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Universitas Brawijaya Universi Sasi, Diyah Aprita. 2013., The Correlation Study Between Learning Style and Learning Outcome of the First-Year Students in Structure Analysis Class at Study Program of English. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, University of Brawijaya. Supervisor: Universit Fatimah; Co-Supervisor: Didik Hartono.aya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Keywords: Learning Style, VAK Learning Style Model, VAK Learning Style Self-Assessment Questionnaire ersitas Br Language is one of communication device which is used to deliver feeling ers message, or opinion within society. In learning language, many people are not learning language, many people are not aware of their own way in learning. Whereas, knowing the style of learning is useful which also influences the learning outcome. Therefore, this study is conducted to investigate learning style used by the students and its correlation on the students' learning outcome. There are two objectives in this study, (1) to find out the learning style used by the first-year students at Study Program of English, Sitas Br and (2) to observe the correlation between learning style and learning outcome of the first-year students at Study Program of English. The writer also states two hypotheses, namely: (1) visual, auditory and kinesthetic learning style are found and used by the students of Study Program of English in structure analysis class, and (2) there is a correlation between learning style and learning outcome in the state of the s first-year students of Study Program of English. This study uses quantitative approach because the data are in form of number. It is also a correlation study since it tries to find out the correlation between learning style and learning outcome. The writer applies VAK model that Si divides learning style into visual (V), auditory (A) and kinesthetic (K). VAKSitas B Learning Style Self-Assessment Questionnaire is used as the instrument. It is regarded as the most appropriate questionnaire since the writer uses VAK model to find out the students' learning style. The result shows that the students of English Study Program in structure Universitianalysis class use three types of learning style. The first type is auditory which is it as B mostly used by the students and it is followed by kinesthetic and visual. Moreover, the writer also finds that the students' learning style influences the final test score. It can be concluded that there is a correlation between learning style on learning outcome. Based on the finding, the first and second hypotheses Universitas Brawijaya Universitas Brawijaya are accepted. Universitias BraTo complete this study, the writer suggests the next researcher to use the itas Br different theory, participants and other parameters such as age, gender or personality. The writer also suggests the readers and the students to find out their learning style surely. Besides, the writer suggests the lecturer to give suitable treatment based on the students' learning style. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Sasi, Diyah Aprita. 2013., The Correlation Study Between Learning Style and Learning Outcome of the First-Year Students in Structure Analysis Class at Study Program of English. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, University Brawijaya. Pembimbing (1): Fatimah; ersitPembimbing (2): Didik Hartono.Brawijaya Universitas Brawijaya Keywords: Gaya Belajar, Model Gaya Belajar VAK, Kuesioner penilaian diri gaya belajar VAK. ersitas Brahasa merupakan salah satu alat komunikasi yang digunakan untuk si menyampaikan perasaan, pesan ataupun pendapat dalam masyarakat. Dalam itas pembelajaran bahasa, banyak orang tidak memahami cara belajarnya sendiri. Padahal, mengetahui gaya belajar sangat berguna dan juga berpengaruh terhadap hasil belajar. Untuk itu, studi ini dilakukan untuk mencari tahu gaya belajar yang digunakan oleh siswa dan hubungannya dengan hasil belajar. Ada dua tujuan dalam studi ini, (1) untuk mencari tahu gaya belajar yang digunakan olehsitas B mahasiswa tahun pertama Program Studi Bahasa Inggris, dan (2) untuk mengetahui hubungan antara gaya belajar dan hasil belajar pada mahasiswa tahun pertama Program Studi Bahasa Inggris. Penulis merumuskan dua hipotesis, yaitu: (1) gaya belajar visual, auditori dan kinesthetik ditemukan dan digunakan oleh mahasiswa Program Studi Bahasa Inggris di kelas structure analysis, (2) terdapat la seconda di la se korelasi antara gaya belajar dan hasil belajar pada mahasiswa tahun pertama Program Studi Bahasa Inggris. Studi ini menggunakan pendekatan kuantitatif karena data yang digunakan berupa angka. Studi ini juga merupakan studi korelasi karena mencoba mencari tahu korelasi atau hubungan antara gaya belajar dan hasil belajar mahasiswa.Sitas B Penulis menggunakan model VAK yang membagi gaya belajar kedalam visual (V), auditory (A) dan kinestetik (K). Instrumen yang digunakan adalah kuesioner penilaian diri gaya belajar VAK. Kuesioner ini dianggap paling sesuai karena penulis menggunakan model VAK untuk mencari tahu gaya belajar mahasiswa. sitas BraHasil study ini menunjukkan bahwa mahasiswa Program Study Bahasasitas Br Inggris di kelas structure analysis menggunakan tiga tipe gaya belajar. Tipe pertama yang paling banyak digunakan adalah auditori. Berikutnya diikuti oleh kinestetik dan visual. Lebih lanjut, penulis juga menemukan bahwa gaya belajar mahasiswa mempengaruhi nilai ujian akhir. Dengan demikian bisa disimpulkan bahwa ada hubungan antara gaya belajar dengan hasil belajar. Berdasarkan temuan tersebut, hipotesis pertama dan kedua bisa diterima. Brawijaya Untuk melengkapi studi ini, penulis menyarankan kepada peneliti selanjutnya untuk menggunakan teori, partisipan dan parameter berbeda seperti usia, jenis kelamin atau personaliti. Penulis juga menyarankan kepada mahasiswa dan pembaca untuk menemukan gaya beajar mereka dengan benar. Selain itu, penulis juga menyarankan agar pengajar mengaplikasikan cara yang sesuai dengan gaya belajar mereka as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawiją universitas Brawijaya

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Univer Universit Basically, language is used to deliver the message or meaning, and describes it as Brawijaya something with a play on words. It is also used to express the idea, opinion, Universi feeling, knowledge and many others. Nowadays, many people want to master sitas Brawijaya Universitmore than one language because the ability to master more than one language is insitas Brawijaya high demand in this global era. For instance, many job applications require the Universitapplicants to be fluent in English. To fulfill this need, the educational institutionssitas Brawijaya provide the subject of English to increase the quality of human resources. It is University supported by the decree of MENDIKNAS No. 232/U/2000 and decree of sitas Brawijaya rjaya Universitas Brawijaya MENDIKNAS No. 045/U/2002 that put English into the group of MPK (Mata Kuliah Pengembangan Kepribadian) in High Educational Curriculum. Universitas Brat is undeniable that English has become an international language and has sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universibeen learned by many people around the world. In some countries such as it as R Malaysia and India, English is second language and in some others like Indonesia, Universiti is foreign language. Saville-Troike (2006, p. 4) defines English as foreigns as Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya with no immediate necessary practical application. Whereas second language is Universit defined as an official language that is dominant in society and needed for it as education, employment and other basic purposes. Cook (2003, p. 7) categorizes University foreign language education and second language aducation into additional Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br University studies the language of another country. While second language education is studies the language of another country. Universitacquired when someone studies their society's majority official language which is it as Based on those explanations, it can be concluded that acquiring a second Universi or foreign language is learning language after the first language is already established. Krashen (1981, p.1) states that "language acquisition is very similar" Universito the process children use in acquiring first and second language". It means that sites there is no different process in acquiring language. In acquiring language, people can apply many ways. Take for examples, Universi memorizing the terms, imitating people's conversations or chatting with native speakers. The subconsciousness of people in choosing the way of learning a Universitlanguage is called learning style. According to Reid (1995), the term learningsitas Brawijaya style has been used to describe an individual's natural, habitual, and preferred way of getting new information and skill. Human senses have a significant function in ersitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas B Universitlearning, memorizing, and recalling information, included in learning language.sitas People may not realize their learning style (whether it is visual, auditory, or kinesthetic) used in learning a language. For example, when people are asked **Universitas Brawijava** Universi what their learning style is, they cannot answer it surely. Some people also feel Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithat they tend to have more than one style in learning language, for example states Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitauditoy and kinesthetic or visual and kinesthetic, iversitas Brawijaya There are great advantages to know whether the students' learning style Universitare visual, auditory, or kinesthetic. In learning language, visual learners tend to sit as Bra Universitas Brawijaya learners like to read and obtain an information from visual media such as pictures, Universitcharts, or graphics. It is different from auditory style which is related to hear insitas learning language. Auditory learners learn the material best through hearing things. They are comfortable without visual input and therefore enjoy the lectures Universi by conversations, and discussion (Oxford, 2003). Whereas kinesthetic style is it as related to sense of touch in learning language. When auditory learners have Universit difficulty with written work, kinesthetic learners like lots of making a note during sitas learning process, experiment and performing tasks. (Oxford, 2003). Knowing the Universit student's learning style will help the lecturer to use the teaching method that is sitas Br Universi appropriate with it. Besides, the students will be much easier to comprehend the materials given by the lecturer who uses an appropriate way with their learning Universitytle. As the result, it will influence the students' grade as their learning outcome. sitas Bra Universitas Br Therefore, the writer conducts this study to observe the influence of learning style used by the first-year of English Study Program students in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universitas Brawijaya toward the students' learning outcome in structure analysis it as ersitas Brawijaya Universitas Brawijaya Univ university which is different from that in their Senior High School. Besides, the Universi first-year students learn the basic courses. The writer chooses structure analysis Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities to be observed because in structure analysis class, students learn the basic Universit knowledge of English grammar as a whole. Structure becomes the core for the sites people who want to learn English. Therefore, the people must have a good University structure if they want to learn English in a more complex weather it is reading, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya writing, listening, or speaking. Universitas Brawijaya Universitas Brawijaya Universitas Brathe writer intends that the feedback will help the students to improve their Universitlearning outcomes in structure analysis and also other subjects. Learning outcomes it as itself is the result of students' learning in form of number. Sugimin (2008, p. 252), states that learning outcome is kind of information to know the quality of the Universi students toward certain subject. The different learning style used by the students itas will probably result in the different learning outcome for each student. Because of Universithat, the writer wants to know the influence of the students' learning style on sitas learning outcome. The writer expects that this study can be used to increase the knowledge of Universithe readers about language learning style. The readers can also be more critical and serious to find out their own learning style to increase the achievement. In Universitaddition, this study can give additional information about learning style used bysitas Brawijaya the students in the first-year of English Study program as the participants. University Thereby, the students can accommodate the appropriate way of learning which Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit can help them to increase their achievement. By this study, the lecturer knows the sitas Universitas Brawijaya structure. So that, the lecturer can apply the appropriate manner with the students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya Universitas Brawijaya REVIEW OF RELATED LITERATURE will available Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Br In this chapter, the writer presents some review of related lierature of sitas Brawijaya Universitas Brawijaya Universitianguage acquisition. Besides, the writer also explains the variety of learning style Brawijaya Universit models, learning style instruments and the previous studies. Universitas Rr. 2.1 Foreign Language Acquisition Universitas Brawijaya Foreign language is an additional language which is used to socialize orsitas Brawijaya communicate in certain situation that is usually different from language used in daily life. According to Klein (1986, p. 19), foreign language is one that is not Brawijaya University practiced routinely when it is acquired by the people. He also explains that foreign it as language is used to point out a language acquired in a society when it is not Universit common in use. The other additional language is second language even though itsitas Brawijaya can be the third or fourth (Saville-Troike, 2006, p. 2). Basically, foreign and University second languages are similar. As Klein's statement (1986, p. 19), second languages it as Brawijaya Universi also covers foreign language. Saville-Troike (2006, p. 3) differentiates the definition of second language Universitinto four types according to its function; second language, foreign language, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitibrary language, and auxiliary language. She states that foreign language is a Brawijaya language which is not practiced immediately. It might be used for future travel or University other crosscultural communication situations, or studied as a a curricular sitas Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** language is typically an official or societal dominant language within society that Universi needed for specific purposes such as education, employment, and other purposes tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas (Saville-Troike, 2006, p. 4).
tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Br Other definitions about foreign and second language come from Oxford.sit Universitas Brawijaya is not the primary vehicle for daily interaction and where input in that language is sites Universite trestricted" (Oxford, 2003, p. 1). In the opposite, "second language is a language it as studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language" (Oxford, 2003, Universi p. 1). It means that foreign and second language is different in term of its position as the main of communication device. Acquiring foreign or second language has the same process as acquiring it as first language (Krashen, 2002, p. 1). According to Saville-Troike (2006, p. 2), second language acquisition aims to master the additional language as well as the Universi first language which is performed in formal or informal situation. The term second language acquisition is used to denote the spontaneous Universitlearning which is used in daily communication and free from guidance (Klein, 1986, p. 16). Second language acquisition is the study of how second languages are learned and the factors that influence the process. Rod Ellis (1994, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit defines second language acquisition as a social role which is language used in the sitas ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Community. He also explains second language acquisition as "the way in which people learn a language other than their mother tongue, inside or outside of a Universi classroom (Rod Ellis, 1997, p. 3)". It means that second language can be learned Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitin group or individual and it can be learned from the environment outside the Brawijaya Universit classroom, such as the case of spontaneous learning. rsitas Brawijava Universitas Brawijaya rawijaya Universitin which it has the same process as acquiring first language. The differentiations it as Brawijaya Universitas Brawijaya Universition as the mother tongue, while foreign or second language is usually sitas Brawijaya s Brawijaya Universitused for certain purposes and it is applied when it is needed such as to support sit as Universit 2.2 Factors Affecting the Success of Foreign Language Acquisition In acquiring language, there are some factors that influence the learners to University be successful. There is always question why some learners are more successful in Universi learning language than others. In this section, some of factors from psychological perspective that affect the successfulness in learning language will be reviewed. Universit2.2.1 Aptitude Aptitude is a specific ability in learning language. It is traditionally an Universitability of learning language which is stable and independent from previoussitas Brawijaya wijaya Universitas Brawijaya language learning experience (Skehan cited in Safar and Kormos, p. 3). Savile-Universitas Brawijaya Universitas Brawijaya rawijaya Universit correlates with success in language learning. It is supported by the Wesche's worksitas Brawijava Universitas Brawijaya University method in learning language with their aptitude profile (cited in Larsen-Freeman 11) and Long, 1991, p. 207). Carroll (cited in Savile-Troike, 2006, p. 85) proposes Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universition components of aptitude; phonemic coding ability, inductive language language **Universitas Brawijaya** Universi learning ability, grammatical sensitivity, and rote learning ability. Universitas Brawijaya rawijaya Universi language sound (Krashen, 1981, p. 19). The second is inductive language learning it as Brawijaya Universitas Brawijaya Universit (Carroll cited in Larsen-Freeman and Long, 1991, p. 167). The third component is Sitas Brawijaya s Brawijaya Universitas Brawijaya Universit grammatical sensitivity which is concerns with the process of structuring sentence sites (Carroll cited in Larsen-Freeman and Long, 1991, p. 167). The last component is Universition learning ability that focuses with how linguistic items are acquired and used sitas Brawijaya Universi in anytime (Savile-Troike, 2006, p. 85). In short, the learners need to apply the appropriate strategy with their Universitaptitude characteristics in order to increase their achievement because it gives thesitas Brawijaya significant influence. **Universit2.2.2 Motivation** Individual motivation becomes one of factors affecting the success of Universitiearning language. Based on Savile-Troike (2006, p. 86), motivation determines Brawijaya Universithe level of effort which support the learners in second language development. Harmer (1983, p. 3) defines motivation as a kind of instrument that encourages Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Gardner and Lambert (cited in Alsayed, 2003, p. 25) have recognized two university major types of motivation: integrative motivation and instrumental motivation. Universitas Brawijava Universitas Brawijava Universi Integrative motivation is influenced by the learners' interest to be part of cultures as Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universities that mastery the target language becomes an instrument in getting language becomes an instrument in getting Universi something better such as job (Harmer, 1983, p. 3-4). It is similar with Savile-sitas Brawijava Troike (2006, p. 86) that argues integrative motivation as a learner's interest to rawijaya Universitintegrate with the community which use the language they learn. Whilesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya instrumental motivation regards language as a device to achieve the goal. Universitas Brat can be said that the success of learning language is influenced by sitas Brawijaya University motivation that is created by the individual. Since learning language need-asitas commitment, the learners should surely know what their goal in learning language Universities that they will not loose their motivation. Iniversitas Brawijaya 2.2.3 Personality As a factor affecting learning language, personality has an important role. Universit A number of personality characteristics influence the success of it. Some of them are self-esteem, extroversion, and risk-taking. According to Rubio (2007, p. 4), self-esteem is psychological and socials tas Brawijaya awareness of individual toward their competent. The next characteristic is Universities troversion. Extrovert tends to adapt more easily in social interaction and open to sitas Brawijaya Universithe other people. They are more successful in language learning because they have good relationship with language (Larsen-Freeman and Long, 1991, p. 186). On rawijaya Universithe other side, risk-taking is defined as the learners' awareness of fault that make Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithem unwilling and ashamed to show their ability when they are not sure with their utterances (K. Meenakshi et al, 2012, p. 95). Rubin (cited in Larsen-Freeman University and Long, 1991, p. 188) concludes that good language learners are the learners as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya who is brave to take the risk even though often seen as a fool. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universi Troike, 2006, p. 82), as reported in	the table below:	Universitas Brawijay
rawijaya	Universi	F TYPE	niversitas Brawijay
rawijaya	Table 2.1 Age Differences in Seco	nd or Foreign Language Acquisitio	n piversitas Brawijay
rawijaya	Universi Younger Advantages	Older Advantages	niversitas Brawijay
rawijaya	Universit Brain plasticity Not analytical	Learning capacity Analytic ability	I hiver sitas Brawijay
rawijaya 	Fewer inhibitions (usually)	Pragmatic skills	niversitas Brawijay
rawijaya	Universit Weaker group identity Simplified input more likely	Greater knowledge of L1 Real-world knowledge	Iniversitas Brawijay
rawijaya	(Source: Savile-Troike, 2006, p. 82	FILE SI	Univer sitas Brawijay
rawijaya	Universitas (Source: Savile-Troike, 2006, p. 82		Universitas Brawijay
rawijaya rawijaya	Universitas Universitas		Universitas Brawijay Universitas Brawijay
rawijaya rawijaya rawijaya	Universitas Universitas B. Larsen-Freeman and Long,	(1991, p. 155-164) state that older is	Universitas Brawijay Universitas Brawijay faster, butsitas Brawijay
rawijaya rawijaya rawijaya rawijaya	Universitas Universitas B. Larsen-Freeman and Long, Universitas B. Larsen-Freeman and Long, Universitas Brayounger is better. They also menti	(1991, p. 155-164) state that older is	Universitas Brawijay Universitas Brawijay faster, butsitas Brawijay Universitas Brawijay
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas B. Larsen-Freeman and Long, Universitas B. Larsen-Freeman and Long, Universitas B. Larsen-Freeman and Long, Universitas Bray Universitas Bray Universitas Bray Universitas Bray Universitas Bray Universitas Bray	(1991, p. 155-164) state that older is on the explanations for age-related dearning into social-psychological examinava	Universitas Brawijay Universitas Brawijay faster, butsitas Brawijay Universitas Brawijay Universitas Brawijay planation, sitas Brawijay Universitas Brawijay
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Universitas B. Larsen-Freeman and Long, Universitas B. Larsen-Freeman and Long, Universitas B. Larsen-Freeman and Long, Universitas Brawijay Uni	(1991, p. 155-164) state that older is on the explanations for age-related dearning into social-psychological explanation, and neurological explanation. Spical explanation, Larsen-Freeman and the learners have much more experienced with the special explanation and prefer to speak accented L2 special explanation.	Universitas Brawijay Universitas Brawijay faster, butsitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Ilniversitas Brawijay
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rawijaya	Universitas	(1991, p. 155-164) state that older is on the explanations for age-related dearning into social-psychological explanation, and neurological explanation. It learners have much more experiently and prefer to speak accented L2 specificular L1. From cognitive explanation and the process of acquiring the process of acquirin	Universitas Brawijay Universitas Brawijay faster, butsitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay planation, sitas Brawijay Universitas Brawijay Universitas Brawijay Indiversitas Brawijay
rawijaya	Universitas	(1991, p. 155-164) state that older is on the explanations for age-related dearning into social-psychological explanation, and neurological explanation. It learners have much more experiently appropriate to speak accented L2 specificular L1. From cognitive explanation and Device) in the process of acquiring and appropriate to speak accented L2 specificular L1.	Universitas Brawijay Universitas Brawijay faster, butsitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Universitas Brawijay Universitas Brawijay Iniversitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Iniversitas Brawijay
rawijaya	Universitas Universitas B. Larsen-Freeman and Long, Universitas B. Larsen-Freeman and	(1991, p. 155-164) state that older is on the explanations for age-related dearning into social-psychological explanation, and neurological explanation. It learners have much more experies may prefer to speak accented L2 specificular L1. From cognitive explanation and process of acquiring acceptance on Device) in the process of acquiring acceptance of acquiring a	Universitas Brawijay Universitas Brawijay faster, butsitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Universitas Brawijay Universitas Brawijay Iniversitas Brawijay Iniversitas Brawijay Iniversitas Brawijay Iniversitas Brawijay Iniversitas Brawijay Iniversitas Brawijay Universitas Brawijay
rawijaya	Universitas Brawijaya	(1991, p. 155-164) state that older is on the explanations for age-related dearning into social-psychological explanation, and neurological explanation. It learners have much more experies may prefer to speak accented L2 specificular L1. From cognitive explanation and Device) in the process of acquiring awijaya Universitas Brawijaya	Universitas Brawijay Universitas Brawijay faster, butsitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Ilniversitas Brawijay Universitas Brawijay Universitas Brawijay Ilniversitas Brawijay Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University or foreign language, while adult learners make use of general problem-solving language, while adult learners make use of general problem-solving Universitabilities (Larsen-Freeman and Long, 1991, p. 163). Input explanation states that sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas younger learner receive greater input than adult learners (Larsen-Freeman and Universitas Brawijaya Universitas Brawijay rawijaya Universi Long, 1991, p. 163-164). Whereas neurological explanation concludes that there it as Brawijaya Universitas Brawijaya Universit different function around puberty (lateralization). The second is loss of lass Brawijaya Universimeurological plasticity because of more than one cause (Larsen-Freeman and Sitas Brawijaya In short, it can be said that there is no differentiation learning second or stas Brawijaya Universi foreign language in young or old age. Generally, both ages are has their own stas Brawijava capacity in accepting input. Universit 2.2.5 Learning Strategy Learning strategy refers to a particular technique used by the learner to Universitacquire knowledge (Rubin cited in Larsen-Freeman and Long, 1991, p. 189).sitas Brawijaya Savile-Troike (2006, p. 91) defines learning strategy as the behaviors and Universitiselecting techniques to learn language based on the conscious choice on the part Brawijaya Universit of learners, but strongly influenced by the nature of their motivation, cognitive stras Brawijava style, and personality. rawijaya Universitas Braccording to O'Malley and Chamot (cited in Savile-Troike, 2006, p. 91), sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning strategy is divided into metacognitive, cognitive, and social/affective. Metacognitive is related to plan that will be used in language learning, cognitive Universitas Brawijava Universitas Brawijava University refers to the process used in learning language, such as problem-solving, whereas it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya social/affective engages interaction with others. **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Braming strategy it can be concluded that learning strategy it as Brawijaya Universitused by the learners will influence the learners' success in learning second orsitas Brawijava sitas Brawijaya Universitas Brawijaya University characteristics of learners' learning style will not give significant result in learning style Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya second or foreign language. Universitas Brawijaya Universitas Brawijaya Universit 2.2.6 Learning Style Universitas Br Learning style also becomes the factor affecting learning language. Based Universities on Oxford (2003, p. 1), it is a factor that determine how the learners learn a Universitsecond or foreign language. Eliason (cited in Reid, 1995, p. 19) argues that thesitas Brawijaya term learning style has been used in various and sometimes confusing ways in the literature, often interchangeably with the term cognitive style, affective style, or sites Universitlearning strategies. Learning style refers to how each learner receives and processes new Universitinformation through. According to Hawk and Shah (2007, p. 2), "learning style issitas Brawijaya a component of the wider concept of personality". It means that personality forms Universitate people's characteristics of how the way they learn. Learning style also refers last Brawijaya Universito "stable and pervasive characteristics of an individual, expressed through the interaction of one's behavior and personality as one approaches a learning task Universit (Garger and Guild cited in Alavinia et al, 2006, p. 1293). It can be simply said that Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning style is an individual characteristic that consistently refers to the habit of Brawijaya people toward the process of learning. Pham (cited in Alavinia et al, 2006, p. Universit1293) also defines learning style as a method in processing information based onsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the certain stimuli in learning process. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Gilakjani (2012, p. 105), "learning styles may be defined in Universitas Brawijaya Unive University multiple ways, depending upon one's perspective'. It means that learning styles it as has some different interpretations depending on the person's point of view. Brown Universi (cited in Gilakjani, 2012, p.105) also defines learning styles as the manner insitas Brawijaya Universitas Brawijaya Universition over another. Based on Brown's explanation, learning style is a chosen Strass Br University manner which is the learner comfortable with the certain style in processing newsitas information. According to Martin et al (2011, p. 359), learning style refers to unique University
University Similarly, Stewart and Felicetti (cited in Sabatova, 2008, p. 18) define learning University tyle as the concept of how people learn, rather than what people learn. The students may not aware of their learning style. They can mix more Universithan one learning style than decide which style is the most suitable for them. Sitas Brawijaya Universi Dunn and Dunn (cited in Montemayor et al, 2009, p. 60) explain that "learning style is the way in which the students begin to concentrate on, process, and retain Universitinew and difficult information through different perceptual channels" iv Insitas Brawijaya essentials, learning style is a way to learn that can help the people easily to as Brawijaya Universitas Drawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Claxton and Ralston (1978, p. 7) state that the term learning style refers to sitas Brawijava Universitas Brawijaya (cited in Tabanlioglu, 2003, p. 10) defines learning styles as "cognitive, affective," Universi and physiological traits that are relatively stable indicators of how learners Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Jniversitas	Brawijay
rawijaya	University perceive, interact with, and respond to the learning environment". It means	lniversitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Iniversitas	Brawijay
rawijaya	Universitlearning style is criteria to determine the learners' manner in learning sec	ond orsitas	Brawijay
rawijaya Irawijaya	foreign language according to the environment. According to Ldpride.net	(2008,	Brawijay:
rawijaya	University, 2), "learning styles refer to the variations of ability to accumulate as v		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya L		
rawijaya	assimilate information". It can be said that it is an appropriate manner in re-		Brawijay
rawijaya	University and processing new information. Furthermore, Gregoric (cited in Ballon		
rawijaya		Iniversitas	
rawijaya	Universi Czerniak, 2001, p. 3) argues that learning style is formed by one's behavi		
rawijaya	Heirareitas Prauri	Jniversitas	
rawijaya	Universities by the how people interact with the environment.	Jniversitas -	Brawijay
rawijaya	Universitas Generally, it can be said that learning style is a way on how the learning	earnersitas	Brawijay
rawijaya	Universita	niversitas	Brawijay
rawijaya	Universi receive the input which is used consistently and continuously. Learning sty		
rawijaya	University affect the students' successfulness in learning language if the learners	hiversitas know	Brawijay
rawijaya			_
rawijaya	Universit exactly about what their learning style is. In this study, the writer focuses		
rawijaya Irawijaya	University	niversitas aware	Brawijay
rawijaya	Universition of their own learning style. Besides, the writer wants to find whether the		
rawijaya		Jniversitas	
rawijaya	Universit correlation between the students' learning style and the students learning ou	itcome _{sitas}	Brawijay
rawijaya	Universitas Brawhich is measured by final test score. Universitas Brawhich is measured by final test score.	Jniversitas	Brawijay
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rawijaya	University many researcher. As Felder and Henriques (cited in Gunes, 2004, p. 18) po		
rawijaya 	Universitas Brawijaya	niversitas	Brawijay
rawijaya 	Universithat there are more than 30 learning style models have developed in the		
rawijaya	three decades. Those learning style models are different in term of some a	spects,	Brawijay
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rawijaya	listed helevy	Jniversitas Iniversitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit2.3.1 Field Independent and Field Dependent (Sensitive) Learning Styles as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The concept of field-dependent (FD) and field-independent (FI) is first Universit proposed by Herman Witkin in 1962. It refers to how learners process and recall Sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitinformation. Reid (1995, p. 37) defines field-independent as the ability to analyze it as Brawijava the key details from an ambiguous context. In the opposite, field-dependent's Universitability to separate the key details from the background is lesser than field-sitas BI rawijaya Universitas independent but they have ability to forming global tendency. Besides, Reid also explain (Reid, 1995, p. 37) that Field-independent learners are more structures and Universitanalytic in learning. They are not easy to be distracted by social context. Whilesitas field-dependent learners are more sensitive to the social context and like auditory Universi learning that involves social interaction. According to Castain (cited in Dabaghi, 2011, p. 80) the people who depend on the situation is regarded as field-dependent and others that independent Universit with thinking and action are regarded as field-independent. Universities 2.3.2 Perceptual Learning Style Universitas BraPerceptual Learning Style is proposed by Reid in 1987. This learning stylesitas Brawijaya model categorizes the individual style into six types: visual, auditory, tactile, kinesthetic, individual and group learning style. The learners with their style have ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit different way in learning and getting information. Reid (cited in Vaseghi, sitas Brawijaya Ramezani, and Gholami, 2012, p. 441) states that perceptual learning style is "the erst changes among learners in using one or more senses to understand, organize, and sitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya retain experience". It can be concluded that the learners can make use of more Universithan one style in retain new information aya Universitas Brawijaya Visual learners like to use visual channel which need to concentrate and University spent time alone (Reid, 1995, p. 35). Different from visual, auditory learners likesitas Brawijaya Universitas Brawijaya Universitiend to enjoy oral-aural learning channel (Reid, 1995, p. 36). According to Universit Vazeghi et al (2012, p. 442), auditory learners learn by listening to a person such sit as lecturer. On the other side, Reid (1995, p. 35-36) argues that tactile learners need to touch the object while kinesthetic learners require movement, such as role Universi play. The next categories are individual and group learning style. Simply, it can be defined that individual learning style is a preference to learn alone, and group Universit learning style is the opposite (Vaseghi, Ramezani, and Gholami, 2012, p. 442). Versitas University 2.3.3 Myers-Briggs Type Indicator (MBTI) Myres-Briggs Type Indicator (MBTI) is proposed by Myres and Briggs in 1978 that determines four personality dimensions: extroversion or introversion (E-University, sensing or intuition (S-I), thinking or feeling (T-F), and judging or perceiving Brawijaya Universit (J-P). Guy and Hicks (1995, p. 79) simply explain extroversion or introversion is preferences attitude toward the world, sensing or intuition is preferences attitude in gathering information, thinking or feeling is preferences in making decisions, Stas Brawijaya University and judging or perceiving is preferences toward order. Extrovert learners like to interact with others and tend to open toward their University social environment, while introvert learners think everything inside their mind. Sitas ersitas Brawijaya Universitas Brawijaya Univ Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawiiava** Universitas Brawijaya Universitas Brawijaya mind (Gunes, 2004, p. 20). According to Reid (1995), extrovert learner more Universi effectively through concrete experience and introvert learner more effectively in Universitas Brawijaya Universitas Brawijaya Universitas BraThe second personality dimensions are sensing and intuition. Sensing sitas Brawijaya Universitas Brawijaya Universitabsorb information abstractly to convey the reality (O'Brien, Bernold, and Universit Arkoyd, 1998, p. 312). Besides, Reid (1995) explains that sensing learners like to sit as learn by something obvious, like observable fact. In the other hand, perception learners like to make relationship with other to learn, and benefited meaningful Universi experience. According to O'Brien, Bernold, and Arkoyd (1998, p. 312), thinking more Universit objective in making decision and use logical reasons, while feeling tends to subjective and follow what is in their mind. Similar with that explanation, Reid Universit (1995) also states that thinking learners learn more effectively from impersonal Universi circumstances and logical consequences. Whereas feeling learners learn more effectively using personalized circumstances and social value. Universitas BraThe last personality dimension of MBTI are judging and perceiving sitas Brawijaya Judgers have characteristic to be quickly making something, while perceivers like to collect the clues in understanding the meaning (Reid, 1995, p. 38). O'Brien, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Bernold, and Arkoyd (1998, p. 312) argue that the people which prefer to use as it as ersitas Brawijaya Universitas Brawijaya Univ another which more prefer a perspective process is perceiver. I awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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2.3.4 VAK/VARK Learning Style Model

Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraVAK is proposed by Fleming in 1987 that stands for three major sensory modes of learning: visual, auditory, and kinesthetic. Visual learners learn by Universitieseing, auditory leaners learn by hearing and kinesthetic learners learn by doing. Sitas Brawijaya Universitas Brawijaya environment, such as traditional lecturer, solo self study, blended learning, and University group interaction" (Whittleston and Sherratt 2012, p. 2). It means that this models it as can be used in many kinds of situation. Based on Martin, Lewis, and Edward (2011, p. 360) VAK characterizes learning style as an individual's distinctive way Universi of getting information whether rely on seeing things, hearing and listening, or touching and doing. Visual learning style is a learning style in which the learner more understand the explanation by seeing. The learners need to see the teacher body Universitianguage and expression to fully understand the content of a lesson. The Brawijaya characteristic of visual learners is prefer to sit in front of the classroom. The use of visual media such as picture, chart, diagram, or video are needed for visul learner, Universit because they will be more easy to absorb the information. Different from visual, sitas auditory learners tend to absorb information in a more efficient manner through sound, music, discussion or teaching. They interpret the meaning of speech Universithrough to listening to the voice tone, pitch, and speed. While kinesthetic learners it as Universitas Brawijaya texture. They also usually have a tendency to handle something or fidget with Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University something. Kinesthetic learners can become distracted by their need for learners can become distracted by their need for Universitmovement and activity ersitas Brawijaya Universitas Brawijaya Recently, Fleming expanded VAK into VARK which divides visual into rawijaya University two categories. Those who prefer graphical or pictorial representations of their itas Brawijaya Universitas Brawijaya Universit representations are reading/writing (R) (Slater, Lujan, and DiCarlo, 2007, para. 4). Sitas Brawijaya Universitas Brain this study, the writer focuses to find out the students' learning style insitas the aspect of sensory preference. Hence, VAK Learning Style Model is regarded Universitias the appropriate model to determine the students' learning style other than Sitas Brawijaya Universi VARK. It is because both visual (V) and reading/writing (R) in VARK model utilizes sight in learning process. Moreover, this model is a well known theory University and widely used in plenty research. It is supported by Hawk and Shah (2007, p. 2) sitas who state that Fleming's theory is one of six well-known available learning styles. Universit 2.4 Learning Style Instruments There many kinds of learning style instruments to determine the students' Universitiearning style. Some of them are Index of Learning Style (ILS), Perceptual Sitas Brawijaya Universit Learning Style Questionnaire, Learning Style Inventory, and VAK Learning Styles Self-Assessment Questionnaire. Universit2.4.1 Index of Learning Style (ILS) vijaya Universitas Brawijaya Index of Learning Style (ILS) is proposed by Felder and Solomon (cited in Universit Gunes, 2004, p. 62) to assess the students into four dimensions, process (active or sital Brawijaya Universi reflective), perception (sensing or intuitive), input (visual or verbal), and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya University understanding (sequential or global). ILS consists of 44 questions which each 11 States Brawijaya Universi questions refer to each learning style dimension. Each item has two possiblesitas Brawijava Universitas Brawijaya rawijaya University whereas "b" indicates reflective, intuitive, verbal, and global (Litzinger et al, sitas Brawijaya Universitas Brawijaya University 2.4.2 Perceptual Learning Style Questionnaire Perceptual Learning Style Questionnaire is created by Reid in 1987 to Universities Branch assess the students learning style according to visual, auditory, kinesthetic, tactile, Universitgroup and individual learning style. Visual, auditory, kinesthetic, tactile aresitas Brawijaya constitute the perceptual learning style categories while group and individual Universi learning style are social category. The questionnaire consists of thirty statements Brawijaya Universitin which each five statements refer to certain learning style preferences to be measured (Tabanlioglu, 2003, p. 52). Universi 2.4.3 Learning Style Inventory (LSI) Learning Style Inventory was created by Kolb in 1976, and the newest was Universit created in 2005. LSI has 12 items that asks respondents to rank four sentencesitas Brawijaya Universi endings that correspond to the four learning modes: Concrete Experience, University Reflective Observation, Abstract Conceptualization and Active Experimentation Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit (Alice Kolb and David Kolb, 2005, p. 10)./a Universitas Brawijaya Universitas Brawijaya 2.4.4 VAK Learning Styles Self-Assessment Questionnaire ersitas Brawijava - Universitas Brawijava Universitas Brawijava Universitas BraVAK Learning Styles Self-Assessment Questionnaire is chosen to be ansitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe students to determine learning styles used by the students, whether it is visual, Universitauditory, and kinesthetic learning style jaya Universitas Brawijaya Each question has multiple choice of a, b, and c in which each choice is rawijaya Universitidentified as the different learning style. Choice of "a" refers to visual, "b" refersitas Brawi Universitas Brawijaya University questionnaire. In this survey, there are thirty different cases in which respondents Universitieed to select the most match solution with their characteristic. For the thirtysitas questions, the learning style most often selected will identify learning style label University assigned to that individual (Alavinia et al, 2012, p. 1294). Learners with visual style prefer to observe something by seeing. They like to say "show me" or "let's have a look at that", and work after reading Universitinstruction or watching other people do it first. Different with visual, people with sitas auditory style have a preference for transfer information through listening. Universit Auditory learners usually use phrases such as "tell me" or "let's talk it over" and sitas Brawijaya Universi perform activity after listening direction from others. Meanwhile, kinesthetic learners prefer to do activity by physical experience. They like to say "let me try Universit and doing something without any directions. Universitas Br In this study, the writer chooses VAK Learning Style Self-Assessment Questionnaire as the instrument, because the writer regards this questionnaire as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universithe most appropriate instrument in determining the students' learning style baseds it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas on VAK learning style model. VAK Learning style Questionnaire differentiates learning style based on human sense which is close related to the learners' daily Universi process in learning foreign and second language. Therefore, the writer uses VAK Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Learning Style Self-Assessment Questionnaire since the writer tries to find out the Sitas Brawijaya Universitstudents' learning style which is focused on human sense whether it is visual, sitas Brawijaya sitas Brawijaya Universitas Brawijaya Universitas Brawijaya auditory or kinesthetic. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.5 Advantages of Knowing Learning Style Universitas Brawijaya Universit(2012, p. 109), learning style have significance role in individuals' live becauses it as Br rawijaya Universitas the people will integrate it in the process of learning to make them easily and fast in mastering something. Therefore, by knowing the students' learning style, they Universitean find their easiest and appropriate way to learn and adapt many things that sitas Brawijay suitable for them in getting new information, such as situation of the class or media they need. They are aware about many things they need to make Brawijaya versithemselves feel comfortable during learning and it will influence toward their itas successfulness. Knowledge of learning style will help to control the process of Universitlearning that takes responsibility for the individuals' own learning (Gilakjani, sitas Brawijaya 2012, p. 109). It will make them confidence in learning because they know what Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya bigger opportunity for them to success in learning. The advantages of knowing the students' learning style can be felt by the Universitiecturer also. By knowing the characteristics of the students toward certain Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning style, the lecturer can adapt the most appropriate manner to convey the material or information. There are many strategies that can be applied by the Universi lecturer to help the students in learning and it influences in the students's itas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas achievement. Based on research finding from Ballone and Czerniak (2001, p. 19-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit20), teacher beliefs concerning the implementation of a variety instructional Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University strategies to meet the needs of learning style in the science classroom willsitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas increase students' success, motivate students, meet all students' needs, make Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya Universit science a good learning experience for all students, encourage participation, and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University create interest in science. Universitas Brawijaya Universitas Brawijaya Universitas Bram this case, knowing learning style will help both the students and the students and the Universitlecturer to achieve their goals. The students will be helped by getting bettersitas Brawijaya achievement in which it is also the lecturer's goal to bring the students on their Universitsuccessfulness Iniversitas Brawijaya 2.6 Previous Studies There are many studies has been conducted on learning style. One of them Universitis the study by Cevriye Gunes (2004) who observed Learning Style Preference of Brawijaya Preparatory Students at Gazy University. The participants of this study were 367 University preparatory school students at Gazi University, in Ankara. The students were sitas Brawijaya gathered in group of 22-25 classes, and then the participants were selected University and only in each group which represented the whole group in Gazi University Brawijaya Universi Preparatory School students. Gunes used the theory by Felder and Silverman.sitas Index of Learning Style (ILS) used as the instrument that proposed by Felder and rawijaya Universit Solomon. Gunes wanted to find out the relationship between students' LSPsitas Brawijaya Universit (Learning Style Preference) in relation to faculty they would study in, gender, and Brawijaya level of English and achievment scores in listening, reading, grammar, and writing Universitas Brawijava Universitas Brawijava Universit Universiting the English course. Overall result, being active or reflective, sensing orbital Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitintuitive, visual or verbal, and sequential or global does not influence students' Universitoverall achievement iversitas Brawijaya Universitas Brawijaya Other research was conducted by Madika (2008) who observed learning University tyle preference by using Reid's theory. She examined the students' learning styles it as Brawijay Universitas Brawijaya Universitindividual learning style in different level and gender. The subject used by this Universitstudy was the students of SMPN 1 Wonosari. The participants were choosens it as randomly, by using random sampling procedure. The instrument she used was Perceptual Learning Style Preference Questionnaire (PLSPQ) that proposed by Universi Reid (1987). The finding showed that learning style preference by the students in site SMPN 1 Wonosari in general are group and auditory learning style. Based on Universit gender, female and male students use auditory and group learning style and basedsitas on level, first and third grade students use group learning style, while second University grade students use auditory learning style in learning English. The similarity between this study and those two previous studies is to find out the learning style used by the students. Different from those studies, this study Universituses first-year students in structure analysis class at Study Program of English assitas Brawijaya the participants. The participants are selected using technique of judgement sampling in which the writer establishes the criteria of participants. The other ersitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Br Universit differences are the theory and instrument used to determine the students' learning it as style. This study uses the theory of VAK (Visual, Auditory, and Kinesthetic) model by Neil D. Fleming and VAK Learning Style Self-Assesment Universitas Brawijaya Universitas Brawijaya Questionnaire is selected as the instrument. Based on this theory, the writer Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya Universitas Brawijaya Universi **RESEARCH METHOD**sitas Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brain this chapter, the writer explains the overall research method that consists it as Brawijaya Universitas Brawijaya Universit data and data source, data collection, and the last is data analysis. Universitas Br. This study used quantitative approach because this study was intended to Universit 3.1 Research Design Universitfind out the correlation between learning style used by the first-year of Englishsitas Brawijaya Study Program students on the students' learning outcome in structure analysis Universi class. According to Emzir (2008, p. 28), quantitative approach is an approach Sitas Brawijaya Universit which uses the strategy such as experiment and survey that need the statistic data: sitas Similarly, Creswell (1994, p. 2) states that quantitative approach "is an inquiry Universitinto a social or human problem, based on theory composed of variables, measured sitas Brawijaya with numbers and analyzed with statistical procedures, in order to determine Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Brawijaya Universi said that quantitative approach requires statistical calculation to determine the relation between the existing variables that comes from the problem or Universita Brawijaya Universitas BraThis study was a correlation study, because it attempted to identify as Brawijaya whether there was a correlation between learning style and learning outcome of Universitas Brawijaya Universitas Brawijaya Universithe first-year students in structure analysis class. Emzir (2008, p. 37-38) concludes it as Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithat correlation study is the study that aims to identify the correlation between two sitas Brawijaya Universitor more variables. Universitas Brawijava Universitas Brawijava as Brawijaya Universitas Brawijaya Universitas Brawijaya
3.2 Population and Sample
as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe participants of this study were 61 students out of 215 students insitas Brawijaya Universitas Brawijaya University sampling technique. According to Balnaves and Caputi (2001, p. 95), judgement Brawijaya Universit sampling is a technique in selecting sample in which the writer determines the itas These participants were the students from two classes of structure analysis Universi class that had the same lecturer. The criteria that was established in selecting the sitas sample was the class which had the same lecturer, since the writer used the Universit students' score as the data. In this case, the students would get the same teaching it as method from the lecturer that would influence them in understanding the material. Universit Besides, the students' score had the same standard. In determining the class, the Sitas Brawijaya Universit writer looked for information from Academic division to get the list of lecturers in structure analysis class. After that, the writer asked the lecturers to ensure that the Universit class was taught by the same lecturers. It was because there was team teaching insit as Brawijaya structure analysis class in which one class could be taught by more than one Universitas BraThe writer focused in 61 students as the sample which from in class A and sitas Brawijaya E. From the 61 students, there were 7 students who were not qualified because they were not included as first-year students of 2012 and they did not attend the Universitas Brawijaya Universitas Brawijaya Universi final test. Therefore, only 54 students were observed as the participants. 51,85% Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²⁰sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universit (n=28) of them were from class A and 46,15% (n=26) of them were from class E. Sitas Brawijaya Universi The qualified students are the students in which they are the first-year students insitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2012 and attend final test to get the final test score. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit3.3 Research/Instrumentsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija va Universible an instrument in this study because the writer regards this questionnaire as thesitas Brawijaya rawijaya Universitas Brawijaya most appropriate instrument in determining the students' learning style based on human sense whether it is visual, auditory or kinesthetic. It consists of 30 Universitquestions which is needed to be answered, so that could be determined thesitas Brawijaya students' learning style. Each question has multiple choice of a, b, and c. "a" Universi indicates visual learning style, "b" indicates auditory learning style, and "c"sitas Brawijaya Universitindicates kinesthetic learning style. For the thirty questions, the learning stylesitas Brawijaya most often selected determines the learning style label assigned to that individual. UniversitThe average time allotted for the completion of the test was 15-20 minutes. Universitas Brawijaya According to Alavinia and Ebrahimpour (2012), the reliability of the VAK Universities Brawijaya Universit Learning Styles Self-Assessment Questionnaire estimated via Cronbach's alpha is Sitas Brawijaya 0.81. The standard of reliability score of instrument measured by Cronbach's alpha is 0,60. 0,7 is regarded as adequate, and 0,8 is regarded as good (Streiner Universitan Norman, 2000; Garson, 2008 cited in Murti 2011, p. 12). Based on the Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya explanation, it can be concluded that VAK Learning Styles Self-Assessment Questionnaire which has reliability score reached 0,81 is good and qualified to be Universitused as instrument. Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas BraIn this study, the writer wants to find out the correlation between	n learningsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya style and learning outcome of the first-year students in structure analysis	Universitas Brawijay
rawijaya		
rawijaya	Universi Study Program of English. Hence, the independent variables of this	•
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universite learning styles used by the students (visual, auditory, kinesthetic),	
rawijaya	University dependent variable is the students' learning outcome. Sitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijay Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universitas Br The data of this study is learning style that was used by the st	udents of
rawijaya	Universited	Oniversitas Brawijay
rawijaya	Universit structure analysis class in Study Program of English and the students'	
rawijaya	Universi Universi score. The data source was the questionnaire that had been filled or	niversitas Brawijay
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rawijaya rawijaya	Universit students and the students' final test score was obtained from the Universit	record fin sitas Brawijay niversitas Brawijay
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rawijaya	Universit3.6 Data Collection	Universitas Brawijay
rawijaya	Universitas Universitas	Universitas Brawijay
rawijaya	Universities In collecting the data, the writer needed to do some steps.	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	1. Selecting participants Universities Bra	Universitas Brawijay
rawijaya	Universitas In selecting participants, the writer asked the data of the whole stu-	
rawijaya	Universitas Brawiik	Universitas Brawijay
rawijaya	Universitas lecturer in structure analysis class to academic division of Faculty of	f Culturalsitas Brawijay
rawijaya	Universitas Studies, and then determined the class that would be the participants.	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas number of structure analysis class was eight classes, which consiste	d of classsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya A to H. From those classes, the writer chose class A and E because	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas classes had the same lecturer. The number of the students in each classes	ass Ai and sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas E was 30 and 31 respectively. Thus, the total participants were 61	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Univ²/₂sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities The reason of choosing the classes which had the same lecturer was the state Brawijaya Universities similarity of teaching method that was used by lecturer in learning activity and sites Brawijava Universitas Brawijava rawijaya Universitas and E would get the same understanding in basic knowledge of English during it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the process of learning. Besides, the students in both classes would have the Universitas same standard in scoring. Universit2.s Distributing the questionnaire Before distributing the questionnaire, the writer would introduce and explain the purpose of giving questionnaire to the students. Thus, the students would understand and answer the questions honestly. Then, VAK learning styles self-Assessment questionnaire was administered to 61 students chosen as the participants to know the learning style used by the students. Collecting the students' score Apart from the learning style used by the students, the writer collected the students' score of structure analysis in final test. The students' score of final test were chosen because the students were regarded have much understanding Universitas about English grammar. These data were acquired from the lecturer of thesitas Brawijaya Universitas structure analysis class after getting the required permission. Universitas Brawijaya Universitas BraThe main purpose of this study is to determine the learning style that is used by the students of Study Program of English in structure analysis class and to Universitas Brawijava Universitas Brawijava Universitexamine whether there is a relationship between students' learning style on the itas Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya University the data to find the percentage of the students learning style. Then, the writer used Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit descriptive statistic to explain it. Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya To analyze whether there is relationship between students' learning style Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universiton the students' learning outcome, the writer used Statistical Package for Socialsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universi Sciences (SPSS). It is a program that is used to process statistical data (Priyatno, stas Brawijaya rawijaya Universit2012, p. 1). SPSS provides many kinds of data summarizing and presentation Brawijaya rawijaya Universit facilities. The last procedures, the writer drew a conclusion that was related to the sitas Brawijaya Universitas Brawing finding whether there was a correlation between learning style and learning learning brawing style and learning style and lea rawijaya rawijaya Universit outcome of the students in structure analysis class. Universitas Brawijaya rawijaya Iniversitas Brawijaya hiversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universit niversitas Brawijaya rawijaya rawijaya **Universita Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive FINDING AND DISCUSSION'S Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas BraThis chapter presents the overall result of the study. It focuses on learning it as Brawijaya Universitas Brawijaya Universition with the students' learning outcome in structure analysis class. The Brawijaya **Universitas Brawijaya** Universi finding and discussion are presented as bellow. In this study, the questions were set to find out the learning used by the sitas Brawijaya Universitys 4.1 Finding first-year students in structure analysis class at Study Program of English and its Universi correlation on the students' learning outcome that measured by the students' final Sitas Brawijaya rawijaya Universitiest score. In order to find out the answer of this question, the writer used VAKsitas Brawijaya Learning Style Self Assessment Questionnaire that focus on three types of Universitlearning style, visual, auditory, and kinesthetic. This questionnaire consists of 30sitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universit known after VAK Learning Style Self Assessment Questionnaire had been itas Brawijaya distributed and filled out by the students. **Smversitas Brawijaya** Universitas Brawijaya rawijaya Universit4.1.1 Learning Style Used by the First-Year Students in Structure Analysissitas Brawijaya Universitas Brased on VAK Learning Style Self Assessment Questionnaire that has Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi been collected, the result of learning style used by the first-year students insitas Brawijava **Universitas Brawijaya** Universitas Brawijaya rawijava

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rawijaya	Universit The result of the table finds that the data are 54 data which is indicated inversitas	Brawijay
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rawijaya	University find that minimum and the maximum score are 43 and 95. Moreover, the average	
rawijaya	Universitas Universitas	Brawijay
rawijaya	Universits core of the students' final test are $72,74 \approx 73$. If the total score of 54 respondents it as	
rawijaya	Universitas L. Universitas	Brawijay
rawijaya	Universities Universities Universities are counted, the result is 3928.	Brawijay
rawijaya	Universitas Brain the variable of learning style, visual, auditory and kinesthetic, there are	Brawijay
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rawijaya	Universitionly 1 and 0 as the substituter, therefore the highest score is 1 and the lowest litas	
rawijaya	Universitas Brawijaya Universitas score is 0. The score 1 indicates the identity of the learning style chosen by the Universitas Brawijaya Universitas	Brawijaya
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rawijaya	University students, and 0 indicates that there is another identity chosen. The variable of	
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rawijaya	numbers 22 in the variable of auditory show that there are 22 respondents choose Universities Brawijaya Universities	Drawijay
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Universitas Brawijaya Universitas Brane percentage of each learning style chosen by the students in structure Universitas Brawijaya Universitas Brawijaya Universitanalysis class is presented in Figure 4.1 java Universitas Brawijava **60.00%** rawijaya ersitas Brawi**40,7%** Universitas Brawijaya **Universitas Bra** 40.00% **Universitas Bra Universitas Bra** Univer **Universitas Bra** visual auditory kinesthetic Figure 4.1 Learning Style Preferences by the Students in Structure **Analysis Class at Study Program of English** It can be seen that there are 27.8% (n=15) respondents use visual learning University style, 40.7% (n=22) respondents use auditory learning style and 31.5% (n=17) respondents use kinesthetic learning style. It can be concluded that the auditory Universitlearning style is dominantly used by the first-year students in structure analysissitas Brawijava class. It is followed by kinesthetic style in the second position and visual style in Universitthe third position. 4.1.2 The Correlation between Learning Style and Learning Outcomes of the First-Year Students in Structure Analysis Class at Study Program of Universitas BEnglisha rawijaya Universitas Brawijaya University and the students' learning outcome, the writer uses regression analysis. According to Brawllay to Nawari (2010, p. 1), regression analysis is a simple method to observe the correlation or influence of some variables, dependent variable and independent Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya		718	
rawijaya	a. Dependent Variable: Final_test_score Universitas Brawijaya Universitas Brawijaya		
rawijaya	Universitas Brawijaya		
rawijaya	Universitas Br Based on Table 4.2, the result of simultaneous test shows that the	here is nositas	Brawijay
rawijaya	University significant influence from learning style with three types, visual, and		
rawijaya	Universitas By	Universitas	Brawijay
rawijaya	Universitkinesthetic toward final test score. It is supported by Table 4.3 using	partial orsitas	Brawijay
rawijaya	Universita	Universitas	Brawijay
rawijaya	Universi individual test from variable of visual and auditory which have sig. va	ilue more	Brawijay
rawijaya	Universi than alpha value 0,05 that has been determined as the level of si	gnificant.	Brawijaya
rawijaya	University	niversitas	Brawijaya
rawijaya	Universit Therefore, it can be said that there is no significant influence from learn	ning stylesitas	Brawijay
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rawijaya	Universities Partial or individual test in Table 4.3 above creates an equi		
rawijaya	Universities President as below:	Universitas	
rawijaya	Oniversitas branchis	Universitas	
rawijaya	Universit Final test = $75,941 - 2,608$ Visual $-6,078$ Auditory	Universitas	
rawijaya	Universitas Brawii Universitas Based on the equation of regression model, it can be concluded that:	Universitas	
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rawijaya	1. If kinesthetic learning style that is used by the students is examined a		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas that visual and auditory do not exist or have 0 values, the students'	Universitas final testsitas	
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rawijaya	2. If the students which use visual learning style and the other vari	ables are	awijay
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rawijaya	Universitas regarded as 0, then it can be predicted that the students' final test se	core is assitas Br	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya big as 75,941-2,608 = 73,333 or around 73. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Br	awijay
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rawijaya	Universit3.5 If auditory learning style is examined and the other variables are re-	garded assitas Br	awijay
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rawijaya	Universities 0, then it is hoped that the students' final test score is as big as 75,94	1-6,0/8=sitas Br	awijay
rawijaya	Universitas 69,863 or around 70. Persitas Brawijaya	Universitas Br	
rawijaya	Universitas Brawijaya	Universitas Br	
rawijaya	Universitas BraToj know the level of independent variable that can be pred		
rawijaya	Universitas Braw dependent variable simultaneously will be presented in model summary Universitas Braw dependent variable simultaneously will be presented in model summary	Universitas Br	awijay
rawijaya			
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Irawijaya	Universi Liversi Table 4.4 Model Summary	niversitas Br	
rawijaya	Model R R Square Adjusted R Square Std. Err	or of the	
Irawijaya Irawijaya		mate liversitas Br	awijay awijay
rawijaya Irawijaya	Universia. Predictors: (Constant), auditory, visual.	niversitas Br	
rawijaya	Universita	Iniversitas Br	
rawijaya	Universitas Coefficient determination value (Adjusted R Square) which is		
rawijaya			
rawijaya	Universities Table 4.4 is 0,019 or as much as 1,9%. This value explains that around Universities 1.	l 1,9% of	awijay:
rawijaya	Universit learning style treatment, visual, auditory and kinesthetic influence the		
rawijaya	Universitas Bra	Universitas Br	
rawijaya	University final test score in structure analysis class. While the rest is 98,1% (100%-	-1,9%), is _{sitas} Br	awijav
rawijaya	Universities Braville influenced by other factors. wijaya	Universitas Br	
rawijaya	Universitas Brawijay	Universitas Br	
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Br	awijay
rawijaya	Universit4.2 Discussion Universitas Brawijaya Universitas Brawijaya	Universitas Br	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya This study aims to determine learning style used by the stu Universitas Brawijaya Universitas Brawijaya	Universitas Br	'awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Br	'awijay
rawijaya	Universit structure analysis class and try to find out its correlation with the		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Br	awijay
rawijaya	learning outcome. After having the finding of learning style used by stu-		
rawijaya	its influence toward the students final test score, this section is provided	d to make Br	awijay:
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rawijaya	Universithe interpretation and correlate it with the hypotheses whether it is accepted or	'awijay
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rawijaya	Universitas B Class at Study Program of English a Universitas Brawijaya Universitas Br	
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rawijaya	The date that has been presented in descriptive statistic determine which	awijay
rawijaya	Universities learning style was mostly used by the students in structure analysis class.	
rawijaya	Universitas Brawijaya Universitas Br	awijay
rawijaya	Universit According to the finding, auditory learning style is the most frequently applied bysit as Br	
rawijaya		
rawijaya	the students in learning structure. It is followed by kinesthetic learning style in the	rawijay
rawijaya	Universities and visual in the last rank. Universities Br	'awijay
rawijaya	Universitas Br	
rawijaya	Universi There are 22 students or 40,7% noted as auditory learning style. This results it as Br	
rawijaya	Universi indicates that the students prefer to have a discussion, talking things through or liversitas Br	'awijay
rawijaya	Universit Diversitas Br	'awijay
rawijaya	Universitusing media like music or sound in absorbing information. They usually listen to itas Br	
rawijaya	University what others have to say. Besides, they notice the information of speech through the say of the say	
rawijaya		rawijay
rawijaya Irawijaya	Universitistening to the voice tone, pitch, and speed. Based on Sabatova (2008, p. 27), sitas Bruniversitas Bruniversitas	
rawijaya	University auditory learners often talk to themselves when learning something and read the stas Bi	
rawijaya		
rawijaya	Universitas Braudily. Duckett and Tatarkowski (cited in Baldo et al, p. 7) state that Universitas Braudily.	awijay
rawijaya	Universit auditory learners are characterized by being more talkative and get trouble withsitas Br	
rawijaya	Universitas Brawiia wijaya Universitas Br	
rawijaya	Universithe lecturer who has low voice. awijaya Universitas Br	awijay
rawijaya	Universitas Braying According to Ldpride.net (2008, p. 10), there are some strategies that can	'awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	'awijay
rawijaya	Universithelp auditory learners in absorbing information. Those are asking question, sitas Br	
rawijaya	Universitas Brawijaya	'awijay
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rawijaya	Universitape notes. Asking question to the lecturer make the students who are auditory BI	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	'awijay
rawijaya	Universitlearners easy in understanding the material because they are listen the explanation sitas Br	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya directly. It is much easier for them then if they read the books by themselves rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitWhile participating in class discussion is the best way for the students to reveal sitas sitas Brawijaya Universitas Brawijaya University information they need. It is much simpler and easier for them to listen to the itas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya information using recorder as well as listening to tape notes. Universitas Bram addition, auditory learners are very good in oral exam as their test style, Universit whereas reading comprehension is the worst test style. It is because auditorysitas learners make use of their hearing in learning. They are easier in learning through voice, not only their own voice but also the voice of the other person or thing. The second rank is kinesthetic learning style which have 31,5% or 17s it as students. Kinesthetic learners prefer to have interaction with physical world. They Universitiend to have a tendency to handle something. In learning activity, kinesthetics it as learners usually make a note to help them in understanding the material because moving their hand is helpful than motionless. It is supported by Baldo et al (p. 7) Sitas Universi that explain kinesthetic learners seem to be more movement or hands-on oriented and enjoy action and demonstration. Some other characteristics of kinesthetic Universitlearners is their habit when have a conversation with someone. They tend to try tositas Bra touch on shoulder or arm and stand quite close to other person. In doing activity, kinesthetic learners often have a break to avoid bored. They are also good at Universitdrawing oriarta Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Univ them in learning process. Those are engaging a hands-on activity, practicing the Universite technique, creating a model, or taking a field trip (Ldpride.net, 2008, p. 14). Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Engaging hand-on activity such as making a note and practicing the technique are ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi helpful because the students will understand the materials which have been it as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers written and practiced. Besides, creating a model is also a good way because by ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University making a framework can abridge the information to be absorbed. It is also good to sit as Brawil Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas have a field trip, so that the students can learn and observe the material from the University field directly. Working on drills or memory exercises while walking or exercising Universitand record class lectures then listen to them while working out or walking also itas help the students which use kinesthetic learning style that basically like to do erst some movement (Ldpride.net, 2008, p. 14). In this kind of situation, kinesthetic learners are best in multiple choices as their test style and the worst test style is long essay tests. It seems that kinesthetic Universit learners very good in project that are hand-on in nature (Ldpride.net, 2008, p. 4) ersitas The last rank of learning style used by the students is visual learning style. There are 15 students or 27,8% that use visual learning style. The students tend to Universitike to see the lecturer's body language and facial expression in learning to helpsital them in understanding the content of the material. The use of visual media such as Universitchart, graphic, picture or video is very helpful to the students. The points is visualsitas Braw learners tend to learn information by seeing, whether through reading or watching. By those ways, the students much easier in absorbing the content then if they just sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi hear the information. As well as Fleming (cited in Vaseghi et al, 2012, p. 442), sitas visual learners like to learn by maps, chart, graph, diagram, pictures, highlighters, and different colors. niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brased on Ldpride.net (2008, p. 8), some strategies that are appropriate Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universit with visual learners are by asking the written directions, copying what is on the stass sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers board, watching video, writing the key points, coloring the note, and sitting near sitas Brawijaya Universitas Brawijaya niversitas Brawijaya Universithe front of the class. Asking for written direction and copying what is on the class. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas board are useful for them because by this way, the students have the record of the Universitinformation which can be used in anytime when it is needed. By watching video, Universithe students have the illustration of the material. So that, they can be easily tositas recall the information because they can imagine what they have been seen in the video. Coloring the note can help the students to make a mark the important point of the material that should be known. Hence, they are easy to find the information that is needed. While sitting near in front of the class, the students are easy to see Universithe lecturer's gestures or body language. Besides, it will increase the concentration of the students to catch the information or material that is explained University the lecturer. Visual learners are best in essays, maps and diagramming but they are bad in listening and respond test Ldpride.net (2008, p. 8). It is because visual learners Universit maker use of their sight in learning. Therefore, doing essays, maps, and sitas Br diagramming is better because they can recall information in form of written which can be seen. While listening and respond test need much focus in listening University the instructions and it is hard for visual learners, ersitas Brawijaya This finding is supported by Madika (2008). She observed LSP (Learning Style Preference) of the students in SMPN 1 Wonosari based on different level University and gender using Perceptual Learning Style Preference Questionnaire (PLSPQ). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit She found that generally, the students are group and auditory learning style. Based Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiton gender, female and male students use auditory and group learning style and sitas Brawijava Universitas Brawijaya rawijaya Universities and grade students use auditory learning style in learning English, ya Universities Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Based on the result, visual, auditory and kinesthetic learning styles are Universitized by the students of English Study Program in structure analysis class. Its itas Brawijaya Universi means that the first hypothesis which declares that there are three types of sitas Brawijava learning styles, visual, auditory and kinesthetic used by the students is accepted. Universit4.2.2 The Correlation between Learning Style and Learning Outcomes of thesitas Brawijaya First-Year Students in Structure Analysis Class at Study Program of **English** The finding from regression analysis shows that there is correlation between learning style used by the students and the students' learning outcome Universiteven it is very small correlation. Although auditory learning style is indicated assitas Brawijaya the highest learning style used by the students, the result finds that the students University which use kinesthetic learning style have the highest value of mean in their final sitas Brawijaya Universitest score. Based on table 4.4, there is only 1.9% learning style that influences the rawijaya University student final test score. Meanwhile, 98.1% of the students' final test score is sitas Brawijaya Universitinfluenced by other factor such as personality, motivation, aptitude, age or as R learning strategy. Since there are different characteristics of each learning style, Universit knowing the students' learning style is important. It is because there are different as Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univentus Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya knowing the students learning style, they will take responsibility for their own ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universite learning without any help from others (Gilakjani, 2012, p. 109). The role of sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas teachers also cannot be overridden because they need to guide the students to ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University reach the maximal result. As Gilakjani (2012, p. 109) states that at this points, the sital Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya teachers guide the students. Teachers can help the students by giving facilities that Universitate students need, such as media or situation of learning. Brawijaya Universitas BraThe same research is also done by Gunes (2004). He observed learning it as style preference of preparatory students in Gazy University using Index of Learning Style (ILS). He found that there is no relationship or influence between Universithe students' learning style preference toward the level of English and achievement score in listening, reading, grammar, and writing whether it s active Universitor reflective, sensing or intuitive, visual or verbal, and sequential or global.sitas Brawijaya Cygman also find that learning style of postsecondary students does not have any University relationship with educational success in distance educational courses. It is sit Universit different with this study that finds the correlation between learning style used by the students on their final test score. Universitas Bra Based on the explanation, there is 1.9% learning style influences thesitas Brawijaya Wijaya Universitas Br students final test score. Even it is very small, it shows that there is still correlation between them. Thus, the second hypothesis which declares that there Universitas Brawijaya Universitas Brawijaya Universitis a correlation between learning style and learning outcomes of the first-years it as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya students in structure analysis class at Study Program of English is accepted. Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit rolled out in the previous chapter. Moreover, this chapter preser	nts some sitas	Brawijay
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rawijaya	Universitas Br This study aims to find out learning style that is used by the st	Universitas udents in	Brawijay
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rawijaya	Universi Universi to investigate whether there is correlation between learning style and	learning	Brawijay
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rawijaya	Universit Universit Based on the finding which has been explained in the previous ch	hiversitas	
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rawijaya	Universite answers the first problem of the study, there are three types of learning	ing style,	Brawijay
rawijaya rawijaya	Universita: University isual, auditory, and kinesthetic used by the students of English Study Pr	Universitas	
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rawijaya	University structure analysis class. The most learning style that is applied by the st	tudents is	Brawijay
rawijaya	University auditory learning style in which the students tend to make use of h		
rawijaya		Universitas	
rawijaya	Universit learning language. It is followed by kinesthetic learning style in the second		
rawijaya	Universitas Brawijay	Universitas	Rrawijay
rawijaya	which the students like to sense of touch during learning activity. In the	last rank	Brawijay
rawijaya	Universit is visual learning style in which the students easily understand the expla		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	•	
rawijaya	Universithei Sightijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Braying is suitable with the first hypothesis which declares to Universitas Braying and the suitable with the first hypothesis which declares to Universitas Braying and the suitable with the first hypothesis which declares to Universitas Braying and the suitable with the first hypothesis which declares to Universitas Braying and the suitable with the first hypothesis which declares to Universitas Braying and the suitable with the first hypothesis which declares to Universitas Braying and the suitable with the first hypothesis which declares to Universitas Braying and the suitable with the first hypothesis which declares to Universitas Braying and the suitable with the first hypothesis which declares to Universitas Braying and the suitable with the first hypothesis which declares to Universitas Braying and the suitable with the suitabl	Universitas	Brawijay
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rawijaya	Universitare three types of learning style, visual, auditory and kinesthetic use	dlby\thesitas	Brawijay
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rawijaya	University Students. Therefore, the first hypothesis is accepted.	Universitas	
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Universities Brother Second problem of the study aims to observe the correlation	n between sitas	Brawijay
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of English that is measured by final test score. In the previous chapter, it	Universitas has been Universitas	Brawijay Brawijay
influences the students' final test score. Meanwhile, 98.1% of the students	anta' final	Brawijay
Universitas, Brawijava, gluniva, by other factors such ergitas, Brawijava		
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Universitas Br. It means that there is very small correlation between and	learning	Brawijay
Universitioutcome. It proves that the second hypothesis which declares that t	here is a sitas	Brawijay
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in short, it can be continued that the statems of State 110gram	_	
Iniversity in Structure Analysis class have the various learning style in which	anditory	Brawijay
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University students influences their learning outcome.	Universitas	Brawijay
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Universitas Brawijay. the next researcher who wants to conduct the same study. Besides, sug	Universitas gestion is	Brawijay
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students' learning style. For the next researcher who wants to conduct the	he similar	Brawijay
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learning style such as Perceptual Learning Style by Reid, Myres-Bri	ggs Type	Brawijay
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Circle or tick the answer that most represents how you genera		Universitas	
(It's best to complete the questionnaire before reading the accrawijaya Universite explanation.) Universitas Brawijaya Universitas E		Universitas	
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1. When I operate new equipment I generally:		Universitas	
a) read the instructions first		Universitas	
b) listen to an explanation from someone who has used it rawijaya Universitas c) go ahead and have a go, I can figure it out as I use it	Brawiiava	Universitas	
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rawijaya Universit 2. When I need directions for travelling I usually:	ijaya	Universitas	
rawijaya Universitas a) look at a map	va	Universitas	
b) ask for spoken directions rawijaya Universitas c) follow my nose and maybe use a compass		Universitas	
rawijaya Universita	. \	Universitas	
rawijaya Universi 3. When I cook a new dish, I like to:		niversitas	
rawijaya Universi a) follow a written recipe	7	niversitas	
b) call a friend for an explanation		niversitas	
rawijaya Universit (c) follow my instincts, testing as I cook		niversitas	
rawijaya Universit 4. If I am teaching someone something new, I tend to:		niversitas	
a) write instructions down for them		Iniversitas	
b) give them a verbal explanation		Universitas	
rawijaya Universitas c) demonstrate first and then let them have a go		Universitas	
rawijaya Universit5. I tend to say:		Universitas	
rawijaya Universitas a) watch how I do it	a	Universitas	
b) listen to me explain	aya	Universitas	
rawijaya Universitas e) you have a go	ijaya	Universitas	
rawijaya Universi 6. During my free time I most enjoy:	wijaya	Universitas	
rawijaya Universitas a) going to museums and galleries	rawijaya	Universitas	
b) listening to music and talking to my friends		Universitas	
c) playing sport or doing DIY rawijaya Universitas Brawijaya Unive		Universitas	
rawijaya Universit 7. When I go shopping for clothes, I tend to: Universitas E		Universitas	
rawijava Universitas a) imagine what they would look like on Universitas B		Universitas	
b) discuss them with the shop staff	Prowiiovo	Universitas	
c) try them on and test them out rawijaya Universitas Brawijaya Braw	Brawijaya	Universitas	
rawijaya Universit8. When I am choosing a holiday I usually: a Universitas E		Universitas	
rawijava Universitas a) read lots of brochurestas Brawijava Universitas B	Brawijava	Universitas	
rawijaya Universitas b) listen to recommendations from friends Universitas E	Brawijaya	Universitas	
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rawijaya		c) imagine what it would be like to be there	Universitas Brawijay
rawijaya		Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		f I was buying a new car, I would: vijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	a) read reviews in newspapers and magazines versitas Brawijaya	Universitas Brawijay
		h) discuss what I need with my triends	Universitas Brawijay
rawijaya	Universitas	c) test-drive lots of different types Universitas Brawijaya	
rawijaya		Brawijaya Universitas Brawijaya Universitas Brawijaya When I am learning a new skill, I am most comfortable: Brawijaya	Universitas Brawijay
rawijaya		a) watching what the teacher is doing	Universitas Brawijay
rawijaya	Universitas	b) talking through with the teacher exactly what I'm supposed to do	Universitas Brawijay
rawijaya	Universitas	c) giving it a try myself and work it out as I go	Universitas Brawijay
rawijaya	Universitas	TCT 1 CC 1 CC T. 1.	Universitas Brawijay
rawijaya		If I am choosing food off a menu, I tend to: a) imagine what the food will look like	Universitas Brawijay
rawijaya	Universitas	b) talk through the options in my head or with my partner	Universitas Brawijay
rawijaya	Universitas	c) imagine what the food will taste like	Universitas Brawijay
rawijaya	Universitas		Universitas Brawijay
rawijaya		When I listen to a band, I can't help:	Universitas Brawijay
rawijaya	Universi	a) watching the band members and other people in the audienceb) listening to the lyrics and the beats	niversitas Brawijay
rawijaya	Universi	c) moving in time with the music	niversitas Brawijay
rawijaya	Universit		hiversitas Brawijay
rawijaya		When I concentrate, I most often:	hiversitas Brawijay
	Omversion	a) focus on the words or the pictures in front of meb) discuss the problem and the possible solutions in my head	niversitas Brawijay
rawijaya	Universita	c) move around a lot, fiddle with pens and pencils and touch things	Iniversitas Brawijay
rawijaya	Universita		Universitas Brawijay
rawijaya		I choose household furnishings because I like:	Universitas Brawijay
rawijaya	Universitas	a) their colours and how they lookb) the descriptions the sales-people give me	Universitas Brawijay
rawijaya	Universitas	c) their textures and what it feels like to touch them	Universitas Brawijay
rawijaya	Universitas	Bra	Universitas Brawijay
rawijaya		My first memory is of:	Universitas Brawijay
rawijaya	Universitas	a) looking at something wijaya	Universitas Brawijay
rawijaya		b) being spoken to c) doing something	Universitas Brawijay
rawijaya		c) doing something Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		When I am anxious, risitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		a) visualise the worst-case scenarios aya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	b) talk over in my head what worries me most ersitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	c) can't sit still, fiddle and move around constantly	Universitas Brawijay
rawijaya	Universit	I feel especially connected to other people because of: S Brawijaya	Universitas Brawijay
rawijaya		a) how they look iversitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	b) what they say to me it as Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas	c) how they make me feel Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universit ₁₈	When I have to re	vise for an exa	n, I genei	anversitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	a) write lots of rev	vision notes and	l diagram	Universitas	Brawijaya	Universitas	
rawijaya	Universitas	b) talk over my no	otes, alone or w	ith other	peoplersitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	b) talk over my no c) imagine makin	g the movement	t or creati Wijaya	ing the formula	a Brawijaya	Universitas	
rawijaya		If I am explaining					Universitas	
rawijaya	Universitas	a) show them wha	at/Imeans Bra	wiiava	Universitas	Brawijava	Universitas	
rawijaya	Universitas	b) explain to them	n in different wa	iys until t	hey understan	drawijava	Universitas	
rawijaya	Universitas	c) encourage then	n to try and talk	them thre	ough my idea	as they do it	Universitas	
rawijaya	Universit20	I really love:			195	Brawijaya	Universitas	
rawijaya	Universitas	a) watching films	, photography, l	ooking at	t art or people		Universitas	
rawijaya	Universites	b) listening to mu	sic, the radio or	talking t	o friends	viiovo	Universites	Prowiiov
rawijaya	Universitas	c) taking part in s	porting activitie	es, eating	fine foods and	wines or dance	cing	Brawijay
rawijaya		Most of my free t			學 //		Universitas	
rawijaya	Universit	a) watching televi	sion	H	F-		Universitas	
rawijaya	Universi	b) talking to frien					niversitas	
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rawijaya	Universi 22	When I first conta	oct a new nersor	Lucuall	V.	V	hiversitas	
rawijaya	Universit	a) arrange a face t	to face meeting	i, i usuan			hiversitas	
	Universit	b) talk to them on	the telephone				niversites	Rrawijay
rawijaya	Universita	c) try to get togetl	ner whilst doing	somethi	ng else, such a	s an activity o	r a meal	Brawijay
rawijaya		I first notice how			S		Universitas	
rawijaya	Universitas	a) look and dress	people.		TE 7		Universitas	
rawijaya	Universitas	b) sound and spea	ık				Universitas	
rawijaya	Universitas	c) stand and move			M.	a	Universitas	
rawijaya	Universita ₆	If I am angry, I te	nd to:		4 6	aya	Universitas	
rawijaya	Universitas	a) keep replaying	in my mind wh	at it is tha	at has upset m		Universitas	
rawijaya	Universitas	b) raise my voice	and tell people	how I fee	el	wijaya	Universitas	
rawijaya	Universitas	c) stamp about, sl	am doors and p	hysically	demonstrate n	ny angeraya	Universitas	
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rawijaya	Universitas	b) names ya Un	iversitas Bra				Universitas	Brawijay
rawijaya		c) things I have do					Universitas	Brawijay
rawijaya	Universitas	I think that you ca a) they avoid look	on tell if someon	wijaya ne is lying	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	a) they avoid look	an ten ir someon	wijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	b) their voices cha	ingesitas Bra	wijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	c) they give me fu	inny vibes Bra	wijaya	Universitas	Brawijaya	Universitas	Brawijay
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