standard to adapt it with each schools' characteristics and level. Different Universitypes/groups and level of senior high schools will have different standard basedsitas There are some groups/types of senior high schools in Indonesia such as Universi public senior high including SMAN, MAN, SMKN, and private senior high such sites as some specifics religion's schools and vocational schools (SMK). Each type or Universi group may have their priorities in English teaching learning. SMAN and MAN may provide more English exposure than SMKN since SMK or vocational Universitischools focus in English that appropriate or related with each major. Either public Sitas Brawijaya Universi or private usually have some special subjects to focus on. English teachers in SMAN, MAN and SMKN mostly are certified teachers Universitespecially at those high achiever schools. The same thing is applied for goodsitas Brawijaya vocational schools or other private schools. They are following the curriculum very well. They are trained to teach EFL learners. They get the ability and Universitacilities to teach English well. Anyhow, students still find some problemssitas regarding English teaching learning even in this kind of environment. It indicates that good teachers and facilities are not the only factors to care about in improving ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitstudents' English achievements 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 B In conclusion, teaching EFL learners different with ESL learners. EFL Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitearners need to get more cares in their learning processes since they get less it as English exposure. Based on those reasons and the fact that even in some good University public and private schools, students still find some problems in learning English, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya teachers should focus on other factors too such as learning styles and motivation. Universi 2.2 Factors Affecting English Achievement There are a lot of factors affecting students' English achievement in the Universitas Br classroom. Mlambo (2011) defines some factors affecting students English Universitachievement from other researchers, those factors are including students' learningsitas Br preferences, class attendance and academic performance, entry qualifications and prerequisites, and other determinants of academic performance. Generally, it is divided in to internal and external factors. Internal factors are for example students' motivation, learning preferences, age, and general Universityerformance or intelligent. External factors are school facilities, Jrentrysitas Brawijaya qualifications, teaching learning activities in classroom, and family. There are Universit more factors defined by other researcher, but those factors affect students' English achievement in different situation. Brawijay

Different students from different environment or school may have different their English achievement, teachers and families should know which factors that influence the students the most. Teaching English as Foreign Language (TEFL) in Universi Indonesia focuses on some external factors such as teaching strategies and ital 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 University factors such as students' learning styles and motivation to help them improve their ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi English achievement. Although, some researchers believe that internal factors are sites the most influential factors in students' English achievement. Ahmed (2012) Universi believes that there are some factors affecting the success of learning English as asitas Brawijaya Universitas Brawijaya Universithe most influential factor that affect students' learning process. Universit 2.3 Learning Styles The term of 'Learning Styles' has been defined by various experts and Universitresearchers. One of the oldest theories of learning styles is from Dunn & Dunnsitas (1978) which define learning styles as the ways learners individually begin to concentrate on process, internalize, and gain new and difficult academic versi information. Kolb (1984) and Honey and Mumford (1992) describe learning styles as an individual preferences or habitual ways of processing and Universi transforming knowledge. Based on Kolb (1984), psychological attributes, resulted sitas Brawijaya from individual differences, determine the particular strategies a person chooses Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities braw.

Univer what they see and hear, 70% of what they say and 90% of what they say Universitas they do something. Those experts and many more others have their own sitas Brawijaya definition of learning styles which mostly refers to students' individual ways of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Students' individual ways of learning can be seen from their perceptuals tas Brawijaya behaviour. As in Felder & Henriques (1995), the criteria of clasifying students is Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitheir perceptual behaviour. While Gilakjani (2012) states that learning styles is ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi possibly defined upon one's perspective, means that certain people or researchers may have their own definition about students learning styles. Following those Universitheories, this present study uses Fleiming theory which defines learning styles assitas Brawijaya Universitas Brawijaya Universitating about information (Fleiming, 2001). Similar with Fleiming, Felder and Sitas Brawijaya Universi Henriques (1995) in Sadeghi et al (2012) state that "Students learn in many ways, sitas by seeing and hearing; reflecting and acting; reasoning logically and intuitively; Universit memorizing and visualing" (p.117). Sadeghi et al (2012) point out from Felder Universi and Henriques (1995) statements above that there are some groups/types of learning styles. Some experts describe students' diverse learning styles on their Universitlearning styles model. There are some learning styles models defined by experts. Learning styles University models describe some different groups/types of learning styles. Those learning styles model are including Dunn & Dunn's learning styles model (1995), Reid's perceptual learning styles model (1987), Kolb's experiential learning model Universit (1984), and many more. This current study uses Fleiming's VARK learning stylessitas Braw model (2001). Based on Fleiming (2001), learning styles are categorized into four categories; Visual (V), Audio (A), Read/write (R), and Kinesthetic (K). It is wellsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universi known as VARK learning styles. VARK learning styles model is categorized as it as Br instructional preferences learning styles because it deals with perceptual modes in learning processes (Vaseghi, 2012). Reid in Vaseghi et al. (2012), showed that Universi learners have individual characters regarding to their learning processes. 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 Blackmore (1996) in Ahmed (2012) suggests that one of the first things teacher University and learners have to do to improve the teaching learning process is to be aware that there are various learning styles in the students' population. Universitas B Thus, learning styles are students' individual or preference ways of learning sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas There are a lot of groups or types of learning styles that are described into learning styles' model. Some studies show that identifying a student's style and then Universi providing instruction consistent with that style contribute to more effectives learning. By considering those differences in learning styles, teachers can provide more plans or methods they prefer to improve students' English achievement. 2.4 English Achievement and Learning Styles Improving students' English achievement is not an easy task. A lot of areas ers in teaching learning activities need more concerns. Those areas include teaching methods, teaching strategies, instructional activities, learning styles, and many Universi more. Some areas such as teaching strategies and teaching methods already getsitas Brawijaya high consideration, and recently learning styles also get more consideration by universitied educational practitioners in Indonesia. Universitas B How educational practitioners considering learning styles is the question now. In a classroom, there are some students with different learning styles. The way teachers teach in a classroom maybe favored by some students with certain learning styles but not by the others. However, each learning styles have its strengths and weaknesses. As in Reid's study (1987), each learning styles have its Universit contribution in improving students' English achievement. Fleiming's VARKS as Brawijaya Universitas Brawijaya Universit 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 styles may contribute to students' English achievement in different aspects. For an ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi example, students with read/write learning styles may have better achievement insigns writing or reading skills. Matching teaching styles and students' learning styles is Universi important, but provides more activities that can increase students' creativity bysitas Brawijay Universitas Brawijaya Universitas B Hawk & Shah (2007) states that learning styles is a component of the wider Brawijaya Universit concept of personality. Somehow, personality or character is a concept that cannot sites be separated. SMK Brantas Karangkates is a private vocational school who believes that first step in teaching learning is by building students characters. The Universi teachers are supposed to help students build their character, become students with sitas high discipline, self-esteem, and have respect for other people. The researcher Universibelieves that by helping students to know and aware of their learning stylessitas alongside with the character building will help them to learn English better. Thus Universitare the reasons why SMK Brantas is compatible to this study. Universitas In summary, matching teaching styles and learning styles would be helpful for students in improving their English achievement. In addition, it is also Universit supported by the school's principle in character building. However, teachers sitas Braw should not only label students based on their learning styles. Teachers also have to teach students how to learn. Thus, the first step is by knowing and considering Universitstudents' learning preferences: Brawijaya Universitas Brawijaya 2.4.1 English Achievement and Visual Learning Styles Universitas B Fleiming's VARK Slearning styles are idivided sinto visual, auditory, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi read/write, and kinesthetic learning styles. Visual learning styles' learners learn Universitas Brawijaya Universitas Brawijaya

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rawijaya	are aggily forget englyon instruction then other learning styles, learners Schotová	s Brawijaya
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rawijaya		s Brawijaya
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rawijaya rawijaya	University notes, and try to find the whole picture of a problem. Fleiming (2001) says that	s Brawijay
Irawijaya Irawijaya	University visual learners may be better in written instructions since they can visualize easier, Sital	3 Diawijay
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Irawijaya Irawijaya	Universities, which allow them to take some notes and make a visualization of Universities Bra	s Brawijaya s Brawijaya
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rawijaya	Universitas Brawija wijaya Universitas	
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rawijaya	instructions. They also have to know that they can learn better by seeing so they	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya 2.4.2 English Achievement and Aural or Auditory Learning Styles Universitas B Aural alearners learn by distening. Fleiming (2001) describes aural or si sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers auditory learners as learners who prefer to study by discussing the topics with sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitheir teachers and other students, explain new ideas to others, and use a tapesitas Brawijaya Universitas Brawijaya Universitalso agree with the definition of auditory learning style. Auditory learners tend to sitas Brawijaya Universithave strong memory in memorizing lectures or discussions. Based on Šabatovásitas (2008), auditory learners often talk to themselves, move their lips or read aloud University while learning. Traditional classroom setting where teachers are the center of sites Br Universi teaching learning activity, mostly work best in auditory learners. They are also sitas B good in oral assessment since they learn best from oral instruction or spoken Universit materials. But in contrary, aural learners are not good in written instruction or sitas written test. Fleiming (2001) suggests aural learners to understand that aural learners may take poor notes because they prefer to listen, so they have to practice to extend their notes taking while studying. While doing exam, they have to practice Universitanswer the question in an orderly note by answer the old questions to help themsitas Brawijaya learn easier. For English teachers, Fleiming suggests that they have to provide learners with discussion and speaking activities while controlling their ability to Universitwrite rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya instructions. They also have to know that they can learn better by listen and Universi discuss while mostly poor in writing or taking notes. So, they have to practice to 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** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities and their note taking and writing and also practicing to answer written written ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi questions. They can use any ways they prefer in practicing that can make them learn better and do an English test easier so they will get a good achievement. Universit 2.4.3 English Achievement and Read/Write Learning Styles Wilaya Universitas Brawijaya Universification (2001), read/write learners like to learn from essays, textbooks, sitas Universit definitions, readings, and taking notes. When studying, they like to rewrite writtensitas materials and reduce them to points or list so they can remember better. They also Universitike to reread the materials again and again. Read/write learners believe the Si Universi meanings are within the words, so any talk is OK but handout is better. In learning sitas English, read/write learners tend to do well in written test. By the ways they learn, Universithey could understand from their notes and as long as paying attention to thesitas subject, they can do the test well. Fleiming (2001) suggests read/write learner to Universitkeep their ways of learning as they prefer. However, they have to extent their sitas Universi speaking and listening too. Universitas B. Thus, students with read/write learning styles are better to get written Universitas Branch and Universitas Universitinstructions since they learn from words. They have to know that they are goodsitas Brawijaya with words so they have to maintain their ability in reading and writing while improve their speaking especially in discussion and presenting something. Universi 2.4.4 English Achievement and Kinesthetic Learning Stylesawijaya Kinesthetic learners learn while doing some movements. Fleiming (2001) defines kinesthetic learners as they are who prefer to learn by field trips, doing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithings to understand it, laboratories, and hand-on approaches. In other words, 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** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University kinesthetic learners prefer to learn practical things. These learners help themselves ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universitin memorizing something by doing physical activities such as moving their feet or sitas fingers. Mostly, kinesthetic learners are hyperactive learners. They are easily Universidistracted or easy to lose concentration if there is no external stimulation or its Br Universitas Brawijaya University studying to help themselves understand faster or taking notes for the sake of Universities Brawing their hands. In learning English, kinesthetic learners can be good in all sites.

Universities Brawing aspects since their learning styles are not specially directed to certain skill. Universities Universities

Universities Brawing Universi Universi can lack in all aspects of English skills too. English teachers have to know how to site help them use their preference ways of learning in order to get the best Universitunderstanding and help them on what they lack at the same time. The students itas also have to know how to master English skills using their ways of learning. Thus, students with kinesthetic learning styles need to be free on doing what styles Universithey prefer while also need to get a high attention so teachers can still controls what they learn. Since they can be good in everything, they can also be not good Universitor just average in everything. Teachers have to work extra in order to help themsitas Braw learn better and doing the test easier. For example, by provide activities that allow kinesthetic learners to move while practicing certain skill such as reading. The Universitas Brawijaya Universitas Brawijaya Universiteacher can ask the students to retell the story or the reading materials whiles tas Brawijaya making movements or act to help them understand better. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas B Some similar studies about learning styles have been conducted by somesitas B	rawijay
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rawijaya	University their learning styles using the questionnaire then correlate the result with students B	
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rawijaya rawijaya	Universitas B Universitas Concluded that there is small relationship between students' learning styles and sitas B	
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rawijaya	Universithe present study are the participants, theory used, the instrument, and the research study are the participants.	rawijay
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rawijaya	method. Participants of the present study are students of SMK Brantas	rawijay
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Universitas Brawijaya Univ21sitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University present study will be tested their learning styles using VARK questionnaire and sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe result will be correlated with their English score on the final test. ava Second previous study was from Mumtaz Begam (2013) with her study Universitentitled The Relationship between Students' Learning Style and Academicsitas Braw Universitas Brawijaya to investigate the contribution of students' learning styles to their academic University performance. The theory used was Dunn & Dunn (1992) and Li et al (2008). This it as study was using Dunn & Dunn Learning Styles Model (2005) and self-developed questionnaire adapted to the theory used. The learning styles dimensions studied Universi were environment, emotional, sociological, psychological, and physiological. The sitas participants were 508 college students of Mara Professional College, Malaysia. UniversiThe questionnaire consists of two sections. Section A contained 9 items on sitas demography information (college, age, gender, residential, semester, program, and Universit CGPA) while section B consist of 45 questions to measure participants' learning sitas Brawijaya Universityles. The result of questionnaire section A and B was analyzed the correlation using correlation and regression statistical analysis. The result of the study Universit concluded that emotional dimension contributed the most, followed bysitas Brawijaya psychological, sociological, then physiological, while environment didn't contribute toward students' educational performance.
ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B The differences between the present study and previous study conducted bysitas Brawijaya Begam (2013) are the theory used, instruments, participants and the variable. The similarities of the two previous studies and current study: the variable analyzed is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas B This chapter covers research methodology that consists of research design, sitas Brav	
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rawijaya	Universitata sources, data collection, and data analysis. Iniversitas Brawijaya Universitas Braw	
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rawijaya	Universitas Bray Universitas Bray	wijay
rawijaya	Universitas Bray and English achievement among senior high school students. This study is a Universitas Bray Universitas Bray and English achievement among senior high school students.	wijay
rawijaya	Universit correlational study since it identifies the variables and looks for relationshipsitas Bray	
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rawijaya	Universitand qualitative approach (Ary et al., 2010). According to Ary et al. (2010), sitas Bray	wijay
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rawijaya	Universitiesult in an abstract language. On the other hand, qualitative approach relies onsitas Brav	wijay
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rawijaya	Universities and the report is written in descriptive and holistic language. In the present	wijay
rawijaya	University quantitative approach is used to analyze the quantitative data from Bray	wijay
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rawijaya	Universit questionnaire and students' English score. Qualitative approach is used to describe sitas Brav	
rawijaya	Universitas Brawijaya Universitas Bray the result of quantitative report in more detailed description. Correlational study Universitas Bray Un	wijay
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rawijaya	Universitanalyzes the relationship between two or more variables as Brawijaya Universitas Brav	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijay
rawijaya	Universities B. There are two variables analyzed in this study, namely learning styles as the sites Bray	
rawijaya	University Bravia (variable X) and English achievement as the dependent University Bravia Bra	wijay
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Universitas Brawijaya
Population is a group of people that have the same characteristics. Universit Population is all members of any well-defined class of people, events, or objects sitas Brawijaya (Ary et all, 2004). Sample is a portion or part of population. Sample is a smaller group that represents the population. Ary et al (2004) defines sample as the small Brawijaya Universi group that is observed and population is the larger group about which the stas Brawijaya generalization is made. Population of the study is students of SMK Brantas Universi Malang. SMK Brantas is a vocational school in Malang with high achievers and sitas Brawijaya Universitas Brawijaya high motivated students. This school applies management character as the basis of Universities Brawing and gets an award from Mahakarya Indonesia as the leader in Sitas Brawijaya Universiteducation and guidance. The products of this school are proved to be needed by sites many big companies in Indonesia. Thus why, the researcher chooses SMK Universitas as participant of the study rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit3.2.2 Sampling Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Sampling is a method that is used to get an accurate sample. Kothari (2004) Brawijaya Universitas Brawijaya Universit defines sampling as techniques to select sample. There are many types of sitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universi sample or chosen are judged or said to be typical or representative (A	Ary ret/al, sitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas B Populations of the study were 1.043 students consisting of 597 tent	h graders tas	Brawijay
rawijaya	Universitas Brawijaya	Universitas	
rawijaya	University and 446 eleventh graders. The researcher took some students from each		
Irawijaya Irawijaya	Universities Braw the sample of the study. The selection of the students as the sample was huniversities because the sample was hardened by the sample was h	Universitas helped by	Brawijay
rawijaya Irawijaya		11 1	Brawijay
rawijaya Brawijaya	University the counseling teacher. Total of the sample of study were 152 students university	Iniversitas	Brawijay
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rawijaya	Universit	niversitas	Brawijay
rawijaya	Universita Ary et al (2010) states that the minimum sample for correlational stu	idy is 30 niversitas	Brawijay
rawijaya	Universit participants, and based on the rule of thumb sample less than 30 is equa		
rawijaya 	Universities According to Ary at al (2010) purposive sampling means that selections	Universitas	Brawijay
Irawijaya	University According to Ary et al (2010), purposive sampling means that selection		
rawijaya	Universities P participants to be the sample are based on the researcher's judgement.	Universitas	
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rawijaya	Universitas B Instrument is tool that is used to collect data. According to (Arikunt	to, 2010), sitas	Brawijay
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rawijaya	there are two types of instruments; test and non-test. This study used both	Universitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ26sitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University to find students' learning preferences, and the non-test instrument was interview sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitused to support the questionnaire result. aya Universitas Brawijaya as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.3.1.1 Questionnaire as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B Questionnaire is a survey method that is used in a survey research which Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita Universitin a specified group (Ary et al, 2004). Questionnaire result was in a form of Universi numeral data. In this study, questionnaire was used to collect quantitative data of sites students' preferences learning styles. The questionnaire used in this study was developed from Fleiming's VARK learning styles questionnaire (2001). The Universi questionnaire consisted of 13 multiple-choice questions/items to describe each sitas learning styles. The data result from the questionnaire was an interval data. Each Universitlearning styles had different score based on how students answered the questions. Sitas The researcher believed that different learning styles may contribute to students' English achievement in different aspect. Thus, this questionnaire was used to Sitas Brawijaya show the strength of students' learning styles. Similar with Reid's study that categorized students' learning styles into Universit major, aminor, and neglected learning styles, this study showed how Ustrongsitas Brawijaya students' preferences towards certain learning styles. The higher the scores of certain learning styles, the stronger the preferences toward that certain learning Universitas Brawijava Universitas Brawijava Universi Universityles, and the stronger the preferences the stronger affect toward students's it as English achievement. In addition, some students may have more than one learning styles' category with exactly the same score. Those students were categorized as Iniversi multimodal students. Multimodal students were the students who preferred more 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** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya than one learning styles, for example student 123 preferred kinesthetic and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitauditory learning stylesersitas Brawijaya Universitas Brawijaya Brawijaya Universitas Universideveloped the questionnaire sheet through some steps. The first step was it as Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay easier in answering the questions. The researcher only changed some words or Universitopic in the questionnaire to adjust it with students' condition. Those changes it as included some words such as presenter/trainer into presenter/penyaji materi and dependent/dependant into apotik/apotek which more used in Indonesia. The participants should decide which word between apotek and apotik use the right spelling based on KBBI (Kamus Besar Bahasa Indonesia). The second step was validating the questionnaire used. Some students with high achievement in their field in the eighth semester of language and literature program of Universitas Brawijaya helped the researcher to peer-validate the sitas Universi questionnaire. Those students were Najemah Muniroh (English Education Department), Muderikah Attayibah (Japanese Literature Department), and Santi Universi Fatmawati (Indonesian Education Department). They checked the grammar and sitas Bl language used in the questionnaire whether it was appropriate for senior high school students or not. Santi Fatmawati and Muderika Attayibah were more sitas Brawijaya Universitas Brawijaya Universi familiar in using Indonesian language for a thesis while Najemah Muniroh more it as rsitas Brawijaya Universitas Brawijaya Unive more familiar to the thesis subject. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ28sitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Interview is used to support the questionnaire result. It is used to get in-sitas depth description of certain information (Ary et al, 2004). It is a method where Universition is asking questions while other is answering orally. The result of interviews it as Brawijaya Universitas Brawijaya Universitlearning styles preference such as how they learn and when they learn the best, Universithis study used interview. Result data from the interview supported the result of sitas Universities In this study, the researcher also interviewed the English teacher. The focus University Universitas
Universitas of the interview guide was about students' preference ways of learning in the class_{sitas} and how usually teachers dealt with students' ways of learning. The researcher Universit combined the result of students' and teachers' interview to get more detail insites students' preference ways of learning. The interview guide was developed by the Universities earcher referring to the content of the questionnaire in Indonesian language. Sitas Brawijaya Universi The interview guide was in form of semi guided interview which the interviewer set a certain topic and the interview process was flexible. The interviewer was Universitasking four questions with a certain topic about the students' learning styles and sitas Brawijaya the interviewee were freely answered and add more information related to the topic. And for the teacher, the researcher developed five questions about teacher' Universiteaching strategy, classroom situation, students' motivation, students' learnings tas Brawijaya difficulties, and teachers' strategies used by the teacher to help the students overcame their difficulties. Las Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas B The data sources in this study were not only collected from students' VARKsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Learning styles questionnaire and interview, but also from students' English Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitachievement. Students' English achievements were taken from students' score onsitas Brawijay
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rawijaya	Universithe first semester's summative score. Students' English score in this study called Brawijay
rawijaya	Universities document because the researcher took the data directly from school's archives Brawijay
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rawijaya	Universitor documents. Based on (Bowen, 2009), documents contain text or words and itas Brawijay
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rawijaya Irawijaya	Universit from the researcher. Furthermore, (Briet, 2006) says that document is a proof in Sitas Brawijay Universita
rawijaya	Universi support of a fact. Document here used to support the data from other instruments it as Brawijay
rawijaya	University 2 State of the State
rawijaya	Universit such as questionnaire and interview.
rawijaya	Universit hiversitas Brawijay
	Universit3.4 Data Analysis niversitas Brawijay
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rawijaya	Universita Universitas The result data from questionnaire and students' English score were used to Universitas Brawijay
rawijaya	Universit determine whether a correlation existed between learning styles and Englishsitas Brawijay
rawijaya	Universitas Brawijay
rawijaya	universities among the tenth and the eleventh graders of SMK Brantas Brawijay
rawijaya	Universit Karangkates Malang. Moreover, the result data from interview were used to sitas Brawijay
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rawijaya	Universit support the final data from questionnaire and students' English score ya Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas B Since it was a correlational study and using mix method, yquantitative sitas Brawijay
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rawijaya	University analysis was used to analyze the data from questionnaire and students' scores. The Brawijay
rawijaya	researcher used Statistical Package for the Social Sciences (SPSS) v.23 to Universitas Brawijaya Universitas Brawijaya
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rawijaya	Universit calculate/score the significant value that decided whether there was significant sites Brawijay
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rawijaya	Universit correlation between the variables or not. It also showed the statistical data about	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universithe participants' learning styles preferences. Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas In order to know the relationship between two variables analyzed, the Universitas Brawijaya Univer	Brawijay
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rawijaya Irawijaya	Universitas Brawijaya	Brawijay
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rawijaya	Universit formula. Ary et al. (2004) says that Pearson Product Moment Correlation Universitas Brawijaya Universitas	Rrawijay
rawijaya	Universi Coefficient (Pearson r) is a very useful statistical method to describe both the sites	
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rawijaya	Universitas Braw' Universitas	Brawijay
rawijaya	University scatter plot. The data result from Pearson Product Moment Correlation Coefficient Sitas	Brawijay
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rawijaya	Universi analysis was supported by using regression analysis. Regression analysis was not sitas	Brawijay
rawijaya	University only showing the significant value of two variables but also how many percent liversities	Brawijay
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rawijaya	Universitone variable affecting the other. The quantitative data from students' Englishsitas	
rawijaya	University score and learning styles' questionnaire were in form of interval data. According	
rawijaya Kawijaya		Brawijay
rawijaya Irawijaya	Universition Sitorus (1990), Pearson product moment is used to find out the relationship of Universities	
rawijaya	Universitive variables and either reject or accept the hypothesis if the data of both sites	Brawijay
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rawijaya	Universitas Bra Universitas Universitas Bra Universitas Universitas Bra Universitas	
rawijaya	Universit3.4.2 Qualitative Analysis jaya Universitas	
rawijaya	Universitas Brawii	Brawijav
rawijaya	Universitas B Mixed-method means combining quantitative method and qualitative sitas	Brawijay
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rawijaya	Universithe result of the quantitative analysis. Qualitative analysis answered the secondsitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas B In each group of learning sty	les the ma	vimum score f	or each learnir	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas B				Universitas	
rawijaya	Universitesult from the questionnaire were	e 13 while	the minimum	score was 1. I	First, the sitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	rawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitinterview. The researcher took two	students w	vith the highest	or maximum	score insitas	Brawijay
rawijaya	Universitas Brawijaya Universitas B	rawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitheir learning preference. The gr	roup of lea	rning styles v	vere including	visual, sitas	Brawijay
rawijaya	University auditory, read/write, and kinesthe	etic. From t	he kinesthetic	group, the re	searcher sitas	Brawijay
rawijaya	Universitas Brawijaya		95	Brawijaya	Universitas	Brawijay
rawijaya	Universitook student 1 and student 15, fro	m aural gro	oup were stude	nt 29 and stud	ent 122, sitas	Brawijay
rawijaya	Universitas Braw/ Universitas	ent 5 and 6	student 12 fra	ijaya m visual gro	Universitas	
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rawijaya	University student 23 and student 32, and	from multi	imodal group	were student		
rawijaya	Universita	1.43	The C		Universitas	
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rawijaya	Universit different was the interview consist	ted of four o	pen-ended que	estions about h		
rawijaya	Universitation learn every day, how long they le	earn English	in a day, and	some other q	niversitas uestions	Brawijay
rawijaya	177					
rawijaya	Universities to the subject was discruniversities	ussed. The	result of stu	dents' intervi		
rawijaya Irawijaya	combined with teachers' interview	to validate	it.		Universitas Universitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Unive FINDING AND DISCUSSION'S Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas B This chapter covers the overall result of the study. It presents the findings it as Brawijaya and discussion of students learning styles and the correlation with their English Universitachievement. The study wanted to find out the relationship between learning styles used Universit4.1 Finding University tenth and eleventh graders of SMK Brantas and their English achievementsitas Brawijaya taken from their final test score. The researcher used Fleiming's VARK Learning styles questionnaire (2001) which consisted of 13 multiple-choice questions. The Brawijaya questionnaire was administered to the participants in 18-19 April 2016 to 152 and 152 are serious and 18-19 April 2016 to 152 are serious are seri rawijaya students. After collecting the data, the researcher was sorting the data and took out Universiten participants' data considered as invalid data. Seven data from participants that sitas Brawijaya sat on the same table and had exactly same result in the questionnaire were taken Universities Brawliaya University Brawliaya University Brawliaya University Brawliaya University Brawliaya Univers not write their names correctly so the researcher could not correlate their data with their English score. Finally, after sorting the data, the researcher used 142 data Universit from questionnaire as the final data to analyze. Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 4.1.1 Learning Styles used by Students of SMK Brantas From the questionnaire result, the researcher found out the participants awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning styles profile. The participants' learning styles profile analyzed using it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya descriptive statistics analysis that shown in the table 4.1 below. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya Universitas Table 4.1 Learning Styles used by Students of SMK Brantas Universitas	Brawijay
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100.00	Brawijaya
Tallocations of the second sec	Brawijava
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya Universitas Brom the table above, it can be seen that the students used all of the VARK	Brawijav
rawijaya Universitiearning styles. The overall participants were 142 participants. From total 142 sitas	Brawijay
rawijaya Universitas Brawi	Brawijay
rawijaya Universit participants, 8 participants preferred visual learning style, 23 participants it as	Brawijay
rawijaya Universitas Universitas Universitas	Brawijay
rawijaya Universit preferred auditory learning style, 70 participants preferred Read/Write learning	Brawijay
rawijaya Universi style while 69 participants preferred kinesthetic learning style. The table showed sites	Brawijay
rawijaya Universi	Brawijay
rawijaya Universi the numbers of participants in each learning styles preferences. One participantsitas	Brawijay
rawijaya Universit may prefer more than one learning styles, so the number of the total participants	Brawijay
rawijaya Universit	Brawijay
rawijaya Universitin the table were more than 142. There were 23 participants who preferred more sitas	Brawijay
rawijaya Universitas 💮 👸 👸 Universitas	Brawijay
rawijaya Universitas one learning style. This group of participants categorized as multimodal	Brawijay
rawijaya Universitearners who preferred more than one learning style. (see appendix 4) Universitas	Brawijay
rawijaya Universitas BN / / / / / / / / / / / / / / / / / /	Brawijay
rawijaya Universitas BVARK Learning Style questionnaire that was used in this study consisted of sitas	Brawijay
rawijaya Universitas Bray Universitas a Universitas questions. It meant that the highest or maximum score for each learning style	Brawijay
rawijaya Universitas Brawija	Brawijay
rawijaya Universitwas 13 while the minimum score was one. The table above showed the minimum sitas	
rawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas	Brawijay
rawijaya Universitand maximum score from each participant's preferred learning styles. The	
rawijaya University maximum score for each learning styles showed the strength of the participants, sitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Figure 4.1 Percentages of Learning Styles used Students of SMK Brantas
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rawijaya	Universitas Brawijay [34%] rawijaya Universitas Brawija
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rawijaya	Universitas Universitas Brawija
rawijaya	Universita Universitas Brawija
rawijaya	Universi In the chart above, VARK learning styles symbolized into numbers. Sitas Brawija
rawijaya	University
rawijaya	Universi Number 1 was visual, 2 was auditory, 3 was read/write, 4 was kinesthetic, and 5 sitas Brawija
rawijaya	Universit was multimodal. The chart above showed that majority of the participants liversitas Brawija
rawijaya	University of the participants Brawija
rawijaya	University preferred read/write and kinesthetic learning styles as their learning styles as Brawija
rawijaya	Universitas preferences. From 142 participants, 35 % preferred kinesthetic, 34 % preferred kinesthetic, 34 % preferred preferred kinesthetic, 34 % preferred k
rawijaya	Universities Profit 142 participants, 35 % preferred kinesthetic, 34 % preferred kines
rawijaya	Universitiead/write, 4 % preferred visual, 11 % preferred auditory while 16 % others Brawija
rawijaya	Universitas Blanda Universitas Brawija
rawijaya	University preferred more than one learning styles. Aya Universitas Brawija
rawijaya	Universitas Braw 4.1.2 English Achievement of the Students in SMK Brantas Jaya Universitas Brawija
rawijaya	Universitas Brawija universitas Brawija universitas Brawija
rawijaya	Universitas B The participants of this study were taken randomly by the teacher from the sitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija Universitenth and the eleventh graders of SMK Brantas. The researcher found that most of States Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	the students still faced some difficulties in learning English. It was seen in the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija English score was 75, however most of the participants' scores were below the Universitas Brawija
rawijaya	
rawijaya rawijaya	Universit standard minimum score. 41,67 % of the tenth graders participants were below Brawija Universitas Brawijaya Universitas Bra
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Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
appendix 5. Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
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Universitas Brawijava	Universitas	Brawijava	Universitas	Brawijava	Universitas	Brawijav
Universitenth graders	and the eleve	enth graders'	English ach	nievement. F	rom 142	Brawijay
	participants	were from tr	ie tenth grade		Universitas	Brawijay
	m the eleventh	grade. The	average score			
11 1 11 15 1		10 0				
English achieve	ment was 74.7	and from 96	participants,	40 participan	ts' scores	Brawijay
Universities lower than	the standard m	inimum score	that was 75 V	While the aver	allniversitas	Brawijay
Universita	A SA	A. W	ince was 75.	vinie the aver		
Universi of the eleventh	grade student	s' English a	chievement wa	as 51.1, and	from 46sitas	Brawijay
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University participants, 41	participants' so	core were low	er than the sta	andard minim	um score niversitas	Brawijay
Universitor lower than 75		MARIL .			hiversitas	Brawijay
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Universita The partic	ipants' English	achievement	and its differen	ence between	the tenth	Brawijay
Universitas	grade were pre	sented in the	had below.			
Universit Table 4.2 T-test	t Analysis				Universitas	Brawijay
Universitas R	117		Test	/_a	<u> Univer</u> sitas	Brawijay
Universitas Bra		Tes	st Value = 0			
Universitas Braw		46 80		95% Confidence		
Universitas Brawija			Mean	of the Diffe	rence iversitas	Brawijay
Universitas Brawijay	T df	Sig. (2-tailed)	Difference	Lower ava	Upper/ersitas	Brawijay
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Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
Universitas Brawijaya	relation betw	een Student	s' Learning	Styles and	English	Brawijay
Universitas Brawijava	ent niversitas	Brawijaya	Universitas	Brawijaya		
Universitas Brawijaya					Universitas	Brawijay
Universitas Blawobserv	ing the relat	ionship betw	een learning	styles and	Englishsitas	Brawijay
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rawijaya	Universit Coefficient (r). It is a simple and mostly	used method to find the s	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitelationship between two or more variable	oles. In this study there v	vere itwositas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya variables: learning style as the independent	Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya	variable and English achiev	ement as Universitas Brawijaya
rawijaya	Universithe dependent variable. Correlation between	en students learning styles	and their sitas Brawijay
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rawijaya	Universit English achievement was shown in the table	below- below- ersitas Brawijaya	Universitas Brawijaya
rawijaya	Universit Table 4.3 Pearson Product Moment Corre	lation Coefficient Analysis	Universitas Brawijaya
rawijaya	Universitas Brawijaya Correlatio	ac Rrawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijay	Learning Styles English Ach	nievement rsitas Brawijaya
rawijaya	Universit Learning Styles Pearson Correlation	1 ijaya	Universitas Brawijaya
rawijaya	Universitas Br Sig. (2-tailed)	va	Uni190rsitas Brawijaya
rawijaya	Universitas N English Achievement Pearson Correlation	.111	Uni ¹⁴² sitas Brawijaya
rawijaya	Universit Sig. (2-tailed)	.190	Universitas Brawijaya
rawijaya	Universi	142	Mi142 sitas Brawijaya
rawijaya	Universi		Diversitas Brawijaya
rawijaya	Universi From Pearson Product Moment Coeff	icient Correlation analysis th	at shownsitas Brawijaya
rawijaya	universit in the table above, the researcher found that	the significant value was 0.1	90 which
rawijaya	Universit	T	niversitas Brawijaya
rawijaya	Universit higher than 0.005. Sig. value is used to mea	sure the probability or signif	
rawijaya	Universita	5 or smaller. If the sign value	Universitas Brawijaya
rawijaya	Universities calculation with standard measurement 0.00	NEW THE PERSON NAMED IN COLUMN	
rawijaya	Universition smaller ($r \le 0.005$), means that there is	significant relationship bet	
rawijaya	University variables. In this analysis, sig. value sho	a yield the strangth of the a	Universitas Brawijaya
rawijaya	Universityariables. In this analysis, sig. value sho	wed the strength of the c	ortelauelisitas Brawijaya
rawijaya	Universitas Bray between learning styles and English achie Universitas Brawija	vement. Sig. value between	learning Brawijaya
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rawijaya rawijaya	University styles and English achievement was 0.190 (a		
rawijaya rawijaya	Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Br	ng styles and English ach	ievement citas Brawijay
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rawijaya	Thus, Ho was accepted and H ₁ was rejected. Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas BThe result of the analysis that was sh		
rawijaya			
rawijaya	Universitas Brawijaya Universitas Brawijaya supported by regression analysis. Regres	sion analysis is used to l	know the Brawijay
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Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universit 4.2.1 Learning Styles used by Students of SMK Brantas Brawijava Fleiming's VARK Learning styles' questionnaire categorized students into Universi four major learning styles' preferences including visual, auditory, read/write, and sitas Brawijaya Universitas Brawijaya University which were called as multimodal learners. From the findings above, the researcher Universitknew all jof the learning styles preferred by the participants. From 142 sitas participants, majority of them preferred kinesthetic and read/write learning style. However, in the findings the researcher found that the number of participants who Universi preferred to learn by touching and doing (kinesthetic) and reading/writing was Theoretically it does not really matter what the students' learning stylessitas preference is. What matter is how the students applying their learning style Universit preferences in learning process. By Knowing their learning style preferences will Universithelp the students to learn in their preference ways and environment. It also helps the teacher in teaching learning process. Universitas B The majority of participants preferred kinesthetic learning style. From total 142 participants, 50 participants or 35 % of 142 total participants preferred kinesthetic learning style. Kinesthetic learners preferred to work and learn by Universi doing and touching. Vocational school was very compatible for kinesthetics tas learners. The kinesthetic learners admitted that they liked to do the practical activities, and vocational schools tend to provide more practical projects/tasks Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya than theoretical/written tasks. However, not all of the participants thought that ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi they were good in practical projects, wijaya Universitas Brawijaya Some of the kinesthetic learners differed in the ways they learn. Either by Universitaking notes or read aloud like read/write and auditory learners, or learn while it as Braw Universitas Brawijaya kinesthetic learner said that she liked to bring writing devices anywhere while as Brawiiava Universit Universities braining.

Universities braining.

Universities braining.

Universities braining. tas Braw she only made random scratches on books. Kinesthetic learners mostly not good in making notes, but using writing devices helped them to learn comfortably. Sitas Universi Another kinesthetic learner said that he liked to learn on a quiet environment. Hesitas B rarely learned at home, but when he learned he preferred a quiet place. He liked to Universit move a lot while learning, learn for ten minutes then stopped to do another thingsitas subconsciously for another ten minutes or longer before continued his learning. Universit From the findings, kinesthetic learners mostly got quiet high score in read/write B Universi learning style (see appendix 4). It was possible because kinesthetic learners sometimes preferred to make notes while learned to move their hands. Universitas B From what the researcher got in the interview with two students who had high score in kinesthetic, the researcher concluded that the participants' ways of learning were not excessively influential in teaching learning process in the Universi classroom. In SMK Brantas, students were disciplined and taught not to make it as Br Universitas Brawijava same environment with other learners with different learning styles' preferences. Universi Even if they made movements subconsciously in their learning process, they were Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** not making too much movement or noises. Their learning preferences were Universitas Brawijaya Universitas Brawijaya University applied only when they were learning outside the classroom. Brawijava The other majority participants preferred read/write learning styles. From Universit142 participants 34 % or 49 participants preferred read/write learning styles. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Read/write learners learned by making notes as much as they could in a class and sitas Brawijaya University read the materials they had written or read from books. From these 49 students, Universithe researcher found that some of them loved to read books especially fictionsitas books. Some students explain that they were not really studying at home. Every Universitime they were studying at home, they read their notes or text book since they Universi found it the simplest and easiest way to learn. By reading from books, they could make some notes again. They were memorizing the material by making and University reading the notes. Different with kinesthetic learners, read/write learners applied their ways of Universi learning either inside or outside the classroom. Two students that were doing the interview with the researcher said that they had mostly complete notes in all of the lessons. They made notes at class and they could learn it again at home. Universitas B From the findings, 11 % of 142 participants or 15 participants were preferred auditory learning style. After conducting the interview with some auditory learners, the researcher found out that the participants mostly did not rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitaware of their learning styles preferences and why it was categorized as auditorysitas learning style. Auditory learning styles usually learned well by doing discussion, listen to teachers' or friends' explanations. They liked to listen to music while Universitlearning or reading aloud the materials. java 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 Universities B One of the participants in the interview with the researcher said that he was Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi University passive learner. In classroom, when the teachers were explaining, he preferred to sit a stay silence and only listen. They rarely conducted group discussion in teaching Universities process, but if they did, he would only listen. He hated speaking activities at Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br test, he preferred written than spoken test. The other student doing interview with Universithe researcher said that he liked to listen to music too even though he rarely did. sit as He said that he learned only when he had homework, even during the examination week, he rarely learned at home. He said that he rarely being aware of how he Universi learned at class. He just listened to what teachers were explaining. Auditory learners were mostly having similar score on other learning styles Universit preferences (see appendix 4). They adapted well in any kinds of learningsitas environments, but they still preferred to get spoken instruction than written Universitinstruction. Based on the English teacher's explanation, the participants were not sitas Br universi really good in English especially in speaking, so they rarely did speaking activity or discussion in English. Auditory learners mostly only learned as they were Universityleased while teachers were explaining or else they would as the teachers pleased sitas Braw such as by taking notes as much as they could. Universities The last learning style from Fleiming's VARK learning style (2001) was ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University visual learning style. Based on the data on finding, from 142 participants, only 5 sit as participants or 4 % preferred visual learning style. It was the smallest percentages among all of the learning styles that was proposed in this study. The visual **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit learners were good in making notes, most of them were sat on the front rows. One ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universi Universit of the participants said that she preferred to get a better view in the classroom. Versitas Similar with auditory learners, visual learners were also similar with read University write learners. They were good with written instructions. They were not especially sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitate to English teaching learning activities. In classroom, visual learners were sitas Brawijay Universitended to be the responsive learners. Even if they only listened, they were paying sitas Brawijay Aside of those four VARK learning styles including visual, auditory, Universi read/write, and kinesthetic, Fleiming categorized another learning style's type/group. There were 23 participants or 16 % preferred more than one learning Universityles, some of them preferred two or three learning styles. These groups of sitas learners were categorized as multimodal learners. On questionnaire result, the multimodal learners got two or three learning Universi styles with the exactly same score. That was why they were categorized as multimodal learners (see appendix 4). Multimodal learners adapted well in any Universit kinds of learning environments. Two participants that were doing the interviews it as Br with the researcher had different ways of learning outside the classroom. One participant preferred learning in a same way with read/write learner while the University other participant most likely with kinesthetic learners, he moved a lot and it as preferred learning by doing. However, both participants agree that they were fine with any ways of learning, especially in classroom. ersitas Brawijaya Universitas Brawijaya

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rawijaya	Universities B Thus, the researcher concluded that students of SMK Brantas used	l various itas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitlearning styles in learning process. Most of the participants preferred kin		
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning style which more compatible with their vocational school. The Universitas Brawijaya	Universitas smallest Universitas	Brawijay Brawijay
rawijaya	Universit group was visual learners with only six among 142 participants. Some par		
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	Brawijav
rawijaya	Universi preferred more than one learning styles. However, as the researcher g	ot from	Brawijay
rawijaya	University interviewing the participants and the teacher, participants' learning		
rawijaya		Universitas	
rawijaya	Universi preferences were not likely seen in the classroom. Hopefully by know	wing the sitas	Brawijay
rawijaya	Universitas Braw' students' learning preferences, either the teachers or the students could	Universitas	Brawijay
rawijaya	Universitas by learning preferences, ettner the teachers of the students could	Universitas	Brawijay
rawijaya	Universit most appropriate way to improve students' English achievement and their	English Sitas	Brawijay
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rawijaya	Universi ability rather than just what were suggested by the researcher.	niversitas	Brawijay
rawijaya	4.2.2 The Relationship between Students' Learning Styles and	niversitas English	Brawijay
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rawijaya	Universit Achievement Line is a second of the second of th	hiversitas	
rawijaya	Universita	Iniversitas English	Brawijay
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rawijaya Irawijaya	University achievement, the researcher used Pearson product moment correlation couniversities	Defficient Silas Universitas	
rawijaya Brawijaya	University analysis. Then the result from Pearson (r) was supported by regression a		
rawijaya	Universitas R	Universites	
rawijaya	From both analyses the researcher found that the sig. value between Universities Bra	learning	Brawijay
rawijaya	Universityles used by students of SMK Brantas and their English achievement w		
rawijaya	Universitas Brawii	Universitas	Brawijay
rawijaya	Universitor greater than 0.005. It meant that there was no significance correlation	between _{sitas}	Brawijay
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rawijaya	Universitas B However, coefficient determination value (Adjusted R Square) in		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya shown that there was 0.5 % of learning styles used by students influent	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universi English achievement. It meant that even it was a small amount, learning		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit was affecting students' English achievement while the other 99.5 % was		
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Universitas Brawijaya University other factors. The present study tried not to only answer the question about sitas Brawijaya ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi whether there was significant relationship or not but also how and why learning it as Brawijava itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya styles affect English achievement. Itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University 4.2.3 Other factors Influencing the English Achievement of the Students insites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya SMK Brantas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawing to the findings from the quantitative analysis and discussions Brawinaya Universitas Brawi Universitas Universitächievement in 0.5 %. The other 99.5 % was influenced by other factors. While Sitas Brawijaya University profiling the participants' learning styles and analyzing its relation with English BI achievement, the researcher also did an interview with one of the English teacher Universitin SMK Brantas. Let's call her Bu Reni. Bu Reni had taught English in SMK sitas Brawi Brantas since the school was built for the first time in 1997. Bu Reni knew very Universitivell all about the students, including their motivation and development. The Sitas Brawijaya Universitinterview with Bu Reni was conducted to know students' motivation, students'sitas learning preferences in classroom, English language teaching process, and Universitstudents' difficulties in learning English. From the interview with Bu Reni, thesitas Braw researcher concluded that there were four major factors that influence the participants' English achievement aside of learning styles. Those factors were rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra University participants' intelligent (IQ), age, learning time, and discipline awijaya. Universitas Brawijaya The first factor affecting English achievement of SMK Brantas is participants' intelligent or general academic performance. It is a normal situation Universitas Brawijaya Universitas Brawijaya Universitas Universithat in a classroom there were some students which were known to be smart in Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya most of the lessons. Some students were generally smart in most of the courses, ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universi Universiteven if they were not trying as hard as the others, they could understand better. as Brawijaya Universitas Brawijaya Universitas Brawijaya Univer These smart students were easy to teach because they could understand the as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University material better. However, even if smart students tended to get a good score in asitas Brawijaya Universitas Brawijaya University was a well-known fact that diligent students could win over smart students. as Brawijaya Universit Universi Being smart was not the greatest factor that influences students' English itas achievement. Intelligent was just a common factor that may influence someone achievement in many aspects. In line with the achievement, indirectly intelligent Universi also affected by other factors. The second factor affecting students' English achievement in SMK Brantas Universitivas students' age. From the participants' English achievement score t-testsitias analysis in table 4.2, the researcher found significant difference between tenth Universit graders and eleventh graders scores. The differences between two grades were 95% difference. It shown that students' age also affected their English achievement. Universitas BThe third factor affecting students' English achievement according to Bu Reni is the time allocation in learning English. As vocational school students, the participants of this study learned English less than other students in senior high sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi schools. In SMK Brantas, students were demanded to be good in practical works as Brawijaya ersitas Brawijaya Universitas Brawijaya Univ English in four months every semester. However, in SMK Brantas, students only ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi had three months or less to learn English because they were using more times in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas B The second objective of the study was to find out whether there was Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi significant relationship between learning styles and English achievement. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas According to Pearson product moment correlation coefficient (r) analysis, there ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitivas no significant relationship between learning styles and English achievement. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Thus, Ho was accepted and H1 was rejected. There was no significant relationship Universit did not mean that there was no relationship at all. According to regression analysis Brawijaya Universitin table model summary, the coefficient determination value (Adjusted R Square) sites shown that 0.5% of students' learning styles affecting their English achievement. Universities in small percentages, learning style still affected their English achievement. Universi The other 99.5% was affected by other factors such as intelligent, age, learning time, and discipline. Universit5.2 Suggestion This study was conducted only to analyze the correlation between learning Universityles used by students of SMK Brantas and their English achievement. Accordings it as Brawijaya to the result which was explained in the previous chapter, this study had a lot of Universit chance to be expanded further. The researcher suggests the next researcher who sitas Brawijaya wants to conduct a study with similar topic to analyze further about students's learning styles and factors affecting students' English achievement since this University resent study limited on internal factors only. Universitas Brawijaya Universitas Brawijaya Universitas B The next researchers could use another learning styles questionnaire or theory and took different participants. The next researchers who wanted to University conduct the similar research about students' learning style in SMK Brantas coulds it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitaturi try to analyze its correlation with other subject such as students' motivation, time Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	University allocation in learning English, and or teaching principle. Because of the	Universitas	Brawijay
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rawijaya	students of SMK Brantas. The researcher hoped that the result of this stu-	dry recould	Brawijay
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