CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the findings and discussion from the data obtained. The problems of the study are answered in the findings, followed by the discussion of the findings with the related theories and previous studies.

4.1 Findings

This study examines the English learning style performed by Science Program students and Social Program students of 11th graders of SMAN 1 Kauman Tulungagung, and whether there is significance different in applying the English learning styles between such two programs or not. The data are collected by distributing questionnaire named PLSPQ designed by Reid (1984), which covered six types of learning styles. The participants of this study are two classes involving a class of science program (n:33) and a class of social program (n:34), n is the number of participants of each program There are three categories in the questionnaire; major learning style preference; minor learning style; and negligible learning style. The number of learning style for every student are different. For example, student number one of Science Program has three major learning style preferences and three minor learning styles, and the student number one of Social Program has two major learning style preferences and four minor learning styles. According to Reid's guidlines, the total score 38-50 indicates

major learning style preference, 26-36 indicates minor learning style, and 0-24 indicates negligible learning style.

4.1.1 English Learning Style Performed by Science Program Students

The writer presents the table and analysis about the English learning styles performed by science program students. The table shows the number of the science students who choose the English learning style as their major learning style preferences, minor learning style, and the negligible learning style. The participants for science program are 33 students.

Table 4.1 English Learning Styles Performed by Science Program Students

		Major	Minor	Negligible
Visual	Item (Avg)	42	32	23
	Sub (%)	17 (52%)	14 (42%)	2 (6%)
Auditory	Item (Avg)	42	34	-
	Sub (%)	19 (58%)	14 (42%)	0%
Kinesthetic	Item (Avg)	41	33	-
	Sub (%)	21 (64%)	12 (36%)	0%
Tactile	Item (Avg)	42	33	18
	Sub (%)	17 (52%)	15 (45%)	1 (3%)
Group	Item (Avg)	42	33	-
	Sub (%)	**29 (88%)**	4 (12%)	-
Individual	Item (Avg)	40	31	20
	Sub (%)	9 (27%)	20 (61%)	4 (12%)

Note:

Item (Avg) : Average Item Score means that the average score from all students who choose the learning style in each category

Sub (%) : Subject means that the number of students who choose the learning style in each category

Table 4.1 shows that for the major learning style preferences for science program students, *group learning style* is mostly chosen. It can be described that 29 students (88%) of science program are in *group major learning style preference*. They can be categorized into group major learning style preference because their average for their group learning style score is 42, 42 belongs to major learning style preference. While 4 students (12%) of science program are in *group minor learning style* because their average for their group score is 33, 33 belongs to minor learning style. No one of science program students is in *group negligible learning style*.

The second major learning style preferences chosen by science program students is *kinesthetic learning style* because 21 students (64%) of science program are in score average 41 for kinesthetic learning style. Twelve (12) students (36%) of science program are in *minor kinesthetic learning style* because their kinesthetic learning style score have average 33. No one of science program students is in *kinesthetic negligible learning style*.

The third major learning style preference chosen by science program students is *auditory learning style* because 19 students (58%) of science program are in score average 42 for their auditory learning style score. Fourteen (14) students (42%) of science program are in *auditory minor learning style* because those students have score average 34 for their auditory learning style score. No one of science program students is in *auditory negligible learning style*.

The fourth major learning style preference chosen by science program students is *visual learning style* because 17 students (52%) of science program

have visual learning style score average 42 while 14 students (42%) of science program are in *visual minor learning style*. They are in visual minor learning style because their average for their visual learning style score is 32. Then 2 students (6%) of science program have score average 23 for their visual learning style score so that they are in *visual negligible learning style*.

The fifth major learning style preference chosen by science program students is *tactile learning style* because 17 students (52%) of science program have tactile learning style score average 42 while 15 students (45%) of science program are in *tactile minor learning style*. They are in tactile minor learning style because their average for their tactile learning style score is 33. Then one student (3%) of science program have score average 18 for his/her tactile learning style score so that he/she is in *tactile negligible learning style*.

The last major learning style preference chosen by science program students is *individual learning style* because only 9 students (27%) of science program have score average 40. Twenty students (61%) of science program are in *individual minor learning style* because their score average for individual learning style score is 31. Then, four (12%) students of science program have score average 20 for their individual learning style score so that they are in *individual negligible learning style*.

So, based on the data above, it can be seen that most of Science Program students are in *group major learning style preference* and in individual *minor learning style*. While for negligible learning style, individual learning style have

the greatest number of students who choose individual as their negligible learning style.

4.1.2 English Learning Style Performed by Social Program Students

The writer presents the table and analysis about the learning styles performed by social students program. The table shows the number of the science students who choose the learning style as their major learning style preferences, minor learning style, and the negligible learning style. The participants for science program are 34 students.

Table 4.2 English Learning Styles Performed by Social Program Students

		Major	Minor	Negligible
Visual	Item (Avg)	41	32	-
	Sub (%)	17 (50%)	17 (50%)	-
Auditory	Item (Avg)	41	34	24
	Sub (%)	21 (62%)	12 (35%)	1 (3%)
Kinesthetic	Item (Avg)	42	33	-
	Sub (%)	**22 (65%)**	12 (35%)	0%
Tactile	Item (Avg)	41	32	-
	Sub (%)	19 (56%)	15 (44%)	-
Group	Item (Avg)	42	32	-
	Sub (%)	21 (62%)	13 (38%)	-
Individual	Item (Avg)	40	30	22
	Sub (%)	12 (35%)	18 (53%)	4 (12%)

Note:

Item (Avg) : Average Item Score means that the average score from all students who choose the learning style in each category

Sub (%) : Subject that the number of students who choose the learning style in each category

From the Table 4.2, it shows that the major learning style preferences for social program students from the most chosen to the least chosen by the students, first is kinesthetic learning style. It can be described that 22 students (65%) of social program are in *kinesthetic major learning style preference*. They can be categorized into kinesthetic major learning style preference because their average for their group learning style score is 42. While 12 students (35%) of social program are in *kinesthetic minor learning style* because their average for their group score is 33. No one of science program students is in *kinesthetic negligible learning style.*

The second major learning style preference chosen by social program students is *auditory learning style* because 21 students (62%) of social program are in score average 41 for their auditory learning style score. Twelve (12) students (35%) of social program are in *auditory minor learning style* because those students have score average 34 for their auditory learning style score. Then a student (3%) of social program has score average 24 for their auditory learning style score so that he/she is in *auditory negligible learning style.*

The third major learning style preference chosen by social program students is *group learning style* because 21 students (62%) of social program are in score average 42 for their auditory learning style score. 13 students (38%) of social program are in *group minor learning style* because those students have score average 32 for their auditory learning style score. No one of science program students is in *group negligible learning style*.

The fourth major learning style preference chosen by social program students is *tactile learning style* because 19 students (56%) of social program have tactile learning style score average 41 while 15 students (44%) of science program are in *tactile minor learning style*. They are in visual minor learning style because their average for their visual learning style score is 32. No one of social program students is in *tactile negligible learning style*.

The fifth major learning style preference chosen by social program students is *visual learning style* because 17 students (50%) of social program have visual learning style score average 41 while 17 students (50%) of social program are in *visual minor learning style*. They are in tactile minor learning style because their average for their tactile learning style score is 32. No one of social program students is in *visual negligible learning style*.

The last major learning style preference chosen by social program students is *individual learning style* because only 12 students (35%) of social program have individual learning style score average 40 while 18 students (52.9%) of social program are in *individual minor learning style* because their score average for individual learning style score is 30. Then, four students (12%) of science program have score average 22 for their individual learning style score so that they are in *individual negligible learning style.*

So, From the data above, it can be seen that most of Social Program students are in kinesthetic major learning style preference and in individual minor learning style. While for negligible learning style, individual learning style have

the greatest number of students who choose individual as their negligible learning style.

4.1.3 The Significant Difference English Learning Styles Between Science and Social Program

To find out the significant difference of English learning style between science and social programs, the writer uses T-Test. There are six learning styles which have been examined by using T-test by the writer and the result is there is only one significant difference English learning style of science and social program, that is group learning style. According to Priyatno (2012), if the significance value is >0.05, it means that there is no significant difference, on the other hand, if the significance value is <0.05, it means that there is significant difference. Among the six learning styles, only the group learning style which has significance value <0.05. The other learning styles have significance value >0.05. So, the Hypothesis 1 is accepted.

4.2 Discussion

There are six learning styles performed by science program students and social program students, that are, *visual, auditory, kinesthetic, tactile, group, and individual learning styles*. From the findings, the writer finds that the greatest percentage is for *group major learning style preference*, that is 88%. It is performed by science program students. There are 29 students of science program are in *group major learning style preference*. It shows that most of science

program students can learn English best when they learn in a group because when they work in group, they will remember information better so it helps the students understand new information. The science students can learn best by working in group may be caused by their activity such as doing experiment that is usually done in group.

According to Teacher (cited in Reid 1995, p. 207), learner who are in group major learning style preference learn more easily when they study with at least one other student, and they will be more successful completing work well when they work with others. They value group interaction and class work with other students, and they remember information better when they work with two or three classmates. The stimulation they receive from group work helps they learn and understand new information. The science students choose group learning style as their major learning style preference may be caused they are used to be working in group when they do experiments.

The next is *kinesthetic major learning style preference* which is performed by social programs students, that is 65% of students. So, the most students of social program according to Teacher (cited in Reid 1995, p. 207) are learners who 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 stimuli, for example an audio tape combined with an activity will help them to understand new material. So, the most students of science program and the most students of social program are in different major learning style preference.

The social students choose kinesthetic learning style as their major learning style preference may be caused when they solve the problems, they are guided by their experience or experience of other people that they get from book, internet, daily life, etc. After *group learning style,* the next learning style preferences are *kinesthetic, auditory, visual, tactile, and individual learning style.*

While for social program students, after *kinesthetic learning style,* the major learning style preferences are *auditory, group, tactile, visual, and individual learning styles.*

About the minor learning style, most students of science pregram and social program have same minor learning style, that is *individual learning style.* According to Teacher (cited in Reid 1995, p. 207) in most cases, minor learning styles indicate areas where the learners can function well as a learner. So, it means that most students of science and social programs students can learn well in individual learning style.

The next minor learning style performed by science program students after individual are *tactile, visual, auditory, kinesthetic, and group learning style*. While minor learning style performed by social program students after individual are *visual, tactile, group, auditory, and kinesthetic learning style.*

There are 4 students of science program who are in *individual negligible learning style,* 2 students are in *visual negligible learning style*, and one student is in *tactile negligible learning style*. While for social program students there are also 4 students are in *individual negligible learning style,* and a student is in *auditory negligible learning style.* There is no students of science who has

neglible learning style in auditory, kinesthetic, and group learning style and there is no student of social student who has negligible learning style in visual, kinesthetic, tactile, and group learning style.

According to Teacher (cited in Reid 1995, p. 207), negligible learning style indicates that the learners may have difficulty in learning in that way. So those students may have difficulty in learning English on that way, but they can try to work to make their learning style in this category stronger or they direct learn in major or minor category.

There is significant difference of English learning style between science and social program, that is in group learning style, it may be caused by the difference percentage of group learning style between the two program is bigger than the others. So, the science students prefer group as their major learning style preference than the social. It may be caused by the science students who usually work in group when they do experiments. In understanding the theories and equations, if the students work in group, they can understand well.

Madika (2008) found that the most major learning style preferences for female are auditory and group learning styles. It also happens in male. The most major learning style preferences for male students are 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.

Sholikhatin (2008) found that the major learning style preferences for 1st graders are kinesthetic, tactile, auditory, and group. The 2nd graders have major

learning style preferences such as kinesthetic, auditory, tactile, and group while for 3rd graders, their major learning style preference is group.

The findings of this study and two previous studies are different because the variable is also different. The variable of Madika (2008) are genders of junior high school and the variable of Sholikatin (2008) is also junior high students in different levels of study. The variables of this study are science program and social program students of senior high school. So far, the writer does not find yet the study about learning style which compares different program.