



Pedagogika: Jurnal Pedagogik dan Dinamika Pendidikan
P-ISSN 2252-6676 E-ISSN 2746-184X, Volume 10, No. 2, Oktober 2022
doi: <https://doi.org/10.30598/pedagogikavol10issue2year2022>
<https://ojs3.unpatti.ac.id/index.php/pedagogika>,
email: jurnalpedagogika@gmail.com

STUDENTS' LEARNING STYLES AND STRATEGIES IN MASTERING THE ENGLISH LANGUAGE : A CLASSROOM BASED RESEARCH IN SMA NEGERI SIWALIMA

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Abstract: Learning styles are placed as the important role for students and it is the key to students success in learning. Therefore, students really need to recognize their learning styles that are appropriate to themselves to figure out their learning strategies that lead them to their learning objectives that can be effectively achieved. This study is aimed at describing; 1) the learning styles on XI grade students at SMA Negeri Siwalima, 2) the learning strategies of XI grade students at SMA Negeri Siwalima, and 3) the impact of students' learning styles and their learning strategies in mastering English language of XI grade students at SMA Negeri Siwalima. Descriptive qualitative study design which is supported with visual essay was used to conduct the data. 28 students were involved as the participants of the study. Some instruments were applied namely classroom observation, field notes, in-depth interview and review documents to collect the data and it was analyzed by using triangulation method. The results of the study show that (1) the learning styles of XI grade students at SMA Negeri Siwalima are visual learners, auditory learners and kinesthetic learners. Most students have learning styles as Kinesthetic learners (15 students), follow by auditory learners (10 students) and visual learners (3 students). The purpose of using learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently. (2) The students use varied learning strategies based on their learning styles. Each learning styles has different learning strategies as well as the strengths and weaknesses. (3) There are close relationship between students' learning styles, their learning strategies and their learning achievement particularly in mastering English language. The more the students know about their learning styles and learning strategies, the better they will have improvement in mastering English language.

Keywords: *Learning styles, learning strategies, mastering English*

GAYA DAN STRATEGI BELAJAR SISWA DALAM PENGUASAAN BAHASA INGGRIS: PENELITIAN BERBASIS RUANG KELAS DI SMA NEGERI SIWALIMA

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Abstrak: Gaya belajar memiliki peran penting bagi siswa dalam belajar dan merupakan kunci untuk mendapatkan keberhasilan belajar. Oleh karenanya siswa perlu mengetahui gaya belajar yang sesuai sehingga mereka dapat menentukan strategi belajar yang menuntun mereka untuk bisa mencapai tujuan belajar secara efektif. Penelitian ini bertujuan untuk ; 1) menjelaskan gaya belajar siswa pada kelas XI pada SMA Negeri Siwalima, 2) Strategi belajar siswa kelas XI pada SMA Negeri Siwalima, dan Menjelaskan dampak dari gaya belajar dan strategi belajar dalam menguasai bahasa Inggris. Penelitian kualitatif dengan desain berbasis kelas digunakan untuk melakukan penelitian. 28 siswa terlibat dalam kegiatan penelitian ini sebagai informan. Beberapa instrument digunakan untuk mengumpulkan data seperti observasi kelas, catatan lapangan, kajian dokumen dan wawancara mendalam dalam bentuk focus grup. Analisa data digunakan dengan menggunakan metode triangulasi. Hasil penelitian menunjukkan bahwa; (1) gaya belajar siswa kelas XI SMA Negeri Siwalima adalah gaya belajar visual, auditory dan kinestetik. Dari 28 siswa, sebanyak 15 siswa kategori Kinestetik, 10 siswa kategori auditory dan 3 siswa kategori visual. Tujuan dari gaya belajar adalah untuk menentukan cara terbaik dari siswa maupun guru dalam proses pembelajaran secara efektif. (2) Para siswa menggunakan strategi belajar yang bervariasi sesuai dengan gaya belajar mereka. Setiap gaya belajar mempunyai strategi belajar yang berbeda begitu juga dengan kelebihan dan kekurangannya. (3) Ada hubungan yang erat antara gaya belajar dan strategi belajar dalam menguasai bahasa Inggris. Semakin banyak siswa tahu tentang gaya belajar dan strategi belajar mereka, semakin baik mereka akan mengalami peningkatan dalam penguasaan bahasa Inggris.

Kata Kunci: *Gaya belajar, strategi belajar, kemampuan Bahasa Inggris*

Submitted: 14 September 2022

Accepted: 15 Oktober 2022

INTRODUCTION

In learning a new language, students need to figure out their learning style because it plays a significant role in their learning activities. When they recognize their own learning styles, they will be able to integrate them into their learning process. As a result, the learning process will be easier, faster, and more successful. Another benefit of identifying students' style is that it assists them in solving problems more effectively. The more successful learners are at dealing with their problems, the better they will control their own lives (Biggs, 2001).

As a professional, teacher needs to have sufficient training and knowledge on how to create a good class. Based on the researcher's preliminary study, it was found that many teachers only focus on the material, learning tools and syllabus that have been prepared, so that students' comfort in receiving materials was ignored. If students were not interested in the material presented, they would not learn it. The interest of students in receiving learning materials cannot be separated from the learning strategies and their learning styles (Gilakjani, 2012). In order to increase student interest in teaching and learning, it is important to combine learning strategies related to students' learning styles.

Based on article 'Learning strategies and learning styles used by students in social studies'. 2014, Kafadar said that it is important to know students' learning styles. As teachers, they can modify their strategies related to students learning styles in learning process. In addition, Maulida's research (2008) about "The Effect of Learning Style (Visual, Auditorial & Kinesthetic) on Student Achievement" showed that there was significance influence between learning styles with students' achievement. She said that students who are given the same learning may not necessarily have the same experience between one student and another. They can process information in different ways, so that each student' learning style can be different. So teacher's strategies are usually very closely related to student learning styles. This opinion is supported by the assumption of Tiwery (2019) which explains that teachers play an important role in improving students' abilities

One of the best schools in Ambon city is SMA Negeri Siwalima. The success of learning process in that school has brought them to become the favorite school in Maluku because they have won many provincial and national competitions. Based on the preliminary study at XI IA 1 of SMA Negeri Siwalima Ambon, the researcher found that students are more likely to use their learning style and learning strategies in classroom activities. According to students' opinion, learning styles and learning strategies are very influential for their learning process. In this case, the researcher was really interested to conduct a research on the students' learning styles and their learning strategies in mastering the English language

RESEARCH METHODOLOGY

In conducting the study, the researcher used classroom based research. So, teachers can improve their teaching practices and make learning more effective for their students. The researcher chose SMA Negeri Siwalima which is located in Waiheru. The participants were from grade XI IA 1 consisting of 29 students. Researcher developed research instruments such as observation checklist, questionnaire, and some questions for focus group interview. There were 6 meetings for getting the data by observation checklist, then one day for questionnaire and focus group interview. After researcher conducted all data, she spent 6 months to write the research results and they were display by qualitative descriptive.

Research Findings

In presenting the findings of the study, the data are explained briefly based on the research questions in chapter 1 covering the students learning styles, their learning strategies and the ways the students learning styles influence to their learning strategies. The data are collected through the observation checklist, field notes, in-depth interview in the form of focus group interview and questionnaire which is filled by each student as the participants of the study.

The Result of Classroom Observation

Before conducting the study, the researcher has been spending some times to discuss and consult everything related to research schedule, teaching materials, lesson plan, some medias, assessment in monitoring the students' learning styles and strategies.

First Meeting (Friday, 5 February)

The first meeting was held on 5 February; with the students who attended the class were 24 students. The class was started at 12.20 and not all the students came on time. 5 students came late and they allowed by the teacher to enter the classroom after they explained the reasons of came late. In opening the class, the teachers greeted the class and checked students' attendance. After that she explained the core and basic competence of this meeting. Then, she started explain the material about active and passive voice in present tense. Students listened to her explanation enthusiastically. With the guidance of the teacher, students identify

the characteristics of sentences and elements of language to express passive and active voice sentences. Then she explained the pattern of active and passive voice. At the next step, she wrote some English expressions on the white board, read it by her then asked the students to read it as individual and classical. The technique that she used was individual and choral drills. After she found that all students could read all active and passive voice sentences, then she explained the use of those sentences, gave some sentences and asked the students to analyze them into groups and presented in front of the class. In the last activity, she and her students were reviewing the all activities along that day.

Second Meeting (Friday, 12 February)

The second was held on 12 February and the class began at 12.20 with 29 students attended the class. The teacher greeted the class, checked the students by called their names, asked some questions dealing with the students who were absent in this meeting. She opened the teaching with review the last materials. Some students could give good responds in explaining the last material. After that she asked the students about their work about any difficulties who they found in working their assignments. Then, teacher gave some pictures, asked students to give their comments and practiced to identify verbs related to. The use of pictures was used to attract students' attention in relation to student learning strategies. Teacher gave opportunity for students to ask about differences of verbs which are used. Students with visual and kinesthetic abilities competed to answer teacher questions, while those who liked auditory would listen more to what was said. That way, there was a collaboration of learning strategies with student learning styles. After that, she divided students to work in pairs. Students have to complete passive voice sentences in present and past tense, analyze the function and structure in sentences. Then they have to present their work in front of the class. In this case, the ability of students through kinesthetic can be developed. In the process of carrying out this activity, indirectly visual and auditory were also developed.

As individual assignment, teacher asked students to analyzing the using of active voice sentences, passive voice sentences and their uses in daily life. Then students have to give their comment about active and passive voice differences based on their understanding. She continued with asked students to arrange some sentences to be a poster which was using active and passive voice sentences. Next, in some groups, teacher asked students to present their work. At the end of this meeting, the teacher reviewed the materials, informed the next topic for the next meeting with aimed that the students could find any information about the topic before they discussed it in next meeting discussion. Students show a good response about their material in that day. After the class meeting was over, the teacher and researcher evaluated the all process in that day and they continued with make preparation class for next meeting.

Third Meeting (Friday, 19 February)

The third meeting was held at Friday, 19 February with the amount of the students were 24 students. The teacher came on time and when she entered the class, she found not all the students came on time. 20 minutes later, 4 students entered the classroom and they had to give reasons why they came late. After that she allowed the students to sit down. In the beginning of her class, she always checked the students' attendance, motivated the students with the positive words and started to teach the material.

In the third meeting, the teacher explained material about personal letters. The teacher provided written material that contained personal letters. Students were asked to learn independently by reading the entire written material and doing the exercises there. While students did the assignments, teacher continued with assess students' previous assignments. It turn out that for each third meeting in a lesson plan, she used to assess student abilities during the two previous meetings and evaluate student learning outcomes. The time spent at the third

meeting focused on examining student learning outcomes. While the teacher did her work, researcher conducted questions related to students learning styles and learning strategies in classroom activities. The researcher began by asking "who likes to learn with visuals?" "Some students raised their hands. "I am ma'am, I like learning by using pictures or paying attention to the teacher. "I am ma'am, I like learning by using video, it will make it easier for me to understand the lesson". There also answered "if I am ma'am, I must look while listening to the teacher's instructions". Researcher continued the question by asking "who likes to listen?", There were students answered, "I am ma'am, it makes easy for me to understand the contents of the material as a whole". Other student answered, "I like learning English through by songs". "I like it through by video, it's more interesting and fun, ma'am." Then researcher went on to ask 'who likes to learn with kinesthetic?', Some answered: "Learning through by role play or practice is more fun", others answer "ma'am, if we do something by individually, we are a bit shy, but when in groups usually we are more confident "

Researcher went on to ask "what about the teacher's strategy, does it touch your learning style?". Some students answered "varied teacher strategies help us absorb material", others answered "the teacher's role in determining strategies in teaching is very important which is closely related to student learning styles". Another student answered: "Working together in pairs and groups really helped us to develop our learning styles". "I learn through visuals but teacher's strategies make me also like to learn kinesthetic and auditory. "Learning styles may be our personal way of understanding material, but this also depends on the teaching strategies in the class. The use of dynamic strategies, not only touches one learning style. In this case, we can understand that learning styles can also be determined through the teaching strategies used by the teacher. The teaching strategy should cover every student's learning style. The result of observation showed that students learning strategies are closely related to the strategies carried out by the teacher in the classroom. In supporting student learning styles, the role of the teacher is very important. Collaborating on teaching strategies by looking at student learning styles can be achieving and maximizing student' progression in receiving the material provided

Fourth Meeting (Friday, 26 February)

The meeting was held on Friday, 4 February with the total students were 29 students. The meeting was started at 12.30. In the fourth meeting, not all the students came late. It seemed that they had learnt from the previous lesson. In opened the class, the teacher did the similar procedures such as greeted the students, called the students' names and reviewed the last materials. At the fourth meeting the teacher tried to collaborate student learning styles by giving warm ups in the form of completing a letter with the words in the box. Students with a visual learning style will show their enthusiasm by responding to a given task. To motivate students with kinesthetic and auditory learning styles, through gestures, the teacher tried to give the right answer keywords. Teachers and students shared their ideas according to the text. By touching the three student learning styles, students tend to be more active and maximal in the process of learning in class. Then as a pairs, students had to practice a dialogue which gave by the teacher in front of the class. They practiced in pairs to recite the dialogue that was given correctly. To minimize learning time, the teacher showed several pairs to come and have a conversation in front of the class. Other students listened to their presentation. Then she continued with making correction for students' pronunciation.

The next activity, teacher asked students to write a letter in pairs. Then the teacher called some of them to read their work in front of the class. Most of them were enthusiastic who wanted to present their work in front of the class. The purpose of the teacher doing this task in pairs so that students can complement each other's learning styles that they have. In

this case the ability of students who like to learn through visual, auditory and kinesthetic can be touched well. From some meetings, it showed working in groups or pairs helps students to achieve learning goals. As a controller, when students practiced, teacher made correction for their mistakes in pronounce the words which she wrote on the white board and taught them to pronounce correctly. Writing on the board helps students with a visual learning style digest their lessons well. While making corrections by listening to the teacher's pronunciation of the word has helped students with auditory abilities to understand the lesson well. Of course this activity also touches students with kinesthetic abilities to receive lessons. Next in some groups, students have to answer some questions related to giving and receiving information about them and people around them.

Fifth Meeting (Tuesday, 5 March)

The meeting was held on Friday, 5 March with the total students being 28 students. The teacher always comes on time, greeted students after she allowed the students to sit down. In the beginning of her class, she checked the students' attendance and started to teach the material. The meeting was started 12.30. The teacher was asked about the topic that she had given before in the last meeting. In accordance with the previous meeting, students were asked to find pictures according to the topic given. In this case, the existing images are used as a medium to attract students 'attention and students' critical thinking abilities that are closely related to their learning strategies. The use of varied teacher teaching turns out to be good results in improving student learning outcomes.

Next, the teacher gave motivation for students how the importance of understanding a personal letter. She asked students to see some texts of personal letters and they discussed together their some components. Students are expected to be independent and interact in the learning process. The teacher asked each student to read a letter and give their comments. In this activity the teacher wanted to see the students' ability to pronounce a word correctly and analyze the contents of the letter given. Students showed their interactions well. Some of them work alone, but some prefer to work in pairs. They discussed each other's opinions regarding the contents of the letter given. Teacher listened and appreciated students' answers. At the end of the discussion, students and teachers concluded the components and objectives of a personal letter.

Sixth Meeting (Friday 12 March)

The meeting was held on Friday, 12 March with the total students being 24 students. The meeting was started at 12.20. The first, the teacher greeted the students, checked their attendance list and reviewed their activity at the last meeting. Then, the teacher wrote their some ideas on the white board about personal letters. Besides, the teacher also gave some correction for the students' pronunciation and asked them to repeat the words after she read. By writing on the board, visual students can learn by looking at what the teacher writes, those auditory students like by listening to what the teacher says, and the kinesthetic learns by reciting the words directly. Students give their opinions related to what the teacher wrote on the board. The teacher praised them for their presentation as long as English classroom activities.

The Result of Focus Group Interview

In conducting the focus group discussion, the researcher and the teacher did collaborate in the seventh meeting which was held on Friday, 19 March with the total students were 28 students. The meeting was started at 12.30. The first, the teacher greeted the students, check their attendance list and reviewed their activity at the last meeting. For this day, the teacher divided them in 3 groups and they will be focus on group interview. There were 4 main questions that given by English teacher:

1. What is your understanding of learning styles
2. What are your learning styles and strategies in English classroom activities
3. What about the teaching strategy by the English teacher in classroom activities towards to: learning styles and learning strategies
4. In responding to the question about the relation between students' learning styles and their learning strategy. How it gives impact for their learning achievement?
5. What do you want to suggest for English teacher dealing with her teaching strategy and teaching materials.

In doing the focus group interview, teacher used Bahasa Indonesia. It is aimed at helping students to easy answering the questions. The result of their answers can be described on the result of focus group interview that will be explaining in the next page. After that, she continued with the questionnaire. It used to find out the students' learning styles and their strategies in classroom activities.

The group consisted of 5 students in a group and it took only 3 groups for the study. The students were selected randomly and the interview was done in Indonesia with aimed that helping students to share their opinions or ideas freely without felt anxiety in giving their opinions.

In relating to answering the first question about the concept of learning style, almost all the group have the similar ideas as it is described following:

Menurut kami 'learning styles' adalah gaya belajar yang diterapkan oleh siswa baik di dalam kelas maupun di kelas sesuai dengan tujuan belajar yang ingin dicapai. Gaya belajar ini berkaitan dengan upaya dalam menerima dan mengolah informasi atau pengetahuan yang didapat. (Group 1)

Gaya belajar adalah cara seorang siswa dalam menerima pengetahuan yang didapatkan dari berbagai proses pembelajaran baik itu di dalam kelas maupun di luar kelas. (Group 2)

Menurut kami gaya belajar berkaitan dengan cara seseorang menerima, memahami dan memaknai pengetahuan atau informasi yang dipelajari dan bagaimana informasi/atau pengetahuan tersebut dapat dibagikan kepada yang lain dengan cara yang bermakna. (group 3)

Based on the responses above, it can be concluded that all the students can define the concept of learning styles based on their own learning experiences. When the researcher continues asked about their own learning styles, all the students have varied different opinions as it is shown below.

Saya rasa saya belajar secara otodidak dengan cara melihat apa yang dilakukan oleh orang lain secara langsung, saya akan cepat mengingat dan langsung bisa dicoba sendiri. (AD, group 3)

Saya lebih suka belajar dengan cara mendengar, oleh karenanya kalau guru mengajar, saya suka membuat catatan, dan ketika saya membaca catatan saya, dengan sendirinya saya kan lebih mudah mengingat dan memahami. Apalagi kalau dalam keterampilan berbicara, saya lebih suka mendengar dulu baru kemudian mencoba terus menerus samapi bisa berbicara dengan baik. (BD, group 1)

Bagi saya belajar akan lebih mudah jika menggunakan media seperti gambar, kartu, atau dengan menggunakan powerpoint presentasi atau video, akan membuat saya memahami dengan jelas materi yang diajarkan. Dengan menggunakan media, setidaknya membantu saya memahami konsep atau prosedur yang tidak jelas. (CM, group 2)

Mungkin gaya belajar saya lebih cenderung kepada hal-hal yang berkaitan dengan mencoba apa yang diberikan.. atau "Learning by doing". Saya suka kalau dikasih proyek untuk melakukan suatu tugas , maka saya akan antusias sekali dalam mengerjakan tugas tersebut. (MS group 1)

Saya lebih prefer untuk belajar dalam kelompok atau secara berpasangan, karena dengan demikian saya bisa berbagi apa yang saya pahami, di sisi lain, saya juga bisa belajar dari yang lain untuk bagian yang tidak dipahami dengan baik (TS, group 3)

When the research asked about the Flemming's theory of learning styles, almost all the students don't understand about it, but after the researcher continue giving explanation about it, they then got the point of it and responses clearly how did their learning styles in learning English as it is reported in the following responses.

Dalam belajar bahasa Inggris, khususnya belajar kosakata, saya prefer untuk menghafal kosakata tersebut, buat catatan tentang kosakata dan kemudian menggunakan kosakata tersebut baik secara lisan dan tulisan. Biasanya saya akan mencoba untuk mulai dari kosakata yang tidak pernah saya tahu sebelumnya. (DH, group 3)

Saya suka dengan keahlian berbicara dan karenanya saya suka latihan berbicara baik di dalam kelas maupun di luar kelas. Saya senang bekerja dalam kelompok ketika berdiskusi maka saya akan gunakan waktu itu dengan baik untuk melatih keterampilan berbicara supaya semakin lancar dalam mengkomunikasikan pendapat saya. (FW, group 2)

Saya lebih memilih untuk belajar bahasa Inggris lewat lagu-lagu atau dengan menonton video. Saya senang membaca teks dalam bahasa Inggris kalau pakai alunan music , saya akan lebih fokus dengan bacaan. (FT, group 1)

Saya rasa dengan melatih berbicara dengan berbagai cara mungkin itu lebih efektif karena saya senang berkeplorasi dengan bahasa Inggris yang saya pelajari. Kadang tugas yang diberikan oleh guru membuat saya lebih termotivasi untuk bisa menguasai bahasa Inggris (ST, group 3)

Saya belajar bahasa Inggris dengan berbagai cara, saya suka belajar dengan menggunakan internet seperti you tube, karena bagi saya aplikasi you tube itu bagus untuk belajar bahasa Inggris (FP, group 2)

In regarding with the teaching strategies that their teachers applied in English Classroom practices and how the strategies also can be used as their learning strategies that switch with their learning styles, the students have varied responses as it is reported below:

Biasanya guru akan menggunakan role play jika fokus pembelajaran adalah keterampilan speaking, dan bagi saya role play jika bagian dari startegi belajar yang bisa kita terapkan ketika belajar secara berkelompok baik di dalam kelas maupun di luar kelas keteika mengerjakan proyek yang diberikan. (MP, group 2)

Saya rasa strategi belajar yang pernah diterapkan oleh guru dalam pembelajaran bahasa Inggris adalah dengan menggunakan lagu untuk memperkenalkan kosakata baru yang mau diajarkan dan juga untuk mempelajari ungkapan idiom yang ada di dalam lagu. Strategi itu juga saya sering gunakan di rumah karena saya senang mendengar lagu dan belajar kosakata bahasa Inggris melalui lagu (AJ group 2)

Menggunakan video dalam pembelajaran bahasa Inggris, dimana kami ditugaskan untuk mengidentifikasi ungkapan-ungkapan yang berkaitan dengan agreement dan disagreement. Bagi saya hal itu menarik, karena sebenarnya bisa juga diterapkans ebagai strategi belajar. Saya suka nonton video dalam bentuk short movie dalam bahasa Inggris dan tidak menyadari bahwa dengan cara itu juga bagian dari startegi belajar. (BP Group 1)

Kadang guru menggunakan powerpoint untuk menjelaskan materi yang diajarkan, tapi juga kadang menggunakan whiteboard untuk menulis rumus misalnya kalau kita belajar tentang English structure. Saya lebih mudah memahami materi yang ditulis dan kemudian menghafalnya dan berusaha untuk membuat kalimat sendiri setelah mempelajari rumus yang diberikan (CM, group 2)

In relation to the students learning activities that they always do in their English classroom activities to improve their English language such as role play, language games, songs, talking with other to share their opinions, Memorizing conversation/dialogues, and Getting information from guest speakers, almost the students have similar opinions as follows;

Group I

Role play can improve our pronunciation.

Language game is very useful to learn word and sentences.

When we learn by song, we can know right word and pronunciation.

We can speak up when we always talk English with our friends.

Memorizing conversation is good but something I miss them.

Information from guest speakers can train our understanding.

Group II

Role play is useful because we must attention for our pronunciation, how to show and understand other speaking.

I am very happy with language games. It is really fun.

Lyric song can help us in seeing right words.

Try to practice is really important.

Getting information from guest speaker is a way to practice my English.

Group III

Role play is fun.

Language games can help us for remembering longer.

Song is a way for me in getting new words.

Talking and listening to other students can improve my speaking ability.

Memorizing help me to understand what the speaker says.

In responding to the question about the relation between students' learning styles and their learning strategy and how it gives impact for their learning achievement, almost the participants have the similar comments as following;

Sudah pasti ada hubungan yang erat antara gaya belajar dan strategi belajar. Jika kita tahu gaya belajar kita seperti apa dengan sendrinya kita akan belajar dengan cara kita yang menyenangkan dan sudah tentu pasti berdampak pada hasil belajar. Saya yakin pasti hasil belajarnya akan bagus karena cara kita belajar sesuai dengan apa yang kita sukai. (AU, group 3)

Saya rasa pastilah ada hubungannya. Kita akan belajar dengan lebih baik jika kita suka akan hal itu. Contohnya saya senang belajar dengan cara mendengar dan saya akan menggunakan lagu dan video, walaupun terkadang tidak semua materi yang diajarkan dapat dipelajari melalui lagu atau video. Tapi mendengarkan guru dengan seksama akan membuat saya fokus terhadap yang diajarkan. Dengan demikian pasti hasil belajarnya juga akan bagus. (FT, group 1)

Menurut saya ada hubungan yang erat antara gaya belajar dan startegi belajar. Gaya dan strategi belajar berkaitan satu sama lain karena dari gaya belajar kita tahu bagaimana kita belajar, sebaliknya dari startegi belajar yang kita gunakan, kita thau

gaya belajarnya seperti apa. Dengan demikian gaya belajar dan strategi belajar membawa dampak terhadap hasil belajar. (DP, group 2)

When asking about any suggestions that the students want for their English teacher in teaching English, all the students have the similar ideas such as varied teaching methods in classroom activities which is they can use it as their learning strategies, understanding students learning styles and facilitating students with challenging English tasks so the students will encourage to explore deeply their English competence, give more chance for students to practice English. The students respond can be presented below;

Kami rasa guru selalu berinovasi dengan metode pembelajaran dalam pengertian harus lebih banyak bervariasi dan sedapat mungkin harus berkaitan dengan gaya belajar kami sebagai siswa. Guru kami melakukan berbagai upaya dalam menerapkan metode pembelajaran, supaya kami bisa termotivasi dalam meningkatkan kemampuan bahasa Inggris. (Group 2)

Mungkin perlu tambah penggunaan teknologi, karena kami suka belajar melalui internet, youtube dan lain-lain. Lagi pula dengan menggunakan teknologi, kami sebagai siswa akan lebih dipersiapkan dengan era digitalisasi. Belajar bahasa Inggris sekarang sudah banyak caranya, dan paling mudah lewat internet, sehingga guru perlu berinovasi dengan menggunakan teknologi dalam pembelajaran Bahasa Inggris (group 3)

Kami adalah generasi milenial yang sudah diperhadapkan dengan era industry dalam menghadapi pasar bebas, dengan demikian materi pembelajaran juga harus menyentuh issue-isue global sehingga kami akan lebih berkesplorasi dengan bahasa Inggris. Kami senang jika terlibat dalam lomba-lomba debat karena bagi kami itu kesempatan bagi kami untuk lebih banyak berlatih berbicara dan mengasah kemampuan berpikir kritis. Jadi kesempatan untuk melatih berbicara harus lebih banyak diberikan selain kegiatan debat yang biasanya kami ikuti. (group 1)

The Result of Questionnaire

In supporting the qualitative data, the researcher also distribute the questionnaire about students learning styles and their learning strategies. 30 items were asked about students' learning styles which were divided into 3 components such as; 1-10 items) for visual learners, 2) 11 -20 for auditory learners, 3) 21-30 for kinesthetic learners. This questionnaire adapted from O'Brien (1985). To indicate how often the sentences applied to them, researcher used 5 scales which 1; = Never applies to me, 2 = Seldom applies to me, 3 = Sometimes applies to me, 4 = Often applies to me and 5 = Always applies to me. Based on the data above, research found that 10 learners prefer visual learning styles, 3 learners for auditory learners and 15 learners for kinesthetic learners as it is presented in the below table.

1. Visual students

From the result of questionnaire, it described that 10 students or 35, 7 % of the students are visual learners because they show some characters or ways of doing something as follows;

- 1) Using notes with have lots of pictures and arrows in them
- 2) Remembering something better when they write it down
- 3) Getting lost or late when someone tells them how to get to a new place and they don't write down the directions
- 4) Remembering something better when they can figure out a picture or sign which is related to.
- 5) Looking at a person when talk to keep them focus on
- 6) Using flashcards to help them retain materials for test

- 7) Lack comprehension someone's talking when playing music or noisy situation.
- 8) Hard to understand joke in oral language
- 9) Better working in a quiet place
- 10) Can figure out the textbook page and the answer when taking a test.

2. Auditory students

Relating to Auditory learners, it is found that only 3 students or 10 % of all the students can be categorized it. Those learners have characters such as;

- 1) Using finger as a pointer to keep them reading
- 2) Dislike writing notes when learning
- 3) Listening better for the procedures of something from someone rather than reading it by their own.
- 4) Remembering things better when they hear rather than things that they see or read
- 5) Having problems in reading text for the words that look alike such as ' them', 'then', 'bad', and 'dad'
- 6) Difficulty to read other people's handwriting
- 7) Better to learn new information through hear it rather than read it

3) Kinesthetic students

Regarding the Kinesthetic learners, there are 15 students or 53, 5 % of the students show it. The Kinesthetic students have characteristics as follows:

- 1) They like practicing or demonstrating rather than reading directions
- 2) They learn best when they are shown how to do something and they have the opportunity to do it
- 3) They don't like to study at a desk
- 4) They tend to solve problems through a more trial and error approach rather than from a step by step method
- 5) They learn best from someone else
- 6) They find they selves needing frequent breaks while studying
- 7) They are not skilled in giving verbal explanations or directions
- 8) They do not become easily lost even in strange surroundings
- 9) They think better when they have the freedom to move around
- 10) When they can't think of a specific word, they will use their hands a lot use the word ' thing' instead of the real word.

Discussion

Students Learning Styles of XI grade students at SMA Negeri Siwalima

Learning styles are the easiest way that individuals have to absorb, organize and process the information they receive. Appropriate learning styles are the key to one's success in learning. Therefore, in learning activities, students really need to be assisted and directed to recognize learning styles that are appropriate to themselves so that learning objectives can be effectively achieved.

The findings of the study showed that most the XI grade students at SMA Negeri Siwalima are kinesthetic learners. From 28 students in this class, 15 students or 53, 5 % of the students can be categorized as the kinesthetic learners which have characteristics such as the students try things out, touch, feel and manipulated objects. Body tension is a good indication of their emotions. They gesture when speaking, are poor listeners, stand very close when speaking or listening and quickly lose interest in long discourse. They remember best what has been done, not what have seen or talked about. They prefer direct involvement in what

they are learning. They are distractible and find it difficult to pay attention to auditory or visual presentations. Rarely an avid reader, they may fidget frequently while handling a book.

In the process of teaching and learning in English classroom activities, those students prefer walk while studying, move and lecture the walls, do things as they say them, practice by repeating motion, when memorizing, use finger to write on the table or in the air, use flash cards to separate into know and don't know piles, and write and rewrite to commit to memory.

Regarding the auditory learners, there are 10 students or it is 35, 7 % of the students show this type of learners. The characteristics of these learners are they talk about what to do, about the pros and cons of a situation. They enjoy listening but cannot wait to get a chance to talk. They tend towards long and repetitive descriptions, they like hearing themselves and other talk. They can learn through songs, video, you tube and etc. Auditory learners benefit from oral instruction either from the teacher or from themselves. They prefer to hear or recite information and benefit from auditory repetition.

Due to visual learners, only 3 students or 10 % of the students have realized that they are visual learners. Visual learners are those who thoughts wander during lectures, well organized, like to read and show intense concentration while reading, remember better by seeing charts, diagrams, etc., need to see directions; not hear them, good handwriting, not really talkative and attention in details.

In sum up, it can be said that visual learning style is a learning style for students who like to memorize, auditory learning style is a learning style of students by listening, while kinesthetic learning style is a learning style of students by doing something or practicum.

Students Learning Strategies of XI grade at SMA Negeri Siwalima

In mastering English language at XI grade of XI IA1 of SMA Negeri Siwalima, learning styles are the key to developing performance at classroom activities. Students' learning styles are a combination of how they absorb, organize and process information. Learning styles have a close relation with learning strategies.

Learning strategies are the particular approaches or techniques that students employ to try to learn a language. Learning strategies are conscious or potentially conscious actions and students can identify them in their learning process. The benefits of using learning strategies can be found in the some conditions such as: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Learning strategies can also enable students to become more independent, autonomous, lifelong students.

Research findings show that the students use varied learning strategies which match with their learning styles. The visual students prefer to use mind pictures or mind maps to visualize the concept of knowledge their learn, they used to take notes, use' clue words for recalling, love to use study cards or flash cards to help them memorize words and understanding concepts. The students learning strategies also relate to the English teacher strategies in classroom activities. As it is reported from focus group discussion that in teaching English sometimes teachers using pictures, charts, maps, physically demonstrate tasks in the form of role play, use visual clues to alert students to important information, provide written summary of lesson at the end of teacspelher's presentation, always use think pair share.

In relating to the auditory learning styles, the learning strategies that the students always do both inside and outside the classroom such as record lecturers for repeated listening, listen to recordings of study material while doing something, read aloud, discuss the material,

listen carefully, talk through problems, paraphrase ideas about new concepts. In their teaching English classroom activities, the teacher is used to apply discussion in class, provide issues or themes to argument, debate and discussion, role plays, classroom conversation.

Whereas for kinesthetic students, the learning strategies that they apply such as do things as they say, practice by repeating motions, walk with studying, when memorizing, they use finger to write on the table or in the air, use hand-on activities with objects that can be touched, and write and rewrite to commit to memory. In teaching classroom activities, the teacher is used to exhibits, samples, working models, product and projects, demonstration, teach concepts through games, and think pair share.

From this finding, it can be concluded that the students really know about their learning styles and it can help them figure out their learning strategies. The more the students know about their preferences, the better they will apply their learning strategies. An active use of language learning strategies helps students in control of their own learning by developing language skills, increasing confidence and motivation in learning process.

The influence of learning styles and learning strategies in mastering English

The findings of the study also revealed that the students' learning styles and their learning strategies have close relationship with the students' learning achievement. As it is reported from the fourth question of focus group interview that most students said that the more they know about their learning style and their learning strategies the better they will have improvement in their learning achievement. This study reports that most students in this class are kinesthetic learners (15 students), followed by auditory learners (10 students) and only small portion as the visual learners (3 students). They learning strategies actually reflect about their learning styles and it is indicated that each style has different learning strategies. In some cases even they are different in learning styles but they can use varied learning strategies based on their learning goals as to have mastering English language well.

CONCLUSION

Based on the findings of the study, then the researcher comes to the conclusion as the answer of the research questions of the study following:

- 1) The learning styles of XI grade students at SMA Negeri Siwalima are visual learners, auditory learners and kinesthetic learners. Most students have learning styles as Kinesthetic learners (15 students), follow by auditory learners (10 students) and visual learners (3 students). The purpose of using learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently.
- 2) The students use varied learning strategies based on their learning styles. Each learning styles has different learning strategies as well as the strengths and weaknesses.
- 3) There are close relationship between students' learning styles, their learning strategies and their learning achievement particularly in mastering English language. The more the students know about their learning styles and learning strategies, the better they will have improvement in mastering English language.

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