

**LANGUAGE LEARNING STYLES USED BY STUDENTS OF
BASIC ENGLISH COURSE (BEC) PARE**

THESIS

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DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2013

**LANGUAGE LEARNING STYLES USED BY STUDENTS OF
BASIC ENGLISH COURSE (BEC) PARE**

THESIS

Presented to
Universitas Brawijaya
in partial fulfilment of the requirements
for the degree of *Sarjana Sastra*



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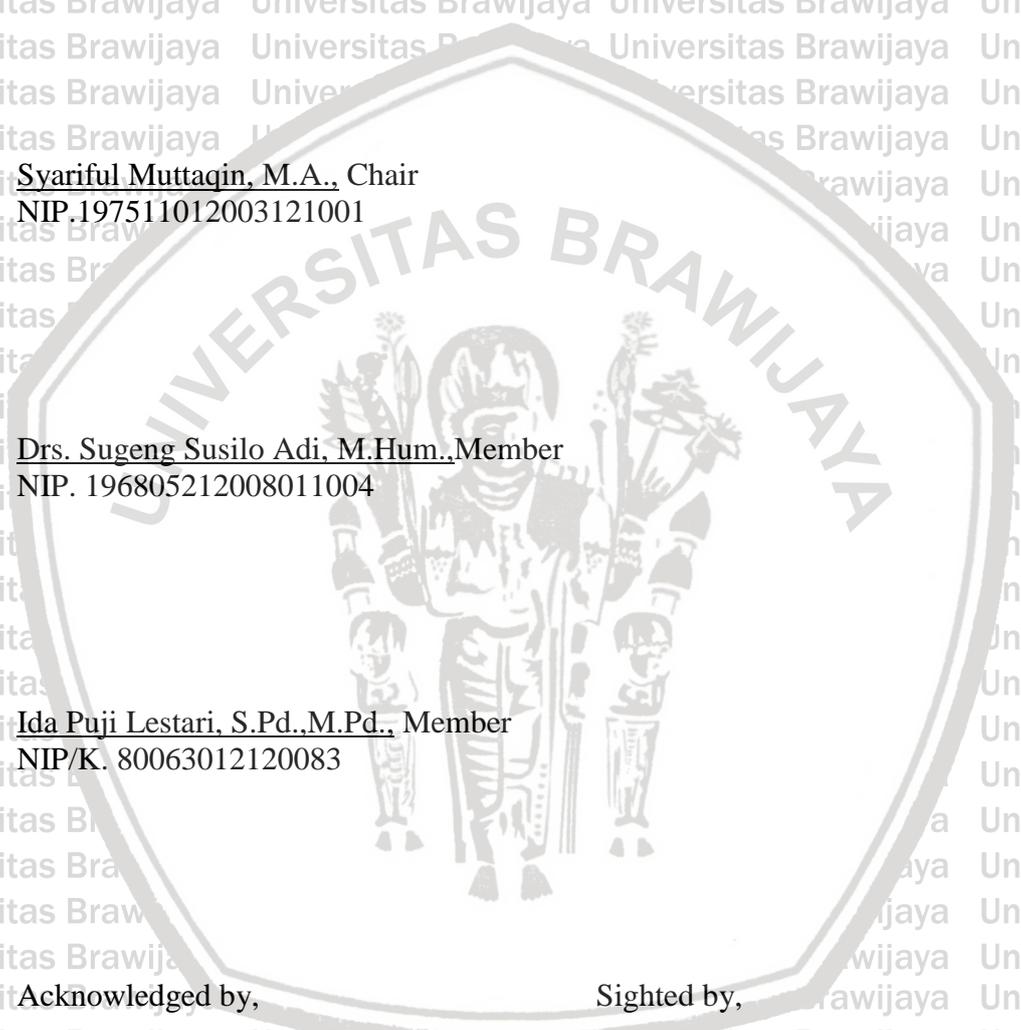
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ACKNOWLEDGEMENTS

In the name of Allah SWT, the beneficent and merciful praise belongs to Allah SWT, the writer would like to express the deepest gratitude to Allah SWT for the strengths in finishing this thesis entitled “. Language Learning Style used by Students of Basic English Course (BEC) Pare”. Firstly, the writer would like to dedicate my research and respect to Syariful Muttaqin, M.A. as my supervisor and Ida Puji Lestari S.Pd. M.Pd. as co. supervisor, who not only have give their suggestions and appreciation, but also the support, comment, correction, and help to the writer for the completion of this thesis.

Next, special honor is dedicated to all lecturers of English Study Program who have equipped me with skills and knowledge. Then, I would like to express my sincerest thanks to Mr. Kalend Osend of The Director BEC Pare, Kediri for permitting me to conduct my study in the course and also to the TC teacher, Mr. Fahrudin, who allowed me to carry out the research in her class.

Third, I deep gratitude goes to my beloved parents for their never-ending love motivation, supports, sincere prayer, patience and precious advice. I would like to thank to my beloved brother for his support, patience, motivation, and sincere prayer. To all my friends who have been there for me to give support if I feel down. In addition, they help me to share in completing my thesis. I also feel sorry that I might forget to add to this acknowledgement later.

Finally, I confess that this thesis is far from being perfect, so the suggestions from the readers are expected. I also hope my thesis would be useful for the development of readers, especially for the lectures, and the development of next researchers.

Malang,

The writer



TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISORS' APPROVAL	iii
BOARD OF EXAMINERS' CERTIFICATE OF APPROVAL	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Problems of the Study	7
1.3 Objectives of the Study	7
1.4 Hypotheses of the Study	8
1.5 Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Second Language Acquisition	10
2.2 Language Learning	12
2.3 Language Learning Styles	13
2.3.1 Different Learning Style Models	15
2.3.1.1 Kolb's learning Styles Model	15
2.3.1.2 Dunn & Dunn's Learning Styles Model	17
2.3.1.3 Reid's Learning Styles Model	18
2.3.1.4 Visual, Auditory, Kinesthetic, Group, and Individual	19
2.4 Previous Studies	22
CHAPTER III RESEARCH METHODS	
3.1 Type of Research	25
3.2 Data	26
3.2.1 Population	26
3.2.2 Sample	27
3.2.3 Instrument	27
3.3 Data Collection	28
3.4 Data Analysis	29

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings 32

4.1.1 Learning Styles used The Students of BEC Pare TC 120 32

4.1.2 The Most Learning Styles used The Students of BEC Pare TC120 36

4.2 Discussions of The Findings..... 38

4.2.1 Learning Styles used by Students of BEC Pare TC 120 38

4.2.2 The Most Learning Styles used by Students of BEC Pare TC 120 44

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions 45

5.2 Suggestions 46

5.2.1 Suggestions for The Institution (BEC Pare) 46

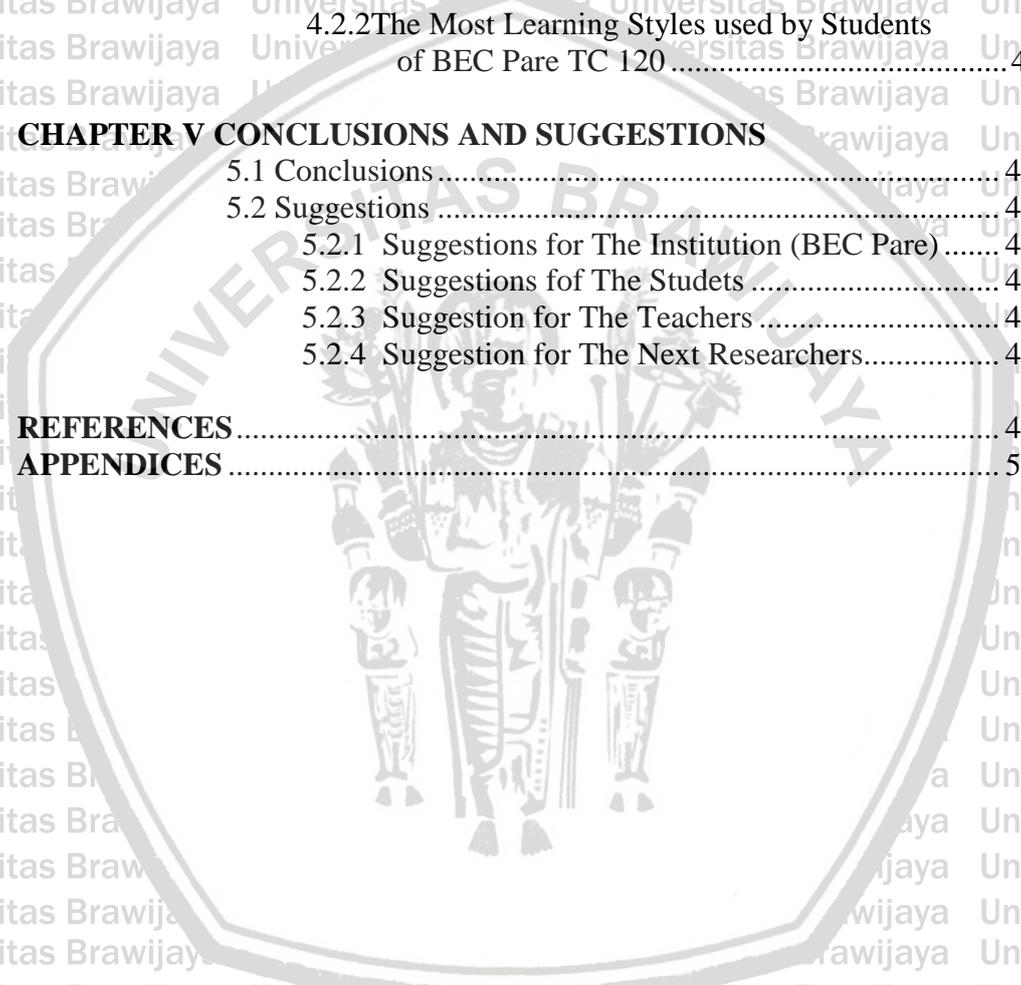
5.2.2 Suggestions for The Studets 47

5.2.3 Suggestion for The Teachers 47

5.2.4 Suggestion for The Next Researchers..... 47

REFERENCES 49

APPENDICES 50



LIST OF TABLES

Table 3.1 The Learning Style Categories..... 30
Table 4.1 The Students' Learning Styles of BEC Pare TC 120..... 33
Table 4.2 Descriptive Statistics Result for Language Learning Styles Use.... 36



LIST OF FIGURES

Figure 4.1 Formula of TC 120 Students of BEC Pare 35
Figure 4.2 The Results of Percentage of TC 120 Students 35
Figure 4.3 Formula of Descriptive Statistics Result for Language Learning
Styles Use 37
Figure 4.4 Chart of The Most Frequently used Learning Styles of TC
Students 37



LIST OF APPENDICES

Appendix 1. Brita Acara Bimbingan Skripsi	51
Appendix 2. Permohonan Ijin Penelitian	53
Appendix 3. The Average Score of PLSP Questionnaire	55
Appendix 4. The Average Score of Each Class in PLSP Questionnaire from All Classes of TC 120 Students	58
Appendix 5. Background Questionnaire	59
Appendix 6. Peceptual Leraning Style Preferences (PLSP) Questionnaire	60
Appendix 7. Figure of Basic English Course Pare Kediri	64
Appendix 8. Figure of The Pictures of Participants of BEC Pare TC 120.....	65



ABSTRACT

Hidayah, Ulfa, N. 2013, **Learning Styles Used by Students of Basic English Course (BEC) Pare**. Study Program of English, Universitas Brawijaya 2013. Supervisor: Syariful Muttaqin, M.A; Co-supervisor: Ida Puji Lestari, S.Pd, M.Pd.

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

Learning styles are the important factors to help students to learn a second or foreign language. A learning habit of every individual is needed to support the student's learning to be more effective, for example by taking an English course. Learning styles can be classified into: visual, auditory, kinesthetic, tactile, group, and individual. This study is conducted to examine the language learning styles applied by the students of Basic English Course (BEC) in Pare, Kediri.

This study applies descriptive quantitative approach, aimed at describing the learning styles of BEC students. The subjects of this study are eighty students of Basic English Course taken by random sampling. The data were taken using Perceptual Learning Style Preferences (PLSP) questionnaire, designed by Joy M. Reid. Every number of learning styles is classified into three categories, namely: major, minor, and negligible learning style preferences.

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

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

ABSTRAK

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

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

Gaya belajar merupakan salah satu factor yang terpenting untuk membantu cara siswa belajar bahasa kedua dan bahasa asing. Kebiasaan belajar setiap individu butuh kandukungan yang lebih efektif, seperti pembelajaran di kursus bahasa Inggris. Gaya belajar dapat diklasifikasikan menjadi *visual, kinesthetic, tactile, group, and individual*. Studi ini dilakukan untuk mengetahui gaya belajar bahasa yang diaplikasikan oleh siswa-siswi *Basic English Course* di Pare, Kediri.

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

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

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

CHAPTER I

INTRODUCTION

This chapter discusses four sections namely: the background of the study, problems of the study, objectives of study, and definitions of key terms.

1.1 Background of the Study

Nowadays in globalization era, many countries in the world become more open minded to many aspects from other countries, such as in education, politics, economy, social, culture and so on. To keep up with the changing era, people are required to be more dynamic and active to obtain whatever is happening in the world. The acquisition of this information can not be separated from the use of language as a medium of communication. Language is the most fundamental means of communication which is used every day.

One of the most influential languages in the world is English. George Weber's article "Top Languages: The World's 10 Most Influential Languages" in Language Today.(vol 2, Dec 1997) states that based on the number of speakers who use, English occupies the second position in this list". The use of language allows one to maintain relationship with other people in an interaction.

"English becomes the most dominant language around the world. It is primary the language that has been widely used in international business, science, economics, technology, tourism and aviation" (Kitao, 1996)". From that fact,

Indonesia is a developing country that should take the opportunity to participate in the international world to have a good relationship with other countries. It will be maintained if there is a two-way communication by using language that is more fluently rather than others. As stated previously, English becomes the official language of more than 50 countries in the world, so it will be easier for Indonesia to establish cooperation if Indonesian people have a good competence in English.

Therefore, it is important for people to learn English, even so in some countries; it is still as a foreign or international language not a second language. English as an international language has become an important subject in school. In addition, English is also taught to the students as compulsory subject from the primary up to university levels.

According to Gass and Selinker (2008: 7) “Second language acquisition refers to the process of learning another language after the native language has been learned. The important aspect is that second language acquisition refers to the learning of a nonnative language *after* the learning of the native language. The second language is commonly referred to as the second language. As with the phrase “second language”, L2 can refer to any language learned *after* learning the L1, regardless of whether it is the second, third, fourth, or fifth language”. It means that everyone can learn language whenever they want.

The writer conducts this research on Second Language Acquisition field because language acquisition and learning process happen in our daily life but we are not fully aware of how this process occurs. Second language acquisition is a

very complicated process and also some researchers are interested in analyzing about acquiring L2 process in some different cases.

Each learner has different ways in learning abilities which lead them to influence the success of language learning. According to Oxford (1990: 4) "learning is used as shorthand for the longer phrase learning and acquisition". It means that learning style in language learning is important, because it includes how the students organize and analyze language. As the example, people can be successful learners when they know their capabilities. To measure their abilities, they should know their happiness in the practice, and they can study based on their hobbies, for example, listen to the English music which can help them to increase the vocabulary and pronunciation. Learning styles are very important in second language learning because they can determine how individual affectively learn and influence the success of language learning.

Felder and Henriques (1995 cited in Brno 2008: 17) explain the meaning of "learning style" as "the ways in which an individual characteristically acquires, retains and retrieves information". It means that language learning styles have interaction with the success in language learning to get different perception and opinion with others, for instance the students can learn what they are favored in language learning.

Everyone has different learning styles and learns better through different means. Learning style itself is performing better in the classroom for helping to learn through that style.

Reid (1996: 47)) states:

Just as important, the focus on perceptual learning styles builds background knowledge and self-awareness that will serve my students well in the future classes because more they know about their learning styles, the easier it is to apply that to learning.

Based on the previous statement, teachers can know the ability to accumulate as well as assimilate students' information since the learning styles are the methods; they are the best ways used to get knowledge in a specific manner.

Each individual may have a single style or combination of different learning styles. In most cases, the characteristics of a learning style can even be observed at a relatively young age.

In this research, the present researcher focuses on learning styles. As we know, people tend to acquire spoken and written language easily. That is because they can speak earlier before they write. In order to manage their studies effectively, the learners should use certain language learning styles to know how they use learning approach, experience learning and apply information which has two or more combination of learning styles.

The writer is curious and interested in learning styles measured by Perceptual Learning Style Preference (PLSP) questionnaire from Joy M. Reid (1998). The writer chooses this questionnaire because this questionnaire explained the descriptions some information about perceptual learning style preferences, there are auditory, visual, kinesthetic, tactile, group, and individual.

Consequently, the subjects of this study are the English learners. It can help the identification and description about how they learn the process in many

ways which is different from successful learners. Many students can interact well with their styles differently which are able to enrich language variation in their own.

English itself has already been taught in education institutions, for example formal and informal institutions. Formal institutions are like public schools or private schools, on the other hand, informal institutions are like English courses.

In this case, the researcher chooses an English course as the subject in her research because the course is not different from the other language learning place as in the school and it wants to help their students in acquiring English successfully by giving certain styles as their goals. Previously, the know the research of Madika (2008), she examined the school to know the learning styles used by SMP 1 Wonosari, since there are many researchers analyzed with learning style have done by the other researchers, the writer in this study try to conduct a research in English course.

Since most of the subjects of the study in language learning style studies are junior and senior high school students or university students, there are many researches dialing with language learning style have done by the other researchers, the writer in this study try to conduct a research in English course.

And then the writer chooses BEC as the subjects of the study. "BEC (Basic English Course) is the course established by Muhammad Kalend Osen about 36 years ago, it is located in Pare, Kediri, East Java. BEC has three learning programs, namely Basic Training Class (BTC), Candidate of Training Class (CTC), Training Class (TC) and the teaching-learning process for six months"

(<http://bec.blogspot.com>). The writer chooses BEC as the subject of the research because BEC is the oldest course compared with all English courses in Pare; it is the best institution course to have the native, and have a long duration of study for six months to strengthen the learning process of basic skills, and it is popular based on the achievements. And then the teachers of BEC Pare always encourage the students are speaking English in their activities with anyone every day.

The purposes of the research are to identify the understanding of BEC students in English and to investigate the most applied learning styles in the classroom. The aim is not only useful for the students but also for the institution. The writer wants to help the institution to understand and facilitate the learning process of each individual by adding facility or teaching technique to encourage their learning progress.

Training Class (TC) students are those who have good capability in English, and they are the highest level students in the course. The subjects that are chosen are TC students because TC students are taken by the end of the program for three months and it is the recent period study. Then, it is possible to make it easier for the writer does the research on March, April, and May 2013. Many periods of TC studies of BEC Pare, they are December, January, February (DJF), March, April, May (MAM), June, July, August (JJA), September, October, November (SON).

This program focuses on speaking, grammar, writing and listening in which this classes equipped with a basic understanding, for instance discussing

16 English tenses and memorizing New Concept of English Book 1-15 units in learning English. From this, it will help the writer to measure and determine the learning style that they have already had. They do not only have the ability to make conversation and use English vocabulary items, but also the ability to speak English properly, naturally and confidently in everyday life.

Considering the previous reasons, it is very important for the researcher to conduct this research which focuses on Learning Styles used by TC students in BEC Pare. In brief, this study which is entitled **“Language Learning Style used by students of Basic English Course (BEC) Pare”** is to show the model of TC student application of language learning styles.

1.2 Problems of the Study

Based on the background of the study above, the researcher investigates the following problems:

1. What are language learning styles used by students of Basic English Course (BEC) Pare-Kediri?
2. What are the most language learning styles used by students of Basic English Course (BEC) Pare-Kediri?

1.3 Objectives of the Study

In accordance with the problems of the study, the objectives of the study are as follows.

1. To describe the language learning style used by students of Basic English Course (BEC) Pare-Kediri.
2. To discover the most language learning strategy used by students of Basic English Course (BEC) Pare-Kediri.

1.4 Hypotheses of The Study

Related to the problems of the study, the hypotheses or the tentative answers of the study are:

1. The language learning style used by students of TC program of BEC Pare is auditory as their major learning style, visual as their minor learning style, and also visual as their negligible learning style.
2. The most dominant language learning style used by students of TC program of BEC Pare automatically is auditory major learning style.

1.5 Definitions of Key Terms

In this case, there will be misunderstanding concerning to the meaning of the title, the writer attempts to describe some definitions of the key terms. The definitions of the key terms are mentioned as follows:

a) Second Language Acquisition

SLA is independent discipline of linguistics that focused on features and changes during the development of SLA (Chen,2011).

b) Learning Style

Learning Style refers in broad terms to the preferences that an individual has of obtaining, processing, and retaining information.

Learning styles are internally based characteristics, often not perceived or consciously used by learners, for the intake and comprehension of new information (Reid, 1998).

c) BEC Pare-Kediri

Basic English Course (BEC) was established on June 15, 1977 by Muhammad Kalend Osen (Mr.Kalend) on Jl. Carnations No. 8RT/RW02/XII Dusun Singgahan, Desa Palem, Kecamatan Pare, Kabupaten Kediri, East Java. It has from six students to already celebrate his course 35th (June 15, 2012). It has more than 18,000 graduates (retrieved on April 4, 2013, from <http://www-bec.blogspot.com>).

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter discusses some related literatures which are relevant to the study to gain more understanding about the field of the study. Those theories are divided into three sections, namely: Second Language Acquisition, Language Learning, Learning Styles; and Previous Studies.

2.1 Second Language Acquisition

Gass and Selinker (2008, p. 1) defines second language acquisition as following:

It is the study of the acquisition of a non-primary language, which is the acquisition of a language beyond the native language. It is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the study of why only some learners appear to achieve native-like proficiency in more than one language.

Krashen, (1982: 36) states that “Second language acquisition is concerned with the study of the way in which an individual becomes able to use one or more language different from his first language. This process can take place in a natural setting or through formal classroom instruction, and, although the degree of

proficiency that can be attained is a controversial topic, it can be started at childhood or during the adult age”.

Second-language acquisition is the process by which people learn a second language. Although it is called as second language, the continuation of learning can be related to third, fourth language and so forth. The process of language style is different with the process of childhood's style when we learnt from our neighborhood.

Based on their statements that second language acquisition is important for each individual person to be able to interact properly in his/her environment. Most children in Indonesia use the *Bahasa Indonesia* in every day life, but it is not their first language, but a second language, or third. Acquisition process occurs naturally, unconsciously, through no formal interaction with parents and / or peers, without guidance, and it usually starts from at three years old.

According to Gass and Selinker (2008: 7) “Second language acquisition refers to the process of learning another language after the native language has been learned. The important aspect is that second language acquisition refers to the learning of an on native language *after* the learning of the native language. The second language is commonly referred to as the second language. As with the phrase “second language,” L2 can refer to any language learned *after* learning the L1, regardless of whether it is the second, third, fourth, or fifth language”. It means that everyone can learn language whenever they want.

2.2 Language Learning

According to Oxford (1990: 4), “learning is conscious knowledge of language rules, does not typically lead to conversation fluency, and is derived for formal instruction”. Each individual has language learning differences that they are found out from different place. The learner’s characteristics are influenced to the successful learners to join new school that can give new language used by each other.

Meanwhile, Krashen as cited in Brno (2008), “‘learning’ carries less importance than ‘acquisition’. Moreover, Krashen says that second language performer relies far more on routines and patterns than does the first language acquirer. The term second language acquisition suggests the learners can achieve communicative competence rather faster than learners of English as a foreign language as they try to achieve their competence without having the options of being exposed to it outside the classroom”.

Language learning can be learnt or started start at children until adult age in classroom and society. It can be helped students interaction with others by using formal and informal language importance. Formal language learning is grammatical, we can practice with writing, communicating, and referring to the dictionary and

Informal language learning is free language that deviations such misspelled some words but it can also add to new language learning for them. Language learning in which the classroom can educate language acquisition with meaningful and good interaction activities explained by teacher. Not only to say a specific word clearly and

properly pronounced, but also to write with correct spelling and punctuation.

Learning language without knowing language style confined to successful learners, for example students can be successful learners, if they study as what they like to do.

2.3 Language Learning Styles

The term of learning styles could have been subsequently developed and included from the individual difference term, which are generally acknowledged such as intelligence, aptitude, learning styles, motivation and attitudes, and age of acquisition and the critical period hypothesis. The writer chooses to focus on learning style not the other factors because learning styles are important in language learning lives. It can help individual to know the learning characters by their own to language skills will be the most successful learners.

There are various definitions about learning style. Learning styles are not a quite with learning strategies. It is better if we know the difference among them.

Learning styles are complex how to learn with personality, but learning strategies are technical process that means any specific conscious action takes to improve their own learning. For instance, students' listening program in learning language use their ears to get the strategies in listening to them after the class ends. According to Oxford (2003 as cited in Madika 2008: 9) states that *Styles* are the general approaches – for examples, global or analytical, auditory or visual – that the students use in acquiring a new language or in learning; and *strategies* are the specific actions, behaviors, or

thoughts that learners use to enhance their language learning. Peacock (2001: 34) learning styles are a student's "natural, habitual, and preferred ways" of absorbing and processing a second language. It means that everyone can do something indirectly every day. It can also help among students and educators who teach them to understand learner diversity.

According to Cornett (1983, p. 9), "Learning style is a consistent pattern of behavior but with a certain range of individual variability... Styles then are overall patterns that give general direction to learning behavior". Learning styles include an array of cognitive, affective (emotional and attitudinal), and social aspects (Oxford, 1990c; Schmeck, 1988). Based on the definition, the writer concluded that it can help students to identify their individual learning styles. To learn and remember what they have learned, their developments were very relatively reliable for how they respond and interact with understanding situations.

"Learning style is the way in which each person begins to concentrate on, process and retain new and difficult information through different perceptual channels. Styles pertain to the person as an individual, and that differentiate her/him from someone else. It is generally assumed that LS refer to beliefs, preferences, and behaviors used by individuals to aid their learning in a given situation (Brown, 2000; Dunn & Griggs, 1998; Hohn, 1995). The writer concludes that everyone has different learning character process or different characteristic factors with their partiality for good language learning. Learning styles have an important role for someone to help him or her to use language learning process effectively by depending on his or her

preference, for example rewrite lecture notes by using color, listening to music, memorizing information, and writing report.

The idea proposed by Ellis (1994)) says that, Keefe (1979: 499) defines learning style as:

...the characteristic cognitive. Effective and psychological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment... Learning style is a consistent way of functioning, that reflects underlying causes of behaviour.

From that statement, someone reflects his or her action well to ask before acting on the experience. So, they can learn better to get language improvement to interact and give response by using effective and psychological behaviors to get acceptable information from others.

2.3.1 Different Learning Style Models

Learning style models have been developed in the past four decades Felder and Henriques (1995 as cited in Gunes 2004: 18). A few of these models will be reviewed.

2.3.1.1 Kolb's learning Style Model

Kolb's learning cycle is useful for conceptualizing how people learn and for developing courses and training programs (Blackmore, 1996; Henke, 2001).

This model describe on the receipt information process have acquisition. In

addition, Kolb (1984, p. 25 cited in Reid 1995, p. 56) states that “it is the combination of how people perceive and how people process that forms the uniqueness of learning style (emphasis added)”

Kolb’s Learning Style Inventory (LSI) includes four basic learning modes that are defined as follows (Kolb, 1984), they are: first is an orientation toward *concrete experience* focuses on being involved in experiences and dealing with immediate human situations in a personal way, second is an orientation toward *reflective observation* focuses on understanding the meaning ideas and situations by carefully observing and impartially describing them, third is an orientation toward *abstract conceptualization* is based on logic, ideas, and concepts, fourth is an orientation toward *active experimentation* focuses on actively influencing people and changing situations.

Kolb’s Learning Style Inventory (LSI) also involves four basic learning styles that are based upon both research and clinical observation of heredity, age, school, work of LSI scores (Kolb, 1984), they are : first, *The convergent learning style* relies primarily on the dominant learning abilities of abstract conceptualization and active experimentation. Next, the divergent learning style has the opposite learning strengths from convergence, emphasizing concrete experience and reflective observation. Third, in *assimilation*, the dominant learning abilities are abstract conceptualization and reflective observation. Last, *The accommodative learning style* has the opposite strengths from assimilation.

From the Kolb's learning style models, the writer assumes that learning can be owned by individual as something that is not necessarily settled in person, in which each individual has the comfort and learning styles are done on the understanding and thought experiments to which every person and leaning on one of the other styles.

2.3.1.2 Dunn & Dunn's Learning Styles Model

Rita Dunn (1984 cited in Gunes 2004, p. 31) stated that learning style is the way in which each person absorbs and retains information and/or skill; regardless of how that process is described, it is dramatically different for each person. There are 21 elements or components of the model. The model is divided into five strands: environmental, emotional, sociological, physiological, and psychological.

First is *environmental elements* of learning style such as sound, light, temperature, and design affect the learner's way of taking in new and difficult information. Second is *emotional elements* of learning style (motivation, persistence, responsibility, structure) vary between selfmotivated learners, who enjoy learning and achieving, and learners for whom academic learning in conventional classroom is not fulfilling. Third is *sociological elements* of learning style determine how students react to working alone, with an authority, in a pair, on a small team or group, on a large team or group, or in other varied circumstances. Fourth is *The physiological elements* of learning style are food and

drink intake, time of day, mobility, and perceptual elements (visual, auditory, tactile, and kinesthetic preferences). Fifth is *the psychological elements* of learning style present the terms analytic or global, left or right (hemisphericity), and impulsive or reflective.

The writer concludes that the individual can understand and control information from many different descriptions. It was constructed to determine the dimensions of the interaction and response in determining the relationship of each student. By knowing the elements, the students can ease the learning process be more effective.

2.3.1.3 Reid’s Learning Styles Model

According to Reid (1995: 171) a learning style refers to an individual’s natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skill which persist regardless of teaching methods or content area.

Reid and the experts (1995) divide the learning style research into three major categories. First, cognitive learning styles, those have four kinds of learning styles.

There are field-independent/ field-dependent learning styles which include field-independent learner and field-dependent (field-sensitive) learner; analytic/global learning styles; reflective/impulse learning style; and Kolb experiential learning model which include two models, perception and process. Next, sensory learning styles, those have two perceptuals. There are perceptual learning style; and

environmental learning styles. Third, affective or temperament learning styles, those are three styles. There are Myers-Briggs Temperament Styles (MBTI) such as *Extraversion-introversion, Sensing-perception, Thinking-feeling, and judging-perceiving*; tolerance of ambiguity styles; and then right and left hemisphere learners.

In this study, the writer conducted the research by using Reid's learning styles model which only focus on perceptual learning styles. The writer uses this theory because it is specific and significant of model in learning style. It is also clearly model and used by other researchers.

2.3.1.4 Visual, Auditory, Kinesthetic

It is the various instruments of learning style with Neuro-Linguistic Programming (NLP). According to Brno (2008) "Neuro-Linguistic Programming™ (NLP™) is defined as the study of the structure of subjective experience and what can be calculated from that and is predicated up on the belief that all behaviour has structure".

According to Brno (2008) defines the VAK theorists have three styles, first, auditory learners often talk to themselves. They also may move their lips and read out loud. They may have a difficulty with reading and writing tasks. They often do it better in talking to a colleague or a tape recorder and hearing what was said. Next, visual learners have two sub-channels-linguistic and spatial learners who are visual-linguistic to learn through written language, namely reading and writing tasks. They remember what it has been written down, even if

they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are visual-spatial usually have difficulties with the written language and do better by using charts, demonstrations, videos, and other visual materials. They easily visualize faces and places by using their imagination and seldom get lost in new surroundings. Third, kinesthetic learners do best while touching and moving. It also has two subchannels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures, they may want to take notes for the sake of moving their hands. When the students are reading, they like to scan the material first, and then focus on the details (get the big picture first). They typically use colour highlighters and take notes by using drawing pictures, diagrams, or doodling.

Meanwhile, Oxford (2003) defines four classes of learning style: visual, auditory, kinesthetic and tactile. First, visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral directions without any visual backup can be very confusing. Next, auditory students are comfortable without using visual input. Therefore, they enjoy and get profit from unembellished lectures, conversations, and oral directions. They are excited with classroom interactions in role-plays and similar activities. They sometimes, however, have some difficulties with written work. Third, kinesthetic and tactile students like lots of movement and enjoy working with tangible

objects, collages, and flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent break and move around the room.

Joy Reid (1984) developed and named the Perceptual Style Preferences (PLPS) Survey. This questionnaire allowed ESL students to have self-identified about their preferred learning styles among six categories:

Perceptual Learning Styles:

- 1. **Visual** : Learns more effectively through the eyes (seeing) for example, reading, viewing, and studying charts.
- 2. **Auditory** : Learns more effectively through the ear (hearing) for example, listening to lectures or to audio tapes.
- 3. **Kinesthetic** : Learns more effectively through complete body experience (involving physical responses) for example, moving, doing, and experiencing.
- 4. **Tactile** : Learns more effectively through touch (hands-on) (hands- on learning, as in building models) for example, handling, and touching.
- 5. **Group** : Learns more effectively through working with others (work with others) for example, value group interaction, and class work with others students.
- 6. **Individual** : Learns more effectively through working alone (work alone) for example, learning when we work by ourselves.

Based on their categories of learning style models from Oxford and Reid, the writer chooses Reid theory of learning style, the writer also not only can conclude

students can learn better language if their hobbies can support their learning, but also she can analyze the learning styles of students who are studying English in those countries and may know students who have preferred learning styles by using their behavior. It can also determine which students learning styles category and help students to study more effectively.

2.4 Previous Studies

As the previous studies, the writer took a thesis from Madika who is from undergraduate program studies of State University of Malang (2008) entitled *“The Students’s Learning Styles in Learning English at SMPN 1 Wonosari”*. In this study, she identified the different students’ learning style. This research used descriptive-quantitative approach. Analysis is technique used in collecting data from the questionnaires from the students. This study helps the writer to analyze learning styles in the different objects.

The first previous study and the current study have differences and similarities. The differences are the subject of the study and problems of the studies. The subjects of the previous studies were three successful learners of English of junior high school of Wonosari in grade VII-A, VIII-A, and IX-C. On the other hand, the subjects of this current study are the students of BEC Pare. The similarities are the instrument used to

measure language learning styles, the use of Reid's theory as the basic theory and PLSP questionnaire to collect the data.

She investigated that the students-teaching learning style can enhance an effective teaching learning process. She also found the identification differences of students' learning styles. She did not only analyze learning style by using two variables, they were gender and levels of the study, but in her research, she just analyzed learning styles used by students and the most learning styles used by students without using variable. But also in her study indicates that the students of SMPN 1 Wonosari preferred to have group and auditory major learning style but in my study indicate that the students of BEC Pare preferred to have auditory learning style as the high score in language learning style process.

Another research from a thesis, it is "Learning Styles Preferences of Preparatory School Students at Gazi University" by Gunes (2004) from International Graduate School of Social Sciences Of Middle East Technical University. In this study, he found to examine the relationship between students' learning style preferences (LSP) and achievement score on listening, reading, grammar, and writing in the English course.

They have differences and similarities. The differences are the subject of the study and the similar is the problems of the study. The subject of study was students from Gazi University. In contrast, all of studies from the subjects of the studies are

the students of BEC Pare, the previous studies are learning style, and the current study use Reid's theory with Perceptual Learning Style Preference Questionnaire.

He investigated that the learning style of preparatory school students from Gazi University and examine the relationship between students' learning style preferences (LSP) and faculty students will study in gender, proficiency level of English and achievement scores on listening, reading, grammar, and writing in the English Course. His research analyzed learning styles by using many variables. But also in her study indicates that the students of Gazi University preferred to have visual learning style as their high score.

Although the previous writers and the present writer have same topics and theories but they have different objects. The present writer finds that the students are more integrative motivation to study English as a second language. Based on previous study, it can be known that students have many different variations of learning language. This research only deals with students' style learning in learning language, whether in communication or written language.

CHAPTER III

RESEARCH METHODS

This chapter discusses five sections related to research method that is used by the writer. Those sections are type of research, data sources, data collection, and data analysis.

3.1 Type of Research

The writer used descriptive quantitative research because it deals with collecting and analyzing the data of language learning styles, respectively yielding information that can be statistically analyzed, and the writer used PLSP questionnaire to obtain data from the subjects. “The descriptive qualitative approach is an approach which focuses on understanding social phenomena from the perspective of the human participants in the study. Meanwhile, the descriptive quantitative approach uses objective measurement and statistical analysis of numeric data to understand and explain phenomena (Ary et al, 2002, p. 22)”.

The writer used the type of survey. According to Ary et al (2002, p.374), “survey is research technique in which data are gathered by asking questions of a group of individuals called respondents”. Still quoted in Ary et al (2002, p.25), “survey research uses instruments such as questionnaires and interviews to gather

or gain information from groups of subjects”. In this study, the writer focuses on more specific questionnaire to collect data.

The data collection were quantitative research’s results attempting to arrive at a rich description of natural settings, social sciences, and the testing theory with PLSP questionnaire which are given to the students of BEC Pare-Kediri. In this research, the writer took descriptive analysis because the purpose of the study is to identify the specific characteristics on how to understand the reality of learning styles. This study used survey to know significantly the students learning process. Ary et al (2002, p.374), “survey is research technique in which data are gathered by asking questions of a group of individuals called respondents (Ary et al, 2002, p.374)”.

3.2 Data

The data used weretaken from students of BEC Pare. This research focuses on the population, the sample, and the instrument are explained as follows:

3.2.1 Population

The writer took Training Class (TC) students as the subjects from BEC Pare. It has eight classes of A class until I class in which each class has about 40 students. Thus, the total number of those students are 320 students. Most of them are students from various regions in East Java. The writer assumed that most of students in BEC Pare are good learners for example they are active, communicative, and more discipline students as they speak English with others

every day to reach an excellent score. The writer used Perceptual Learning Style Preference (PLSP) questionnaire from Reid (1998) to analyze the data. They have an initial advantage where rate of learning is concerned, particularly in grammar and experienced brain to identify language well.

3.2.2 Sample

Arikunto (2007, cited in Susanto, 2010, p.38) says, "if the number of the population is less than 100, it will be better to take all of them as the sample. However, if the number of population is more than 100, it will be better to take 10%-15% or 20%-25% of the number of population as the sample of the study". The writer decided to take 25% of the number of population as the sample because it is related to the total of students and made it more easily to analyze the population as well as the sample.

According to Fink (2002: 11 cited in Madika 2008: 32) stratifies "simple random sampling is simple random sampling of each level of the population. The reason of using this produce is to make sure that the researcher has proportional representation of population subgroups (gender and level of the study)". From this explanation, this study takes 10 students randomly in every class of BEC Pare students as a sample. Each class has 40 students.

3.2.3 Instrument

Related to the type of this study that is a survey study, the instrument used in this study is PLSP questionnaire. PLSPQ is Perceptual Learning Styles Preference Questionnaire made by Joy Reid, the questionnaire is to determine the

preferred learning styles. Each question in PLSP questionnaire is given in six interval scales.

3.3 Data Collection

According to O'Maley and Chamot (1990, cited in Nuril 2012 p. 27), "questionnaire in investigating language learning has the procedures of collecting the data with the highest degree of structure. Questionnaire can also delimit the responses to information that is relevant and simplify the data to be analyzed because the data collected by using questionnaire are more manageable"

In conducting an analysis on English Learning Styles, it is better to the researcher to make the data. There were five steps in collecting the data, as follows:

1. Choosing the students randomly. The writer took 10 students in each classroom randomly. It consists of five males and five females.
2. Giving the PLSP questionnaires to the subject. The writer gave the questionnaire to the subjects and allowed them to read it first as long as two minutes.
3. Giving the explanations related to the questionnaires. The writer explained about the questionnaire. The explanations are about the criteria of perceptual learning style, from the scores of 1, 2, 3, 4, and 5 which are assigned to respond "strongly agree (SA), agree (A), Undecided (U), strongly disagree (SD)" and the meaning of the questionnaire.

4. Asking the subject to fill the questionnaire. The writer determined the time (20-30 minutes). The subjects can ask the question related to the questionnaire if they do not understand the question.
5. Collecting the PLSP questionnaires. The writer collected the questionnaire that stuffed the students, and they have already completed all the statements.

3.4 Data Analysis

The data of this study are analyzed. The writer must know the information before analyzing the data to make reliable and valid data. According to Ary, et al. (2010, p. 224), validity and reliability are the essential criteria of the quality to measure instrument. "Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Reliability indicates how consistently a test measures whatever it measures". Based on Joy M. Reid (1998), the writer used PLSP questionnaire as the complete instrument to identify the reliability the data to find out the mean score category of language learning styles using descriptive statistic. Scores of 1, 2, 3, 4, and 5 are assigned to the respond PLSP questionnaire from Reid (1998) "strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD)" continued. Then, in this step, the writer generates a score for each of the six learning style selections, there are auditory, visual, kinesthetic, tactile, group, and individual.

After assuring the reliability and validity of the data, the writer began to analyze the data. The writer used analysis to find out the most dominant learning style. Statistical Package for Social Science (SPSS) 16 for Windows was used as

the instrument to examine the data. Sarwono (2009, p.1 cited in Nuril, 2012, p.31) states, “SPSS is one of the application programs in the computer used to perform the calculation from the simplest until highly complex data manipulation and analysis with simple instruction”.

According to Ary et al (2002: 465) says that data analysis is a process whereby the writer systematically searches and arranges the data in order to increase their understanding of the data and enable them to present what they have learn to others. The writer uses the following steps which are printed within the questionnaire:

1. Calculating the result of PLSP questionnaire to identify the reliability of the data to find out the mean score of each category of language learning styles by using descriptive statistic.
2. Interpreting the score of learning style used by students on guidelines coefficient's interpretation and then interprets the findings from analysis. The score based on the interaction of the score interpretation made by Reid (1998).. It can be seen in Table 3.1.

Table 3.1 The Learning Style Categories
(Source: Reid, 1998)

Category of Learning Style	Score
Major learning style preference(s)	38 to 50
Minor learning style preference(s)	25 to 37
Negligible learning styles	0 to 24

3. Putting the result of PLSP questionnaire used by TC students to analyze with SPSS as verify to know the normality of the data more accurate.
4. Drawing conclusion of the data to show the result from each subject's questionnaire and know the dominant learning styles of the students use.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the research's findings present the result of the students' questionnaire while the discussion is based on the findings, involving interpretation by using of the result of the previous studies and theories.

4.1 Research Findings

This study is intended to answer the problems used by TC students of questionnaire made Reid (1998) and presents the findings based on the problems, which were classified and scored based on the category of learning styles at BEC Pare.

4.1.1 Learning Styles used The Students of BEC Pare TC 120

The data obtained from this research are presented in tables to ease the need of the data analysis. The aim is to give general description about students' learning styles at BEC Pare to answer the first problem. The data was described by using six types of learning styles; those are visual, tactile, auditory, kinesthetic, group, individual. Descriptive analysis indicated that among the eighty students involved eight classes. The variable has thirty questions that have three learning style categories, those are major learning style preference(s) were 38-50 score, minor learning style preference(s) were 25-37 score, and negligible learning styles

were 0-24 score. Major learning style preference means the highest score in the category that the students can learn best categories, minor learning style means the medial score in the category that the students can learn well, and negligible learning style means the low score in the category that the students may have some difficulties in the way of learning. The learning styles used by TC students

120 of BEC Pare from each variable are presented in the Table 4.1

Table 4.1 The Students' Learning Styles of BEC Pare TC 120.

		Major	Minor	Negligible
Visual	Item (Avg)	42	31	22
	Sub (%)	17 (21.3%)	56 (70%)	7 (8.7%)
Auditory	Item (Avg)	40	33	-
	Sub (%)	48 (60%)	32 (40%)	0%
Kinesthetic	Item (Avg)	41	34	24
	Sub (%)	46 (57.5%)	33 (41.3%)	1 (1.2%)
Tactile	Item (Avg)	41	33	22
	Sub (%)	38 (47.5%)	39 (48.7%)	3 (3.8%)
Group	Item (Avg)	41	32	23
	Sub (%)	46 (57.5%)	32 (40%)	2 (2.5%)
Individual	Item (Avg)	41	32	20
	Sub (%)	35 (43.9%)	42 (52.5%)	3 (3.6%)

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

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

participants. Auditory major learning style preference is as the highest score because their average for their auditory learning score is 40, thirty two students (40% of total participants) got the average score 33 in minor auditory learning style. And then no one student uses negligible learning style.

The next, TC students preferred kinesthetic learning styles and group learning styles because they show the same score. From forty six students (57.5% of total participants) had the average score 41 in major kinesthetic learning style.

Meanwhile, thirty three students (41.3% of total participants) had the average score 34 in the minor kinesthetic learning style and one student (1.2% of total participants) got 24 in negligible kinesthetic learning style. It is also known that the forty six students (57.5% of total participants) got the average score of 41 in major group learning style, while thirty two students (40% of total participants) got the average score of 32 in minor group learning style and two students (2.5% of total participants) got the average score 23 in negligible group learning style.

The third major learning style chosen by TC program is tactile learning style because thirty eight students (47.5% of total participants) had the average score are 41 in major tactile learning style. Thirty nine students (48.7% of total participants) had the average score are 33 in minor tactile learning style.

Meanwhile, three students (3.8% of total participants) had the average score are 22 in negligible learning style.

The fourth major learning style chosen by TC students are individual learning style because thirty five students (43.9% of total participants) got the

average score 41 in their major individual learning style. Forty two students (52.5% of total participants) got the average score 32 in minor individual learning style. Then three students (3.6% of total participants) of TC program had the average score 20 in negligible individual learning style.

The last major learning style chosen by TC students are visual learning style because seventeen students (21.3% of total participants) of TC program got the average score 42 in their major visual learning style. Fifty two students (70% of total participants) of TC program got the average score 31 in minor visual learning. In addition, seven students (8.7% of total participants) got the average score 22 in negligible visual learning style. Based on Table 4.1, the writer determined the formula for learning styles; they can be seen in Table 4.2.

Figure 4.1 Formula of TC 120 students of BEC Pare

$$\text{Major} = \frac{(Da1 \times Ka1) + (Da2 \times Ka2) + \dots + (Da(p) \times Ka(p))}{Na}$$

$$\text{Minor} = \frac{(Di1 \times Ki1) + (Di2 \times Ki2) + \dots + (Di(p) \times Ki(p))}{Ni}$$

$$\text{Negligible} = \frac{(De1 \times De1) + (De2 \times De2) + \dots + (De(p) \times De(p))}{Ne}$$

Figure 4.1 $Da1$ = total of major value
 $Di1$ = total of minor value
 $De1$ = total of negligible value
 (p) = 1, 2, ...

Figure 4.2 The Results of Percentage of TC 120 Students

$$\frac{N(a, i, e)}{Y} \times 100$$

Figure 4.2 $N(a, i, e)$ = total of major (a), total of minor (i), total of negligible (e) chosen by TC students
 Y = all students taken as sampling

From that explanation, it is known that every student has different ways in receiving and responding the knowledge. The learning process of TC program 120 of 2013 applied major auditory learning style with the percentage of 60%.

4.1.2 The Most Learning Styles used The Students of BEC Pare TC 120

The descriptive statistics of the application of language learning strategies are reported in Table 4.1

Table 4.2 Descriptive Statistics Result for Language Learning Style Use

Category of Language Learning Styles	Mean	Rank Order of Usage
Auditory Learning Style	37.88	1
Kinesthetic Learning Style	37.48	2
Group Learning Style	37.65	3
Tactile Learning Style	37.48	4
Individual Learning Style	37.65	5
Visual Learning Style	35.68	6
Overall categories of language learning style	36.39	

In order to answer the second research question are “what are the most language learning styles used by students of Basic English Course (BEC) Pare?”.

Based on the data from questionnaire, auditory learning style is chosen as the most learning style of the students since the mean reaches 37.88 point. Then, minor level of learning style with the mean of 36.39 indicates that language learning styles are sometimes used by the TC students of BEC Pare, since the score range is between 25 to 37.

Based on Reid’s classification of preferences, the TC students have auditory minor learning styles; those are 25 to 37 with the mean of 37.88 score which falls into high level. Therefore, it means that auditory learning style is

usually used by TC students of BEC Pare. From the data Table 4.3 it can be explained that 33.88 score from total scores of auditory learning style is divisible to all students, below is the formula to know the most applied learning style.

Formula 4.3 Formula of Descriptive Statistics Result for Learning Styles Use

$$\text{Mean} = \frac{X}{Y}$$

Figure 4.3 X = total scores of category language learning styles

Then, the students' learning styles following are kinesthetic learning style with the mean of 37.65, group learning style with the mean of 37.48, tactile learning style with the mean of 36.62, individual learning style with the mean of 35.68, and visual learning style with the mean of 33.05. Overall, those learning styles fall into auditory level.

The applications of learning style of BEC students can be seen in the Figure 4.4.

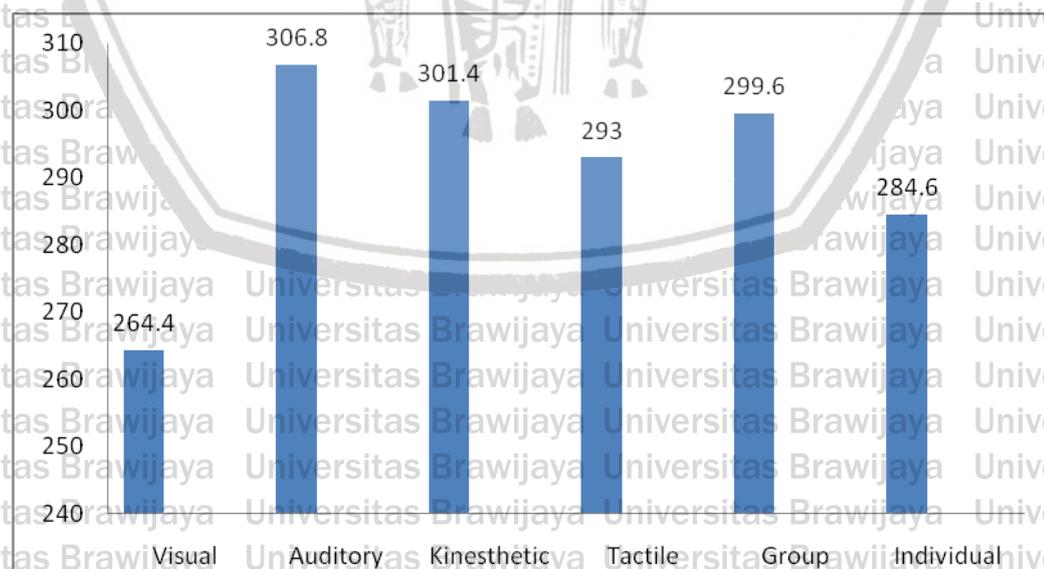


Figure 4.4. Chart of the most frequently used learning styles of TC students.

The scoring of the learning style is taken from the highest score of six categories of learning style by using questionnaire. From the score, it can be seen that there is slight difference between their learning styles. The overall scores of learning style categories are divided by the total number of participants or all students. This shows that there are several ways in receiving and understanding, but there is a dominant learning style. Therefore, the students can receive and understand the information by using the learning style which appropriate with them in order to get the better understanding. The figure shows that their learning style is dominated by auditory learning style with the mean of 306.8. Auditory learning style has the most effective influence in increasing the motivation because the students are categorized as good listener. It can respond good activities on learning-teaching process that can support learning-teaching activity.

4.2 Discussions of the Findings

This section presents the interpretation of the findings of the study concerning with the learning styles of TC 120 of BEC Pare and the most preferred learning styles by the students of BEC Pare TC 120.

4.2.1 Learning Styles used by Students of BEC Pare TC 120

Based on the findings, it can be seen that the TC students of BEC Pare have different learning styles; those are auditory, kinesthetic, group, tactile, individual, and visual learning style. Auditory learning style was revealed as the language learning style that is highly used by the students with the mean score of 60% (48 students).

This finding shows there is variance in learning style of the students of BEC. Most students have abilities in receiving and remembering the information from auditory, because they can speak and focus on the learning easily. The learning style which is appropriate with the students makes the students are easy to catch and receive the information. On the other hand, the learning styles which are not appropriate with the students make them feel hard to understand the information.

According to Reid (1998), students who learns auditory learning style preference, they can learn a language easily from hearing words spoken by the speakers and from oral explanation. They may remember information by reading aloud or by moving your lips as you read, especially when they are listening new material. They get benefit from hearing audiotapes, lecturers, and class discussion. They also benefit from making tapes to listen to, by teaching other students, and by conversing with their teacher.

In order to explain the phenomenon, the writer described the situations and conditions of English learning process in BEC Pare. There are so many English courses in Pare that becomes an English village, for example, every house has English course and boarding house. The boarding house is used as a camp, in which inside that camp the students must speak English. Their learning processes were very good, especially the TC students of BEC. They always speak English wherever and also with whoever interacts with them in the course area, and these programs have weekly meeting such as Debating, General Conversation, General Election Chief of Farewell Party, and so on. In these conditions, many students

utilized by Question and answer method to interact with others. This also can build the second and foreign language learning more easily. The teachers also give punishment if they know the students speak *Bahasa Indonesia*. This made Pare's English courses are different from other English courses in other cities.

TC students of BEC Pare have many evaluations. For instance, the evaluation for daily exercise is on Saturday every week, oral and written examinations are on every the end of the program. They must be able to speak English not only to apply their knowledge, but also to train themselves. They train to familiarize communication ability of themselves and more over their priority was the final examination in Borobudur Temple. The final examination can help their abilities in speaking English because the students must speak English with foreigners as much as possible during the final examination process as conversation partner.

The students of BEC Pare in Training Class (TC) program learnt by using this learning style in doing activities. One example of their activities was TC students have a little time to learn listening classic music every three times a week. They can also teach reading idioms with high volume time after meeting in front of the teacher.

Then, it is followed by kinesthetic major learning style preference performed by TC students Of BEC Pare, that is 57.5% from 46 students. Reid (1998) stated that students who learn kinesthetic learning style preference learn best by experience, by being involved physically in classroom experiences. They

remember information well when they actively participate in activities, field trips, and role-playing in the classroom. A combination of stimulation, for example an audio tape is combined with an activity that will help them to understand the new material. The next major learning style preferences used TC students after auditory and kinesthetic learning styles are group, tactile, individual, and visual learning styles.

The examples of activities in TC program, the students study about slang-language, and the cross culture understanding. Those are the cultures of some European and American countries. The example of auditory learning style is the students must learn material about English speaking countries, because it can make students easier to speak with foreigners from those countries. In learning and teaching process, all of the categories of learning style often they use. TC students are also divided into some clubs in every class, for example they have a meeting class which every class has leaders of the organization. As the example of kinesthetic, in an event, the students learn to express by using complete body experience as they have role playing with other classes (Appendix 5).

The writer also knew the teaching process. The teachers' styles were very unique because they do not only give main materials to the students but also they give good motivation. Every material learnt is not always basic lesson on the book but students learn by using idiom when they are talking with their friends are with the lecturers who assumed as their friends. Their teaching styles are different from the teachers who teach in other English courses. For example the teachers guide the students to fill the blank sentences in the material, since they decide the

strategy used in the classroom is writing and explaining material clearly. So, teaching styles are important in influencing students' improvement of learning English well.

In the minor learning style, visual learning styles are chosen TC students 70% score. There are 56 students of TC program is in visual minor learning style.

Minor learning style indicates areas where students can function well as learners.

Minor here means that the students usually use visual learning style in their learning process with ways to practice and strengthen their minor learning styles (Reid 1998). The writer believes that TC students learn well in visual learning style.

Then, followed by individual minor learning style preference performed by TC students Of BEC Pare, that is 52.5% from 42 students. The next minor learning style preferences used TC students after visual and individual are tactile learning style preference among 39 students involved in the study with 48.7%; kinesthetic learning style preference among 33 students involved in the study with 4.3%; auditory learning style preference among 32 students involved in the study with 40%; and no one is chosen group minor learning style.

In the negligible learning style, just one is not chosen by student of learning styles, this is auditory negligible learning style. In this score among 16 students choose negligible learning style where seven students are in visual negligible learning style, three students in tactile negligible learning style, 3 students in individual negligible learning style, two students in group negligible

learning style, and a student in kinesthetic negligible learning style. Reid (1998) stated that a negligible score indicates that someone may have a difficulty in learning that way. One solution is try to encourage or support their learning to their stronger styles. Another solution may be try to work on some of the skills to strengthen their learning styles in the negligible areas.

From TC students' activities, the writer can know the learning styles process. The example of tactile learning style is the students of BEC Pare can take notes from lectures. Then, the example of visual learning style is the students can read book after joining class. In addition, the example of group learning style is the students can do much better than others because they have study clubs after class or in their boarding house for sharing ideas to get the solution. Meanwhile, the students must join oral examination to make them be better in remembering the information. In addition, the students of BEC Pare are dominant in auditory learning style. So, students can be more effective if they always learn by listening the material and focusing on hearing the teacher explanation or class discussion because it can help the students' learning English well and support their learning to their stronger styles. Meanwhile, the institution ranges facilities for example English LAB. It gives them to make learning easier, faster, more enjoyable, and more effective among the successful learners.

This finding supports the previous studies such as the studies conducted by Madika (2008), she found that the students of Wonosari are major auditory and group learning styles. The major learning style preferences for 1st graders are

group, auditory, and visual, the 2nd graders are auditory and group, and for 3rd graders are group and auditory also.

The second previous studies conducted by Gunes (2004), found that the result of his research study indicated that Gazi University are visual learning style.

On the other hand, the subjects of this current study are the students of BEC Pare TC120 and this research found that the most dominant learning style is auditory learning style. From the result, it is clear that the students strongly preferred to have auditory learning style. They tend to absorb information in a more efficient manner through sounds, music, discussions, and so on.

4.2.2 The Most Learning Style used by Students of BEC Pare TC 120

The most learning styles used by students of BEC Pare are auditory learning styles because TC students are considered as good listeners when learning English. The students will be more likely to memorize lectures so that they can replay them later for study purposes. It is estimated that auditory learners mean 37.88 of the population. These learners commonly find they are the best in recalling information after it has been spoken rather than through reading it.

Individual with an auditory learning style typically exhibit the following characteristics, such as able to follow verbal directions better than written directions, often good at foreign languages, and so on. The TC students of BEC Pare are always speaking English, and usually they are participating in class discussions.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The chapter presents the conclusions and suggestions on the basis of research findings and discussion presented in Chapter III and Chapter IV.

5.1 Conclusions

In this present study, the kinds of language learning styles which are found in the students of TC 120 students of BEC Pare are auditory learning style, kinesthetic learning style, group learning style, tactile learning style, individual learning style, and visual learning styles. The overall students of BEC Pare usually use style in learning English. Auditory learning style is used by the students and the most frequently used the students of language learning styles which falls into high level meaning that the students usually use learning styles occurred in BEC Pare.

From the second language acquisition approach and both situational are used in analyzing language learning style in BEC Pare. Based on that situation, it can be concluded that every student learns based on their own learning way and every students has the different learning styles which can support their progress in learning. Every individual has unique in progress of learning English. However, there are students who do not have their learning styles. Students who have their

learning styles will be easy in making the effective learning strategies. Therefore, they can understand more in building their learning habit and using the best time to study.

There are some conclusions based on this study. First, there are some differences among students by knowing their language learning styles and those who learn without knowing language learning styles. Next, by knowing the language learning styles, it can increase the motivation in learning English. Third, the learning process will be more efficient by knowing the learning styles. The last, the writer understand the most learning styles used by TC120 students and their activities during learning English like the students are accustomed to having interaction with others to speak English.

5.2 Suggestions

The writer gives the suggestions that are useful for the institution, BEC Pare, the students, the teachers, and the next researchers.

5.2.1 Suggestions for the Institution (BEC Pare)

By knowing learning style, the learning process can be understandable and easy for every student. The institution can add some facilities to support the learning process, such as sound system and English LAB for auditory learning style, and then literary books or handout for visual learning style.

5.2.2 Suggestions for the Students

In this study, the students of BEC Pare TC 120 are dominant in auditory learning style. It is important if they know their learning styles. The writer gives suggestion to students can learn more effective if they always focus on listening to the teacher explanation, class discussion, and so on because it influences the success of language learning.

5.2.3 Suggestions for the Teachers

From the result of this study, it shows that there is a big influence of learning styles used by the students, so that the role of the teachers is to help the students in understanding their learning styles. Students will be more understand in saving information or their lesson which is given by the teachers if they know well their learning styles. Besides, the teachers also must know their student learning styles in order to ease in delivering information or teaching a lesson. It is very useful in developing quality of learning of the students to be more effective and efficient.

5.2.3 Suggestions for the Next Researchers

This research has a regression that learning styles always develop. So, a research must have any similarities and differences with others. This is defiance for the next researchers to know the relationship between learning styles and student achievement. It is needed for the real experimental researchers in understanding learning styles and learning systems of the students. The writer

gives suggestion to analyze with other measurements and the other model of the learning process to measure students' success.



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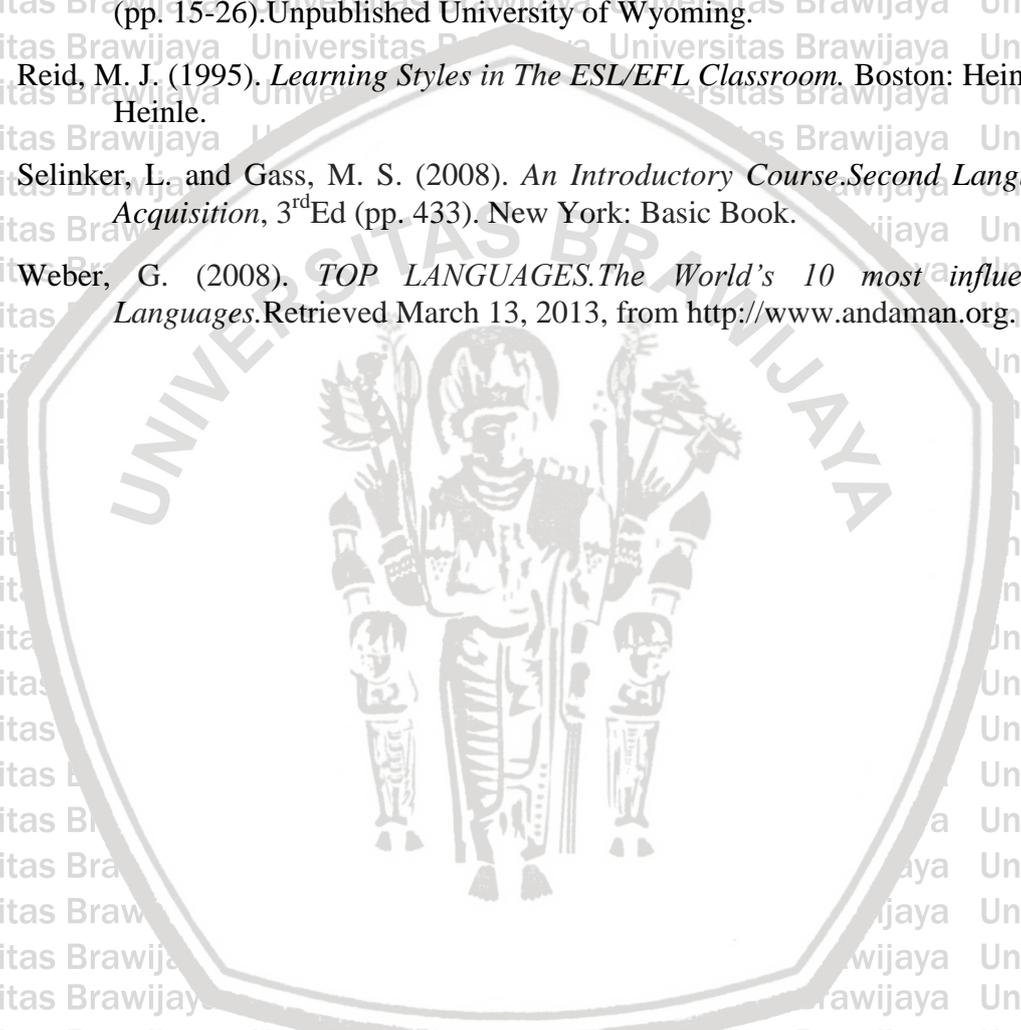
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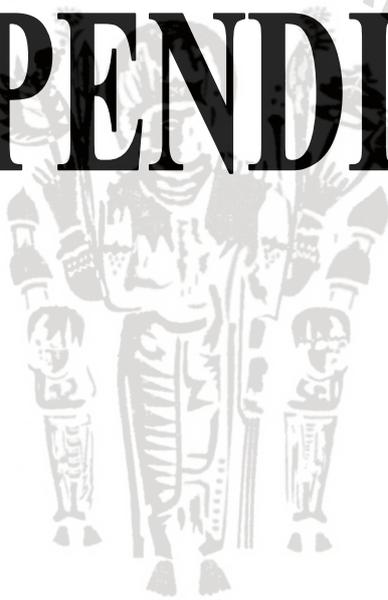
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APPENDICES



Appendix 1 Berita Acara Bimbingan Skripsi



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145

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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Ulfa Nurul Hidayah
2. NIM : 0811113156
3. Program studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : Language Learning Styles used by Students of Basic English Course (BEC) Pare
6. Tanggal Mengajukan : 28 Februari 2013
7. Tanggal Selesai : 1 Agustus 2013
8. Nama Pembimbing : I. Syariful Muttaqin, M. A
II. Ida Puji Lestari, S. Pd., M. Pd.
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	11-02-2013	Konsultasi Judul	I	
2.	08-03-2013	Konsultasi BAB I, II, III	I	
3.	08-03-2013	Konsultasi BAB I, II, III	II	
4.	25-03-2013	Konsultasi Revisi BAB I, II, III	I	
5.	01-04-2013	Konsultasi Revisi BAB I, II, III	I	
6.	08-04-2013	Konsultasi Revisi BAB I, II, III	II	
7.	27-04-2013	Konsultasi Revisi BAB I, II, III	II	
8.	01-05-2013	ACC BAB I, II, III	I	
9.	13-05-2013	ACC BAB I, II, III	II	
10.	17-05-2013	Penyerahan BAB I, II, III	I	
11.	17-05-2013	Penyerahan BAB I, II, III	II	
12.	05-07-2013	Konsultasi BAB IV, V	I	
13.	05-07-2013	Konsultasi BAB IV, V	II	
14.	12-07-2013	Konsultasi Revisi BAB IV, V	I	
15.	15-07-2013	Konsultasi Revisi BAB IV, V	I	
16.	17-07-2013	Konsultasi Revisi BAB IV, V	II	
17.	18-07-2013	ACC BAB IV, V	I	
18.	18-07-2013	ACC BAB IV, V	II	

Appendix 1 Berita Acara Bimbingan Skripsi

19.	19-07-2013	Konsultasi Revisi setelah Seminar Hasil	I	
20.	19-07-2013	Konsultasi Revisi setelah Seminar Hasil	II	
21.	01-08-2013	Konsultasi Revisi setelah Ujian	I	
22.	01-08-2013	Konsultasi Revisi setelah Ujian	II	
23.	15-08-2013	Konsultasi Revisi setelah Ujian	I	

10. Telah dievaluasi dan diuji dengan nilai :

Dosen Pembimbing I

Syariful Muttaqin, M. A.
NIP.19751101 200312 1 001

Malang, 2 Agustus 2013
Dosen Pembimbing II

Ida Puji Lestari, S.Pd, M.Pd.
NIP/K. 80063012120083

Mengetahui,
Ketua Jurusan Bahasa dan Sastra

Syariful Muttaqin, M. A
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Appendix 2 Permohonan Ijin Penelitian



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

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E-mail: fib_ub@ub.ac.id http://www.fib_ub.ac.id

Nomor : 1690 /UN10.12/AK/2013
Lampiran :
Perihal : Permohonan Ijin Penelitian

Kepada : Yth. Pimpinan Basic English Course
Jl. Anyelir No 08 Rt/Rw 02/XII Singgahan Palem Pare
Kediri

Dalam rangka penyelesaian tugas akhir S1 yang diwajibkan bagi mahasiswa:

Nama : Ulfa Nurul Hidayah
NIM : 0811113156
Semester : VIII
Program Studi : S1 Sastra Inggris

diperlukan data dukung untuk penelitian

Judul : Learning Styles Used by Students of Basic English Course (BEC) Pare
Macam Data : data kuesioner, data English Profeciency dan data hasil pembelajaran bahasa Inggris

Untuk keperluan tersebut sangat diharapkan bantuan instansi saudara dalam mengijinkan yang bersangkutan untuk mendapatkan data dukung dari instansi saudara.

Perlu ditambahkan bahwa mahasiswa yang bersangkutan telah menyatakan bersedia menjaga kerahasiaan data yang telah diperoleh dan hanya digunakan untuk penelitiannya tersebut.

Demikian atas bantuan dan kerjasama yang diberikan, diucapkan terimakasih.

Malang,
Dekan,

16 APR 2013



Prof. Francien Herlen Tomasowa, Ph.D.

NIP. 19480804 197903 2 001

Surat Pernyataan

Saya, yang bertandatangan di bawah ini,

nama : Ulfa Nurul Hidayah

NIM : 0811113156

semester : VIII

jurusan : S1 Sastra Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

“Learning Styles Used by Students of Basic English Course (BEC) Pare”

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

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 9 April 2013

Yang membuat pernyataan;



Ulfa Nurul Hidayah
0811113156

Mengetahui:

Pembantu Dekan I,



Prof. Ratya Anindita, Ph.D.
NIP. 19610908-1986011 001

Ketua

Program Studi Sastra Inggris



Yusri Fajar, M.A.
NIP. 19770517-200312 1 001

Appendix 3. The Average Score of PLSP Questionnaire

No.	Language Learning Style					
	Visual	Tactile	Auditory	Group	Kinesthetic	Individual
1.	34	44	42	46	38	38
2.	32	34	40	28	36	44
3.	32	28	36	34	38	38
4.	24	36	38	26	46	30
5.	28	22	42	42	42	12
6.	46	50	36	42	48	46
7.	24	26	30	34	34	26
8.	36	32	30	40	32	32
9.	26	36	42	34	42	30
10.	36	46	36	30	40	46
11.	30	26	30	24	26	42
12.	28	42	40	38	38	36
13.	30	38	38	30	34	36
14.	24	32	34	38	40	22
15.	26	32	26	34	32	36
16.	32	42	46	40	50	32
17.	32	30	38	32	36	34
18.	36	36	36	32	44	36
19.	28	40	38	36	38	38
20.	42	42	38	28	34	26
21.	36	36	38	40	38	38
22.	30	38	36	22	36	50
23.	48	44	38	36	42	50
24.	40	36	46	40	38	44
25.	32	40	32	32	38	48
26.	42	30	30	46	36	24
27.	36	34	36	30	36	42
28.	34	50	40	46	46	34
29.	26	32	38	40	38	30
30.	30	32	42	28	38	38
31.	28	40	38	42	38	28
32.	26	40	36	40	40	28
33.	20	44	34	42	36	26
34.	36	38	38	38	40	36
35.	22	30	30	42	38	28
36.	32	32	44	38	38	32
37.	32	24	34	30	30	38
38.	38	34	42	36	38	40

Table Continuation

No.	Language Learning Style					
	Visual	Tactile	Auditory	Group	Kinesthetic	Individual
39.	30	34	34	42	36	32
40.	40	38	38	30	38	40
41.	30	30	38	38	32	36
42.	28	42	40	34	40	38
43.	30	36	38	44	34	40
44.	28	36	38	40	34	32
45.	30	34	42	40	38	32
46.	34	30	42	44	38	36
47.	30	36	40	38	36	36
48.	34	34	30	38	30	36
49.	44	40	50	50	48	38
50.	34	36	42	42	40	46
51.	30	36	40	36	36	36
52.	36	38	42	38	28	36
53.	36	36	36	40	34	36
54.	34	38	36	38	38	36
55.	40	42	44	48	40	44
56.	20	40	40	50	38	42
57.	32	44	32	40	40	38
58.	36	40	34	40	40	38
59.	30	26	34	30	24	28
60.	30	42	32	40	38	26
61.	32	38	42	42	34	30
62.	28	42	38	34	40	28
63.	40	42	40	40	40	40
64.	42	46	46	40	48	42
65.	36	38	36	32	34	38
66.	34	32	34	40	32	38
67.	50	48	46	48	46	50
68.	32	38	36	34	42	28
69.	42	34	38	34	34	38
70.	32	38	38	40	40	30
71.	32	36	36	36	32	34
72.	40	36	34	40	36	34
73.	38	38	40	42	36	32
74.	40	46	44	44	42	34
75.	24	38	38	34	36	42
76.	36	36	42	44	42	30
77.	30	32	32	34	36	38
78.	46	34	38	34	36	42

Table Continuation

No.	Language Learning Style					
	Visual	Tactile	Auditory	Group	Kinesthetic	Individual
79.	32	40	36	34	38	32
80.	28	22	46	36	36	38



**Appendix 4. The Average Score of Each Class in PLSP Questionnaire from
All Classes of TC Students**

Level of study	Learning style					
	visual	auditory	kinesthetic	Tactile	group	Individual
A class	31.8	37.2	39.6	35.4	35.4	34.2
B class	30.8	36.4	37.2	36.0	33.2	33.2
C class	35.4	37.6	38.6	37.2	36.0	39.8
D class	30.4	36.8	37.2	35.4	38.0	32.8
E class	32.2	43.8	37.0	35.4	40.8	37.0
F class	32.4	37.0	35.8	38.2	40.0	35.8
G class	36.8	39.4	39.0	39.6	38.4	36.2
H class	34.6	38.6	37.0	35.8	37.8	35.6
Total	264.4	306.8	301.4	293	299.6	284.6

Appendix 5. Background Questionnaire

Directions: People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and/or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone, and others prefer to learn in groups. This questionnaire has been designed to help you identify the way(s) you learn best-the way(s) you *prefer* to learn.

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

Strongly agree (sangat setuju) (SA)	Agree (setuju) (A)	Undecided (ragu-ragu) (U)	Disagree (tidak setuju) (D)	Strongly disagree (sangat tidak setuju) (SD)
X				

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

Then use the materials that follow the questionnaire to score your responses.

Appendix 6. Perceptual Learning Style Preference (PLSP) Questionnaire

No.		SA	A	U	D	SD
1.	When the teacher tells me the instructions, I understand better. (Saya lebih mudah mengerti bila guru memberikan penjelasan secara lisan).					
2.	I prefer to learn by doing something in class. (Saya lebih menyukai belajar dengan melakukan sesuatu di dalam kelas; misalnya role play/ bermain peran).					
3.	I get more work done when I work with others. (Saya dapat menyelesaikan pekerjaan/tugas lebih banyak bila dikerjakan dalam kelompok).					
4.	I learn more when I study with a group. (Saya bisa belajar lebih banyak bila saya belajar bersama).					
5.	In class, I learn best when I work with others. (Saya belajar dengan lebih baik ketika bekerja sama dengan teman-teman di dalam kelas).					
6.	I learn better by reading what the teacher writes on the chalkboard. (Saya lebih menyukai belajar dengan membaca penjelasan yang dituliskan guru di papan tulis).					
7.	When someone tells me how to do something in class, I learn it better. (Saya lebih menyukai belajar dengan memperagakan sesuatu di dalam kelas).					
8.	When I do things in class, I learn better. (Saya dapat belajar lebih baik jika langsung dipraktikkan di kelas).					
9.	I remember things I have heard in class better than things I have read. (Saya lebih mudah mengingat sesuatu dengan mendengar dari pada membaca).					
10.	When I read instruction, I remember than better. (Saya bisa mengingat dengan mudah instruksi yang saya baca sendiri).					
11.	I learn more when I can make a model of something. (Saya dapat belajar lebih banyak dengan membuat karya, seperti menulis catatan baru).					
12.	I understand better when I read instructions. (Saya lebih mudah mengerti dengan instruksi tertulis).					
13.	When I study alone, I remember things better. (Saya lebih dapat menghafal dengan baik ketika saya belajar sendiri).					

Table Continuation

No.		SA	A	U	D	SD
14.	I learn more when I make something for a class project. (Saya dapat belajar lebih efektif ketika ditugasi membuat rangkuman).					
15.	I enjoy learning in class by doing experiments. (Saya menyukai pelajaran yang diberikan melalui experiment/ percobaan).					
16.	I learn better when I make drawings as I study. (Saya dapat belajar lebih ekstrim dengan menggambar).					
17.	I learn better in class when the teacher gives a lecture. (Saya lebih menyukai belajar saat kuliah).					
18.	When I work alone, I learn better. (Saya merasa sangat nyaman ketika belajar sendiri).					
19.	I understand things better in class when I participate in role-playing. (Saya dapat memahami bahasa Inggris dengan mudah ketika saya berkomunikasi langsung).					
20.	I learn better in class when I listen to someone. (Saya dapat belajar dengan lebih serius bila mendengarkan penjelasan seseorang).					
21.	I enjoy working on an assignment with two or three classmates. (Saya lebih senang diberi tugas kelompokan antara dua sampai tiga orang).					
22.	When I build something, I remember what I have learned better. (Dengan membangun sesuatu dapat memudahkan ingatan saya dalam belajar lebih baik).					
23.	I prefer to study with others. (Saya lebih suka belajar bahasa Inggris dengan orang lain/ teman).					
24.	I learn better by reading than by listening to someone. (Saya dapat belajar lebih focus dengan membaca dibanding mendengarkan seseorang).					
25.	I enjoy making something for a class project. (Saya menyukai tugas membuat suatu karya dalam mata pelajaran bahasa Inggris).					
26.	I learn best in class when I can participate in related activities. (Di kelas, saya dapat belajar lebih baik dengan melakukan suatu aktivitas yang menyangkut bahasa Inggris).					
27.	In class, I work better when I work alone. (Saya dapat belajar dengan baik di kelas ketika saya belajar sendiri).					

Table Continuation

No.		SA	A	U	D	SD
28.	I prefer working on projects by myself. (Saya lebih senang mengerjakan tugas bahasa Inggris sendiri).					
29.	I learn more by reading textbooks than by listening to a lecture. (Cara belajar saya lebih efektif jika saya membaca buku dari pada mendengarkan penjelasan guru).					
30.	I prefer to work by myself. (Saya lebih memilih belajar sendiri dari pada kelompok).					

Self-Scoring Sheet for Perceptual Learning Style Preference Survey

Direction: There are five statements for each learning category in this questionnaire. The questions are grouped below according to each learning style.

Each question you answer has a numerical value:

<i>Strongly agree</i> (SA)	<i>Agree</i> (A)	<i>Undecided</i> (U)	<i>Disagree</i> (D)	<i>Strongly disagree</i> (SD)
5	4	3	2	1

Visual

6-5

When you have completed all the numerical values for *Visual*, add the numbers together. Multiply the answer by 2, and put the total in the appropriate blank.

Follow this process for each of the learning style categories. When you are finished, look at the scale that follows. It will help you determine your

major learning style preference(s) score : 38-50

minor learning style preference(s) score : 25-37

negligible learning styles score : 0-24

If you need help, please ask your teacher.

Scoring Sheet

Visual

6 _____
 10 _____
 12 _____
 24 _____
 29 _____

Total _____ x 2 = (score)

Tactile

11 _____
 14 _____
 16 _____
 22 _____
 25 _____

Total _____ x 2 = (score)

Auditory

1 _____
 7 _____
 9 _____
 17 _____
 20 _____

Total _____ x 2 = (score)

Group

3 _____
 4 _____
 5 _____
 21 _____
 23 _____

Total _____ x 2 = (score)

Kinesthetic

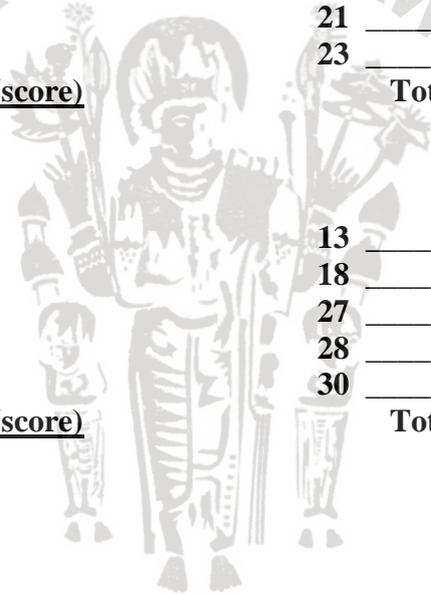
2 _____
 8 _____
 15 _____
 19 _____
 26 _____

Total _____ x 2 = (score)

Individual

13 _____
 18 _____
 27 _____
 28 _____
 30 _____

Total _____ x 2 = (score)



Appendix 7. Figure of Basic English Course Pare Kediri



The office of Basic English Course



Training Class Program of Basic English Course Pare Kediri

Appendix 8. Figure of The Pictures of Participants of BEC Pare TC 120



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



The drama process in Farewall Party of TC students

Figure Continuation



The teaching-learning process of study clubs with MS out of the class



The teaching-learning process of BEC Pare in the class