

**THE CORRELATION STUDY
BETWEEN LEARNING STYLE AND LEARNING OUTCOME
OF THE FIRST-YEAR STUDENTS IN STRUCTURE ANALYSIS CLASS
AT STUDY PROGRAM OF ENGLISH**

THESIS

**BY:
DIYAH APRITA SASI
NIM 0911110144**

UNIVERSITAS BRAWIJAYA



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2014

**THE CORRELATION STUDY
BETWEEN LEARNING STYLE AND LEARNING OUTCOME
OF THE FIRST-YEAR STUDENTS IN STRUCTURE ANALYSIS CLASS
AT STUDY PROGRAM OF ENGLISH**

THESIS

UNIVERSITAS BRAWIJAYA

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



BY:
DIYAH APRITA SASI
NIM 0911110144

**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2014

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Diyah Aprita Sasi

NIM : 0911110144

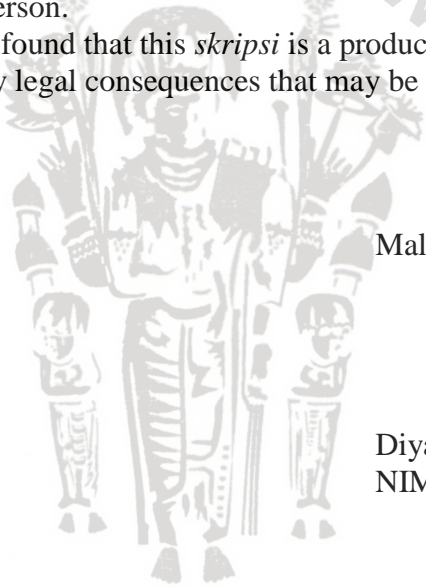
Address : Ds. Bubuk, Dsn. Banje RT/RW: 4/II Rogojampi-Banyuwangi

declare that:

1. this *skripsi* is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. if at a later time it is found that this *skripsi* is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, 30 January 2014

Diyah Aprita Sasi
NIM 0911110144



This is to certify that the *Sarjana* thesis of Diyah Aprita Sasi has been approved
by the Board of Supervisors

Malang, 23 January 2014
Supervisor

Fatimah, M.Appl.Ling.
NIP. 19751125 200212 2 001

Malang, 23 January 2014
Co-Supervisor

Didik Hartono, S.S, M.Pd
NIK. 780813 12 110041



This is certify that the *Sarjana* thesis of Diah Aprita Sasi has been approved by the Board Examiners as one of the requirements for the degree of *Sarjana Sastra*.

Fatimah, M.Appl.Ling., Chair
NIP. 19751125 200212 2 001

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

Didik Hartono, S.S, M.Pd, Member
NIK. 780813 12 110041

Acknowledged by,
Head of Study Program of English

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

Sighted by,
Head of Department of Languages
and Literature

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



ABSTRACT

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: Fatimah; Co-Supervisor: Didik Hartono.

Keywords: Learning Style, VAK Learning Style Model, VAK Learning Style Self-Assessment Questionnaire

Language is one of communication device which is used to deliver feeling message, or opinion within society. In 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, 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 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 divides learning style into visual (V), auditory (A) and kinesthetic (K). VAK 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 analysis class use three types of learning style. The first type is auditory which is 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 are accepted.

To complete this study, the writer suggests the next researcher to use the 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.

ABSTRAK

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; Pembimbing (2): Didik Hartono.

Keywords: Gaya Belajar, Model Gaya Belajar VAK, Kuesioner penilaian diri gaya belajar VAK.

Bahasa merupakan salah satu alat komunikasi yang digunakan untuk menyampaikan perasaan, pesan ataupun pendapat dalam masyarakat. Dalam 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 oleh 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 kinestetik ditemukan dan digunakan oleh mahasiswa Program Studi Bahasa Inggris di kelas structure analysis, (2) terdapat 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. 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.

Hasil study ini menunjukkan bahwa mahasiswa Program Study Bahasa 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.

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 belajar mereka dengan benar. Selain itu, penulis juga menyarankan agar pengajar mengaplikasikan cara yang sesuai dengan gaya belajar mereka.

ACKNOWLEDGMENTS

Foremost, I would like to give my endless gratitude to Allah SWT, the most merciful and generous, for every blessing and love, so I can finish my thesis entitled *The Correlation Study Between Learning Style and Learning Outcome of the First-Year Students in Structure Analysis Class at Study Program of English* to fulfill the requirements of Sarjana's degree in Department of Languages and Literature, Faculty of Cultural Studies at Universitas Brawijaya.

Secondly, I would like to express my sincere gratitude to my supervisors Fatimah, M.Appl.Ling and Didik Hartono, S.S, M.Pd for the continuous support and advice of this thesis, for their patience, motivation, enthusiasm, and immense knowledge. Their guidance helped me all the time in the process of writing this thesis. In addition, I would like to thank my examiner, Syariful Muttaqin, M.A. for the suggestions and advice to the perfection of this thesis.

Thirdly, I would also like to acknowledge with much appreciation the crucial role of the lecturer of Structure Analysis class, Devinta Puspita Ratri, M.Pd who give me permission to use her classes as the object of this study and all the valuable materials I need to complete the data. Besides, my big appreciation also addressed to the students who have the kindness to be my participants. Thank you for the cooperation and time allotted to me.

Next, I would like to thank to my beloved parents, Bapak and Ibu Siswadi, my brothers and sisters, Widya Dorestyawati, Yusuf Budi Sartono, Shinta

Widyasari, Irfan Bagus, Harmoko, Winhis Ika, Nesha and Faya who always give me their biggest support, pray, and love.

My completion of this project could not have been accomplished without Delbra who earnestly helps me in doing statistical analysis and Ita Herlyna who accompanies and help me to find out the literature. My beloved friend, Dian Ayu, Emaluin Masfiroh, and Elisha Cendy, thank you very much for the never endless support and help in my proposal and result seminar.

Last but not least, many thanks go to all the people that I cannot mention one by one for every advice and support during the period of study. I realize that this thesis is still far from perfection. Nevertheless, I do hope that my thesis will bring advantages for the readers.

Malang, 30 January 2014

The Writer

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISORS' APPROVAL	iii
BOARD OF EXAMINERS' CERTIFICATE OF APPROVAL	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURE	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	
1.1 Background of Study	1
1.2 Problems of the Study	5
1.3 Objectives of the Study	5
1.4 Hypotheses	5
1.5 Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Foreign Language Acquisition	7
2.2 Factors Affecting the Success of Foreign Language Learning	9
2.2.1 Aptitude	9
2.2.2 Motivation	10
2.2.3 Personality	11
2.2.4 Age	12
2.2.5 Learning Strategy	13
2.2.6 Learning Style	14
2.3 Learning Style Model	16
2.3.1 Field Independent and Field Dependent (Sensitive) Learning Styles	17
2.3.2 Perceptual Learning Style	17
2.3.3 Myers-Briggs Type Indicator (MBTI)	18
2.3.4 VAK/VARK Learning Style Model	20
2.4 Learning Style Instruments	21
2.4.1 Index of Learning Style (ILS)	21
2.4.2 Perceptual Learning Style Questionnaire	22
2.4.3 Learning Style Inventory (LSI)	22
2.4.4 VAK Learning Styles Self-Assessment Questionnaire	22
2.5 Advantages of Knowing Learning Style	24
2.6 Previous Studies	25

CHAPTER III RESEARCH METHOD

3.1 Research Design	28
3.2 Population and Sample.....	29
3.3 Research Instrument.....	30
3.4 Variable of the Study.....	31
3.5 Data and Data Source	31
3.6 Data Collection	31
3.7 Data Analysis.....	32

CHAPTER IV FINDING AND DISCUSSION

4.1 Finding.....	34
4.1.1 Learning Style Used by the First-Year Students in Structure Analysis Class at Study Program of English.....	34
4.1.2 The Correlation between Learning Style and Learning Outcomes of the First-Year Students in Structure Analysis Class at Study Program of English.....	36
4.2 Discussions	39
4.2.1 Learning Style Used by the First-Year Students in Structure Analysis Class at Study Program of English.....	40
4.2.2 The Correlation between Learning Style and Learning Outcomes of the First-Year Students in Structure Analysis Class at Study Program of English.....	44

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	46
5.2 Suggestion	47

REFERENCES	49
-------------------------	----

APPENDICES	54
-------------------------	----

LIST OF TABLES

Table		Page
2.1	Age Differences in Second or Foreign Language Acquisition.....	13
4.1	Learning Style Used by the First-Year of English Study Program Students in Structure Analysis Class.....	35
4.2	Simultaneous Test.....	37
4.2	Partial or Individual Test.....	38
4.3	Model Summary.....	39



LIST OF FIGURE

Figure		Page
4.1	Learning Style Preferences by English Student Program Students in Structure Analysis Class.....	36



LIST OF APPENDICES

Appendix		Page
1	VAK Learning Styles Self-Assessment Questionnaire.....	55
2	List of the Students' Learning Style and Final Test Score.....	59
3	Berita Acara Pembimbingan Skripsi	60



CHAPTER I

INTRODUCTION

This chapter presents the background of the study followed by the problems of the study. Next, this chapter states the objectives of the study, hypotheses and definition of key terms.

1.1 Background of the Study

Language is a communication device for all of people in the world. Basically, language is used to deliver the message or meaning, and describe something with a play on words. It is also used to express the idea, opinion, feeling, knowledge and many others. Nowadays, many people want to master more than one language because the ability to master more than one language is in high demand in this global era. For instance, many job applications require the applicants to be fluent in English. To fulfill this need, the educational institutions provide the subject of English to increase the quality of human resources. It is supported by the decree of MENDIKNAS No. 232/U/2000 and decree of MENDIKNAS No. 045/U/2002 that put English into the group of MPK (*Mata Kuliah Pengembangan Kepribadian*) in High Educational Curriculum.

It is undeniable that English has become an international language and has been learned by many people around the world. In some countries such as Malaysia and India, English is second language and in some others like Indonesia, it is foreign language. Saville-Troike (2006, p. 4) defines English as foreign language is a language that is needed as curriculum requirement in school but

with no immediate necessary practical application. Whereas second language is defined as an official language that is dominant in society and needed for education, employment and other basic purposes. Cook (2003, p. 7) categorizes foreign language education and second language education into additional language education. Foreign language education is obtained when someone studies the language of another country. While second language education is acquired when someone studies their society's majority official language which is not their mother tongue.

Based on those explanations, it can be concluded that acquiring a second or foreign language is learning language after the first language is already established. Krashen (1981, p.1) states that "language acquisition is very similar to the process children use in acquiring first and second language". It means that there is no different process in acquiring language.

In acquiring language, people can apply many ways. Take for examples, memorizing the terms, imitating people's conversations or chatting with native speakers. The subconsciousness of people in choosing the way of learning a language is called learning style. According to Reid (1995), the term learning 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 learning, memorizing, and recalling information, included in learning language.

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 what their learning style is, they cannot answer it surely. Some people also feel

that they tend to have more than one style in learning language, for example auditory and kinesthetic or visual and kinesthetic.

There are great advantages to know whether the students' learning style are visual, auditory, or kinesthetic. In learning language, visual learners tend to make use of their sight to catch the input. According to Oxford (2003), visual learners like to read and obtain an information from visual media such as pictures, charts, or graphics. It is different from auditory style which is related to hear in learning language. Auditory learners learn the material best through hearing things. They are comfortable without visual input and therefore enjoy the lectures by conversations, and discussion (Oxford, 2003). Whereas kinesthetic style is related to sense of touch in learning language. When auditory learners have difficulty with written work, kinesthetic learners like lots of making a note during learning process, experiment and performing tasks. (Oxford, 2003). Knowing the student's learning style will help the lecturer to use the teaching method that is 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 style. As the result, it will influence the students' grade as their learning outcome.

Therefore, the writer conducts this study to observe the influence of learning style used by the first-year of English Study Program students in Universitas Brawijaya toward the students' learning outcome in structure analysis class. The first-year students adapts the learning method applied by the lecturer in university which is different from that in their Senior High School. Besides, the first-year students learn the basic courses. The writer chooses structure analysis

class to be observed because in structure analysis class, students learn the basic knowledge of English grammar as a whole. Structure becomes the core for the people who want to learn English. Therefore, the people must have a good structure if they want to learn English in a more complex weather it is reading, writing, listening, or speaking.

The writer intends that the feedback will help the students to improve their learning outcomes in structure analysis and also other subjects. Learning outcome 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 students toward certain subject. The different learning style used by the students will probably result in the different learning outcome for each student. Because of that, the writer wants to know the influence of the students' learning style on learning outcome.

The writer expects that this study can be used to increase the knowledge of the 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 addition, this study can give additional information about learning style used by the students in the first-year of English Study program as the participants.

Thereby, the students can accommodate the appropriate way of learning which can help them to increase their achievement. By this study, the lecturer knows the variation of the students' learning style in learning English, included learning structure. So that, the lecturer can apply the appropriate manner with the students

learning style in teaching. For the next researcher who wants to conduct the similar study, this study is expected to be a valuable material and reference.

1.2 Problems of the Study

The problems that are investigated in this study are formulated as below:

1. What are the learning style used by the first-year students of Study Program of English in Universitas Brawijaya?
2. How is the correlation between learning style and learning outcomes of the first-year students in structure analysis class at Study Program of English?

1.3 Objectives of the Study

Based on the problems of the study, the objectives that want to be achieved from this study are:

1. To find out the learning style used by the first-year students of Study Program of English in Universitas Brawijaya.
2. To observe the correlation between learning style and learning outcomes of the first-year students in structure analysis class at Study Program of English.

1.4 Hypotheses

This study is conducted to find out the correlation between learning style and learning outcomes of the first-year students in structure analysis class at Study Program of English. Based on some studies on learning style, variety of learning style are used by the students and some of them also try to find out the correlation between learning style and achievement. Therefore, writer proposes the hypotheses as follow:

1. Visual, auditory and kinesthetic learning style are found and used by the students in structure analysis class at English Study Program.
2. There is a correlation between learning style and learning outcomes of the first-year students in structure analysis class at Study Program of English.

1.5 Definition of Key Terms

The definition of key terms of this study are:

- a) **Foreign Language Acquisition:** is acquiring language which typically has the same process as second language. Second Language Acquisition itself refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language (Saville-Troike, 2006, p. 4).
- b) **Learning Style:** is the general approaches, for example global or analytic, auditory or visual, that the students use in acquiring a new language or in learning any other subject (Oxford, 2003).
- c) **Learning Outcome:** is something that the students can do as the result of learning experience (Watson cited in Angela Maher, 2004, p. 46).
- d) **First-Year of English Study Program Students:** are active students of English Study Program in Universitas Brawijaya and still in the first or second semester.
- e) **Structure Analysis Class:** is one of subject in English Study Program of Universitas Brawijaya which learns the basic knowledge of English grammar.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents some review of related literature of foreign language acquisition and factor which affect the successfulness in foreign language acquisition. Besides, the writer also explains the variety of learning style models, learning style instruments and the previous studies.

2.1 Foreign Language Acquisition

Foreign language is an additional language which is used to socialize or 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 practiced routinely when it is acquired by the people. He also explains that foreign language is used to point out a language acquired in a society when it is not common in use. The other additional language is second language even though it can be the third or fourth (Saville-Troike, 2006, p. 2). Basically, foreign and second languages are similar. As Klein's statement (1986, p. 19), second language also covers foreign language.

Saville-Troike (2006, p. 3) differentiates the definition of second language into four types according to its function; second language, foreign language, library language, and auxiliary language. She states that foreign language is a language which is not practiced immediately. It might be used for future travel or other crosscultural communication situations, or studied as a curricular requirement or elective in school (Saville-Troike, 2006, p. 3). Whereas second

language is typically an official or societal dominant language within society that needed for specific purposes such as education, employment, and other purposes (Saville-Troike, 2006, p. 4).

Other definitions about foreign and second language come from Oxford. She states that "foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted" (Oxford, 2003, p. 1). In the opposite, "second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language" (Oxford, 2003, 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 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 first language which is performed in formal or informal situation.

The term second language acquisition is used to denote the spontaneous learning 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, p. 12) defines second language acquisition as a social role which is language used in the 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 classroom (Rod Ellis, 1997, p. 3)". It means that second language can be learned

in group or individual and it can be learned from the environment outside the classroom, such as the case of spontaneous learning.

In short, foreign or second language acquisition is an additional language in which it has the same process as acquiring first language. The differentiations are on the application of those languages. First language is generally used in daily communication as the mother tongue, while foreign or second language is usually used for certain purposes and it is applied when it is needed such as to support education and job.

2.2 Factors Affecting the Success of Foreign Language Acquisition

In acquiring language, there are some factors that influence the learners to be successful. There is always question why some learners are more successful in learning language than others. In this section, some of factors from psychological perspective that affect the successfulness in learning language will be reviewed.

2.2.1 Aptitude

Aptitude is a specific ability in learning language. It is traditionally an ability of learning language which is stable and independent from previous language learning experience (Skehan cited in Safar and Kormos, p. 3). Savile-Troike (2006, p. 185) argues that aptitude is a learner characteristic which correlates with success in language learning. It is supported by the Wesche's work that found the students' achievement enhance when they use the appropriate method in learning language with their aptitude profile (cited in Larsen-Freeman and Long, 1991, p. 207). Carroll (cited in Savile-Troike, 2006, p. 85) proposes

four components of aptitude; phonemic coding ability, inductive language learning ability, grammatical sensitivity, and rote learning ability.

Phonemic coding ability is the ability to identify and memorize new language sound (Krashen, 1981, p. 19). The second is inductive language learning ability. It is the ability in understanding function or particular words in sentence (Carroll cited in Larsen-Freeman and Long, 1991, p. 167). The third component is grammatical sensitivity which is concerns with the process of structuring sentence (Carroll cited in Larsen-Freeman and Long, 1991, p. 167). The last component is rote learning ability that focuses with how linguistic items are acquired and used in anytime (Savile-Troike, 2006, p. 85).

In short, the learners need to apply the appropriate strategy with their aptitude characteristics in order to increase their achievement because it gives the significant influence.

2.2.2 Motivation

Individual motivation becomes one of factors affecting the success of learning language. Based on Savile-Troike (2006, p. 86), motivation determines the level of effort which support the learners in second language development.

Harmer (1983, p. 3) defines motivation as a kind of instrument that encourages somebody to pursue a goal.

Gardner and Lambert (cited in Alsayed, 2003, p. 25) have recognized two major types of motivation: integrative motivation and instrumental motivation.

Integrative motivation is influenced by the learners' interest to be part of culture in target language community, whereas instrumental motivation is the learner's

beliefs that mastery the target language becomes an instrument in getting something better such as job (Harmer, 1983, p. 3-4). It is similar with Saville-Troike (2006, p. 86) that argues integrative motivation as a learner's interest to integrate with the community which use the language they learn. While instrumental motivation regards language as a device to achieve the goal.

It can be said that the success of learning language is influenced by motivation that is created by the individual. Since learning language need a commitment, the learners should surely know what their goal in learning language so that they will not loose their motivation.

2.2.3 Personality

As a factor affecting learning language, personality has an important role.

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 social awareness of individual toward their competent. The next characteristic is extroversion. Extrovert tends to adapt more easily in social interaction and open to the other people. They are more successful in language learning because they have good relationship with language (Larsen-Freeman and Long, 1991, p. 186). On the other side, risk-taking is defined as the learners' awareness of fault that make them 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 and Long, 1991, p.188) concludes that good language learners are the learner who is brave to take the risk even though often seen as a fool.

A bad personality can obstruct the learners in learning language. Learners should aware about the personality that becomes their weakness, so that they know how to handle it. The learners need to appreciate themselves to be successful learners.

2.2.4 Age

There are assumptions that learning second or foreign language in early age gives better result than in older age. But in fact, both younger and older learners have different advantages in learning second or foreign language (Savile-Troike, 2006, p. 82), as reported in the table below:

Table 2.1 Age Differences in Second or Foreign Language Acquisition

Younger Advantages	Older Advantages
Brain plasticity	Learning capacity
Not analytical	Analytic ability
Fewer inhibitions (usually)	Pragmatic skills
Weaker group identity	Greater knowledge of L1
Simplified input more likely	Real-world knowledge

(Source: Savile-Troike, 2006, p. 82)

Larsen-Freeman and Long, (1991, p. 155-164) state that older is faster, but younger is better. They also mention the explanations for age-related differences in second or foreign language learning into social-psychological explanation, cognitive explanation, input explanation, and neurological explanation.

Based on social-psychological explanation, Larsen-Freeman and Long (1991, p. 163) conclude that adult learners have much more experiences as a speaker in their L1 that make them may prefer to speak accented L2 speech which identifies them as a speaker of particular L1. From cognitive explanation, children utilizing LAD (Language Acquisition Device) in the process of acquiring second

or foreign language, while adult learners make use of general problem-solving abilities (Larsen-Freeman and Long, 1991, p. 163). Input explanation states that younger learner receive greater input than adult learners (Larsen-Freeman and Long, 1991, p. 163-164). Whereas neurological explanation concludes that there are two main positions in literature. First, two halves of the brain specializes for different function around puberty (lateralization). The second is loss of neurological plasticity because of more than one cause (Larsen-Freeman and Long, 1991, p. 164).

In short, it can be said that there is no differentiation learning second or foreign language in young or old age. Generally, both ages are has their own capacity in accepting input.

2.2.5 Learning Strategy

Learning strategy refers to a particular technique used by the learner to acquire knowledge (Rubin cited in Larsen-Freeman and Long, 1991, p. 189). Savile-Troike (2006, p. 91) defines learning strategy as the behaviors and selecting techniques to learn language based on the conscious choice on the part of learners, but strongly influenced by the nature of their motivation, cognitive style, and personality.

According to O'Malley and Chamot (cited in Savile-Troike, 2006, p. 91), learning strategy is divided into metacognitive, cognitive, and social/affective.

Metacognitive is related to plan that will be used in language learning, cognitive refers to the process used in learning language, such as problem-solving, whereas social/affective engages interaction with others.

From the explanation above, it can be concluded that learning strategy used by the learners will influence the learners' success in learning second or foreign language. The learning strategy which is not appropriate with the characteristics of learners' learning style will not give significant result in learning second or foreign language.

2.2.6 Learning Style

Learning style also becomes the factor affecting learning language. Based on Oxford (2003, p. 1), it is a factor that determine how the learners learn a second or foreign language. Eliason (cited in Reid, 1995, p. 19) argues that the 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 learning strategies.

Learning style refers to how each learner receives and processes new information through. According to Hawk and Shah (2007, p. 2), "learning style is a component of the wider concept of personality". It means that personality forms the people's characteristics of how the way they learn. Learning style also refers to "stable and pervasive characteristics of an individual, expressed through the interaction of one's behavior and personality as one approaches a learning task" (Garger and Guild cited in Alavinia et al, 2006, p. 1293). It can be simply said that learning style is an individual characteristic that consistently refers to the habit of people toward the process of learning. Pham (cited in Alavinia et al, 2006, p. 1293) also defines learning style as a method in processing information based on the certain stimuli in learning process.

Based on Gilakjani (2012, p. 105), “learning styles may be defined in multiple ways, depending upon one’s perspective”. It means that learning style has some different interpretations depending on the person’s point of view. Brown (cited in Gilakjani, 2012, p.105) also defines learning styles as the manner in which individuals perceive and process information in learning situations or condition over another. Based on Brown’s explanation, learning style is a chosen manner which is the learner comfortable with the certain style in processing new information.

According to Martin et al (2011, p. 359), learning style refers to unique approach or manner to learn in which the learners processes information. Similarly, Stewart and Felicetti (cited in Sabatova, 2008, p. 18) define learning style 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 than one learning style than decide which style is the most suitable for them. 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 new and difficult information through different perceptual channels”. In essentials, learning style is a way to learn that can help the people easily to understand a material.

Claxton and Ralston (1978, p. 7) state that the term learning style refers to learner’s consistent way of responding in the context of learning. Similarly, Keefe (cited in Tabanlıoğlu, 2003, p. 10) defines learning styles as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners

perceive, interact with, and respond to the learning environment". It means that learning style is criteria to determine the learners' manner in learning second or foreign language according to the environment. According to Ldpride.net (2008, p. 2), "learning styles refer to the variations of ability to accumulate as well as assimilate information". It can be said that it is an appropriate manner in retaining and processing new information. Furthermore, Gregoric (cited in Ballone and Czerniak, 2001, p. 3) argues that learning style is formed by one's behavior that refers to how people interact with the environment.

Generally, it can be said that learning style is a way on how the learners receive the input which is used consistently and continuously. Learning style will affect the students' successfulness in learning language if the learners know exactly about what their learning style is. In this study, the writer focuses on this factor to be observed, since the writer feels that most of the learners are not aware of their own learning style. Besides, the writer wants to find whether there is a correlation between the students' learning style and the students learning outcome which is measured by final test score.

2.3 Learning Style Model

There are many kinds of learning style model that exist and still used by many researcher. As Felder and Henriques (cited in Gunes, 2004, p. 18) point out that there are more than 30 learning style models have developed in the past of three decades. Those learning style models are different in term of some aspects, such as intelligence, personality or sensory preference and some of them will be listed below.

2.3.1 Field Independent and Field Dependent (Sensitive) Learning Styles

The concept of field-dependent (FD) and field-independent (FI) is first proposed by Herman Witkin in 1962. It refers to how learners process and recall information. Reid (1995, p. 37) defines field-independent as the ability to analyze the key details from an ambiguous context. In the opposite, field-dependent's ability to separate the key details from the background is lesser than field-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 analytic in learning. They are not easy to be distracted by social context. While field-dependent learners are more sensitive to the social context and like auditory 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 with thinking and action are regarded as field-independent.

2.3.2 Perceptual Learning Style

Perceptual Learning Style is proposed by Reid in 1987. This learning style model categorizes the individual style into six types: visual, auditory, tactile, kinesthetic, individual and group learning style. The learners with their style have different way in learning and getting information. Reid (cited in Vaseghi, Ramezani, and Gholami, 2012, p. 441) states that perceptual learning style is "the changes among learners in using one or more senses to understand, organize, and

retain experience". It can be concluded that the learners can make use of more than one style in retain new information.

Visual learners like to use visual channel which need to concentrate and spent time alone (Reid,1995, p. 35). Different from visual, auditory learners like to have group working and discussion in getting information or knowledge. They tend to enjoy oral-aural learning channel (Reid, 1995, p. 36). According to Vazeghi et al (2012, p. 442), auditory learners learn by listening to a person such 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 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 learning style is the opposite (Vaseghi, Ramezani, and Gholami, 2012, p. 442).

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-I), sensing or intuition (S-I), thinking or feeling (T-F), and judging or perceiving (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, and judging or perceiving is preferences toward order.

Extrovert learners like to interact with others and tend to open toward their social environment, while introvert learners think everything inside their mind. They will show unexpected response to the other when they are sure with their

mind (Gunes, 2004, p. 20). According to Reid (1995), extrovert learner more effectively through concrete experience and introvert learner more effectively in individual.

The second personality dimensions are sensing and intuition. Sensing makes use of sense in making interpretation of fact or event, while intuiting absorb information abstractly to convey the reality (O'Brien, Bernold, and Arkoyd, 1998, p. 312). Besides, Reid (1995) explains that sensing learners like to learn by something obvious, like observable fact. In the other hand, perception learners like to make relationship with other to learn, and benefited meaningful experience.

According to O'Brien, Bernold, and Arkoyd (1998, p. 312), thinking more 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 (1995) also states that thinking learners learn more effectively from impersonal circumstances and logical consequences. Whereas feeling learners learn more effectively using personalized circumstances and social value.

The last personality dimension of MBTI are judging and perceiving. 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, Bernold, and Arkoyd (1998, p. 312) argue that the people which prefer to use a judgment process when dealing with the external environment is judgment, and another which more prefer a perspective process is perceiver.

2.3.4 VAK/VARK Learning Style Model

VAK is proposed by Fleming in 1987 that stands for three major sensory modes of learning: visual, auditory, and kinesthetic. Visual learners learn by seeing, auditory learners learn by hearing and kinesthetic learners learn by doing.

“Fleming’s VAK model is flexible enough to fit into different learning environment, such as traditional lecturer, solo self study, blended learning, and group interaction” (Whittleston and Sherratt 2012, p. 2). It means that this model 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 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 language and expression to fully understand the content of a lesson. The 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 visual learner, because they will be more easy to absorb the information. Different from visual, auditory learners tend to absorb information in a more efficient manner through sound, music, discussion or teaching. They interpret the meaning of speech through to listening to the voice tone, pitch, and speed. While kinesthetic learners process information through the sense of touch, such as by feeling shape and texture. They also usually have a tendency to handle something or fidget with

something. Kinesthetic learners can become distracted by their need for movement and activity.

Recently, Fleming expanded VAK into VARK which divides visual into two categories. Those who prefer graphical or pictorial representations of their incoming information are visual (V) and those who prefer textual materials representations are reading/writing (R) (Slater, Lujan, and DiCarlo, 2007, para. 4).

In this study, the writer focuses to find out the students' learning style in the aspect of sensory preference. Hence, VAK Learning Style Model is regarded as the appropriate model to determine the students' learning style other than 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 and widely used in plenty research. It is supported by Hawk and Shah (2007, p. 2) who state that Fleming's theory is one of six well-known available learning styles.

2.4 Learning Style Instruments

There many kinds of learning style instruments to determine the students' learning style. Some of them are Index of Learning Style (ILS), Perceptual Learning Style Questionnaire, Learning Style Inventory, and VAK Learning Styles Self-Assessment Questionnaire.

2.4.1 Index of Learning Style (ILS)

Index of Learning Style (ILS) is proposed by Felder and Solomon (cited in Gunes, 2004, p. 62) to assess the students into four dimensions, process (active or reflective), perception (sensing or intuitive), input (visual or verbal), and

understanding (sequential or global). ILS consists of 44 questions which each 11 questions refer to each learning style dimension. Each item has two possible answers, “a and b”. “a” indicates active, sensing, visual, and sequential learners whereas “b” indicates reflective, intuitive, verbal, and global (Litzinger et al, 2005).

2.4.2 Perceptual Learning Style Questionnaire

Perceptual Learning Style Questionnaire is created by Reid in 1987 to assess the students learning style according to visual, auditory, kinesthetic, tactile, group and individual learning style. Visual, auditory, kinesthetic, tactile are constitute the perceptual learning style categories while group and individual learning style are social category. The questionnaire consists of thirty statements in which each five statements refer to certain learning style preferences to be measured (Tabanlıoğlu, 2003, p. 52).

2.4.3 Learning Style Inventory (LSI)

Learning Style Inventory was created by Kolb in 1976, and the newest was created in 2005. LSI has 12 items that asks respondents to rank four sentence endings that correspond to the four learning modes: Concrete Experience, Reflective Observation, Abstract Conceptualization and Active Experimentation (Alice Kolb and David Kolb, 2005, p. 10).

2.4.4 VAK Learning Styles Self-Assessment Questionnaire

VAK Learning Styles Self-Assessment Questionnaire is chosen to be an instrument in this study. It consists of 30 questions that need to be answered by

the students to determine learning styles used by the students, whether it is visual, auditory, and kinesthetic learning style.

Each question has multiple choice of a, b, and c in which each choice is identified as the different learning style. Choice of “a” refers to visual, “b” refers to auditory, and “c” refers to kinesthetic. There is no right or wrong answer in this questionnaire. In this survey, there are thirty different cases in which respondents need to select the most match solution with their characteristic. For the thirty questions, the learning style most often selected will identify learning style label 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 instruction or watching other people do it first. Different with visual, people with auditory style have a preference for transfer information through listening. Auditory learners usually use phrases such as “tell me” or “let’s talk it over” and perform activity after listening direction from others. Meanwhile, kinesthetic learners prefer to do activity by physical experience. They like to say “let me try” and doing something without any directions.

In this study, the writer chooses VAK Learning Style Self-Assessment Questionnaire as the instrument, because the writer regards this questionnaire as the most appropriate instrument in determining the students’ learning style based on VAK learning style model. VAK Learning style Questionnaire differentiates learning style based on human sense which is close related to the learners’ daily process in learning foreign and second language. Therefore, the writer uses VAK

Learning Style Self-Assessment Questionnaire since the writer tries to find out the students' learning style which is focused on human sense whether it is visual, auditory or kinesthetic.

2.5 Advantages of Knowing Learning Style

Knowing the students' learning style is very important. Based on Gilakjani (2012, p. 109), learning style have significance role in individuals' live because 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 can find their easiest and appropriate way to learn and adapt many things that 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 themselves feel comfortable during learning and it will influence toward their successfulness. Knowledge of learning style will help to control the process of learning that takes responsibility for the individuals' own learning (Gilakjani, 2012, p. 109). It will make them confidence in learning because they know what they want to learn and how to learn it. The more confidence the students are, the bigger opportunity for them to success in learning.

The advantages of knowing the students' learning style can be felt by the lecturer also. By knowing the characteristics of the students toward certain 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 lecturer to help the students in learning and it influences in the students' achievement. Based on research finding from Ballone and Czerniak (2001, p. 19-

20), teacher beliefs concerning the implementation of a variety instructional strategies to meet the needs of learning style in the science classroom will increase students' success, motivate students, meet all students' needs, make science a good learning experience for all students, encourage participation, and create interest in science.

In this case, knowing learning style will help both the students and the lecturer to achieve their goals. The students will be helped by getting better achievement in which it is also the lecturer's goal to bring the students on their successfulness.

2.6 Previous Studies

There are many studies has been conducted on learning style. One of them is the study by Cevriye Gunes (2004) who observed Learning Style Preference of Preparatory Students at Gazy University. The participants of this study were 367 preparatory school students at Gazi University, in Ankara. The students were gathered in group of 22-25 classes, and then the participants were selected randomly in each group which represented the whole group in Gazi University Preparatory School students. Gunes used the theory by Felder and Silverman. Index of Learning Style (ILS) used as the instrument that proposed by Felder and Solomon. Gunes wanted to find out the relationship between students' LSP (Learning Style Preference) in relation to faculty they would study in, gender, and level of English and achievement scores in listening, reading, grammar, and writing in the English course. Overall result, being active or reflective, sensing or

intuitive, visual or verbal, and sequential or global does not influence students' overall achievement.

Other research was conducted by Madika (2008) who observed learning style preference by using Reid's theory. She examined the students' learning style in SMPN 1 Wonosari based on Visual, Auditory, Kinesthetic, Tactile, group, and individual learning style in different level and gender. The subject used by this study was the students of SMPN 1 Wonosari. The participants were chosen randomly, by using random sampling procedure. The instrument she used was Perceptual Learning Style Preference Questionnaire (PLSPQ) that proposed by Reid (1987). The finding showed that learning style preference by the students in SMPN 1 Wonosari in general are group and auditory learning style. Based on gender, female and male students use auditory and group learning style and based on level, first and third grade students use group learning style, while second 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 uses first-year students in structure analysis class at Study Program of English as the participants. The participants are selected using technique of judgement sampling in which the writer establishes the criteria of participants. The other differences are the theory and instrument used to determine the students' learning style. This study uses the theory of VAK (Visual, Auditory, and Kinesthetic) model by Neil D. Fleming and VAK Learning Style Self-Assessment Questionnaire is selected as the instrument. Based on this theory, the writer

determines the learning style used by the students into auditory, visual and kinesthetic learning style. Moreover, this study also tries to find out the correlation between learning style used by the students on the students' learning outcome.



CHAPTER III

RESEARCH METHOD

In this chapter, the writer explains the overall research method that consist of research design, population and sample, instrumentation, variable of the study, data and data source, data collection, and the last is data analysis.

3.1 Research Design

This study used quantitative approach because this study was intended to find out the correlation between learning style used by the first-year of English Study Program students on the students' learning outcome in structure analysis class. According to Emzir (2008, p. 28), quantitative approach is an approach which uses the strategy such as experiment and survey that need the statistic data. Similarly, Creswell (1994, p. 2) states that quantitative approach "is an inquiry into a social or human problem, based on theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine whether the predictive generalization of the theory hold true". It can be simply said that quantitative approach requires statistical calculation to determine the relation between the existing variables that comes from the problem or phenomena around society.

This study was a correlation study, because it attempted to identify whether there was a correlation between learning style and learning outcome of the first-year students in structure analysis class. Emzir (2008, p. 37-38) concludes

that correlation study is the study that aims to identify the correlation between two or more variables.

3.2 Population and Sample

The participants of this study were 61 students out of 215 students in structure analysis class. In determining the samples, the writer used judgement sampling technique. According to Balnaves and Caputi (2001, p. 95), judgement sampling is a technique in selecting sample in which the writer determines the criteria of the participants.

These participants were the students from two classes of structure analysis class that had the same lecturer. The criteria that was established in selecting the sample was the class which had the same lecturer, since the writer used the students' score as the data. In this case, the students would get the same teaching method from the lecturer that would influence them in understanding the material.

Besides, the students' score had the same standard. In determining the class, the 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 class was taught by the same lecturers. It was because there was team teaching in structure analysis class in which one class could be taught by more than one lecturers.

The writer focused in 61 students as the sample which from in class A and 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 final test. Therefore, only 54 students were observed as the participants. 51,85%

($n=28$) of them were from class A and 46,15% ($n=26$) of them were from class E.

The qualified students are the students in which are the first-year students in 2012 and attend final test to get the final test score.

3.3 Research Instrument

The VAK Learning Styles Self-Assessment Questionnaire was chosen to be an instrument in this study because the writer regards this questionnaire as the most appropriate instrument in determining the students' learning style based on human sense whether it is visual, auditory or kinesthetic. It consists of 30 questions which is needed to be answered, so that could be determined the students' learning style. Each question has multiple choice of a, b, and c. "a" indicates visual learning style, "b" indicates auditory learning style, and "c" indicates kinesthetic learning style. For the thirty questions, the learning style most often selected determines the learning style label assigned to that individual.

The average time allotted for the completion of the test was 15-20 minutes.

According to Alavinia and Ebrahimpour (2012), the reliability of the VAK Learning Styles Self-Assessment Questionnaire estimated via Cronbach's alpha is 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 dan Norman, 2000; Garson, 2008 cited in Murti 2011, p. 12). Based on the 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 used as instrument.

3.4 Variables in the Study

In this study, the writer wants to find out the correlation between learning style and learning outcome of the first-year students in structure analysis class at Study Program of English. Hence, the independent variables of this study are learning styles used by the students (visual, auditory, kinesthetic), and the dependent variable is the students' learning outcome.

3.5 Data and Data Source

The data of this study is learning style that was used by the students of structure analysis class in Study Program of English and the students' final test score. The data source was the questionnaire that had been filled out by the students and the students' final test score was obtained from the record in structure analysis class.

3.6 Data Collection

In collecting the data, the writer needed to do some steps.

1. Selecting participants

In selecting participants, the writer asked the data of the whole students and lecturer in structure analysis class to academic division of Faculty of Cultural Studies, and then determined the class that would be the participants. The total number of structure analysis class was eight classes, which consisted of class A to H. From those classes, the writer chose class A and E because these two classes had the same lecturer. The number of the students in each class A and E was 30 and 31 respectively. Thus, the total participants were 61 students.

The reason of choosing the classes which had the same lecturer was the similarity of teaching method that was used by lecturer in learning activity and the material that was given to the students. It meant that the students in class A and E would get the same understanding in basic knowledge of English during the process of learning. Besides, the students in both classes would have the same standard in scoring.

2. 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.

3. Collecting the students' score

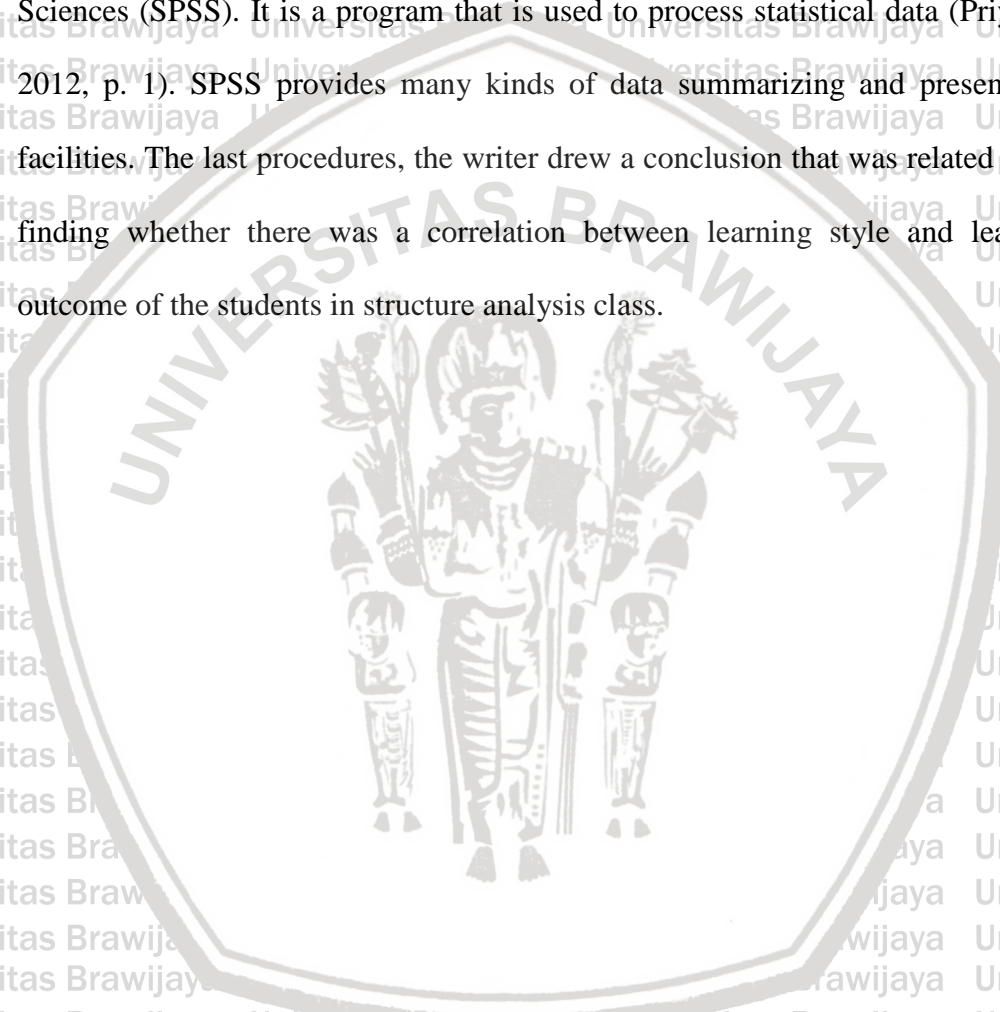
Apart from the learning style used by the students, the writer collected the students' score of structure analysis in final test. The students' score of final test were chosen because the students were regarded have much understanding about English grammar. These data were acquired from the lecturer of the structure analysis class after getting the required permission.

3.7 Data Analysis

The 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 examine whether there is a relationship between students' learning style on the students' learning outcome. In analyzing the data, the writer needed to accumulate

the data to find the percentage of the students learning style. Then, the writer used descriptive statistic to explain it.

To analyze whether there is relationship between students' learning style on the students' learning outcome, the writer used Statistical Package for Social Sciences (SPSS). It is a program that is used to process statistical data (Priyatno, 2012, p. 1). SPSS provides many kinds of data summarizing and presentation facilities. The last procedures, the writer drew a conclusion that was related to the finding whether there was a correlation between learning style and learning outcome of the students in structure analysis class.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the overall result of the study. It focuses on learning style used by the first-year students at Study Program of English and its correlation with the students' learning outcome in structure analysis class. The finding and discussion are presented as bellow.

4.1 Finding

In this study, the questions were set to find out the learning used by the first-year students in structure analysis class at Study Program of English and its correlation on the students' learning outcome that measured by the students' final test score. In order to find out the answer of this question, the writer used VAK Learning Style Self Assessment Questionnaire that focus on three types of learning style, visual, auditory, and kinesthetic. This questionnaire consists of 30 questions that each question have multiple choices of "a", "b", and "c". "a" refers to visual, "b" refers to auditory, and "c" refers to kinesthetic. The overall result is known after VAK Learning Style Self Assessment Questionnaire had been distributed and filled out by the students.

4.1.1 Learning Style Used by the First-Year Students in Structure Analysis Class at Study Program of English

Based on VAK Learning Style Self Assessment Questionnaire that has been collected, the result of learning style used by the first-year students in

structure analysis class at Study Program of English is displayed in the Table 4.1 by descriptive statistics table.

Table 4.1 Learning Style Used by the First-Year Students in Structure Analysis Class at Study Program of English

	N	Minimum	Maximum	Sum	Mean
Final_Test_Score	54	43.00	95.00	3928.00	72.7407
Visual	54	.00	1.00	15.00	.2778
Auditory	54	.00	1.00	22.00	.4074
Kinesthetic	54	.00	1.00	17.00	.3148
Valid N (listwise)	54				

In the descriptive statistics shown in the table above, it can be seen that the first-year students in structure analysis class use visual, auditory, and kinesthetic learning style.

The result of the table finds that the data are 54 data which is indicated that there are 54 respondents involved in this study. In final test score, the result find that minimum and the maximum score are 43 and 95. Moreover, the average score of the students' final test are $72,74 \approx 73$. If the total score of 54 respondents are counted, the result is 3928.

In the variable of learning style, visual, auditory and kinesthetic, there are only 1 and 0 as the substituter, therefore the highest score is 1 and the lowest score is 0. The score 1 indicates the identity of the learning style chosen by the students, and 0 indicates that there is another identity chosen. The variable of visual has 15 respondents that show the identity of visual learning style. The numbers 22 in the variable of auditory show that there are 22 respondents choose auditory learning style. As well as visual and auditory, the variable of kinesthetic has 17 respondents which identify the identity of kinesthetic learning style.

The percentage of each learning style chosen by the students in structure analysis class is presented in Figure 4.1

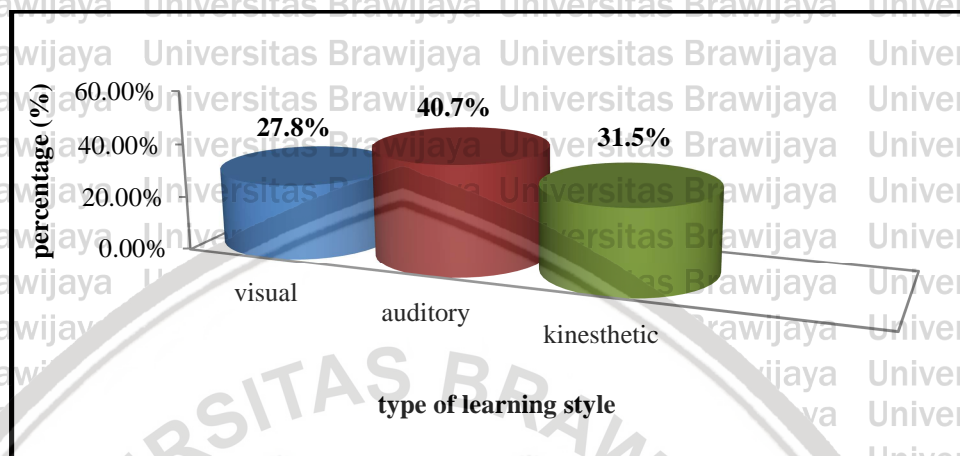


Figure 4.1 Learning Style Preferences by the Students in Structure Analysis Class at Study Program of English

It can be seen that there are 27.8% ($n=15$) respondents use visual learning 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 learning style is dominantly used by the first-year students in structure analysis class. It is followed by kinesthetic style in the second position and visual style in the 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 English

In observing the correlation between learning style used by the students and the students' learning outcome, the writer uses regression analysis. According to Nawari (2010, p. 1), regression analysis is a simple method to observe the correlation or influence of some variables, dependent variable and independent

variable. In this study, the independent variable is learning style which has three types, visual, auditory and kinesthetic. While dependent variable is the students' learning outcome that concern on the students' score on final test.

To find out how learning style influence the students' learning outcome, the writer starts by using simultaneous test. The result is shown in Table 4.2 below.

Table 4.2 Simultaneous Test

Anova ^b						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	361.505	2	180.752	1.506	.231 ^a
	Residual	6120.865	51	120.017		
	Total	6482.370	53			

a. Predictors: (Constant), auditory, visual

b. Dependent Variable: Final_test_score

The result of calculation using SPSS 17.0 in Table 4.2 shows that sig. value in table anova is 0,231. Sig. value is used to measure of how much the probability or signification in anova calculation. The result of F test is 1.506 with Sig. value 0,231 is bigger than alpha 0,05. It can be decided to accept Ho and reject H₁ which meant that there is no significant influence from learning style with three types, visual, auditory and kinesthetic toward final test score in learning structure.

To support the result that has been displayed in simultaneous test, the writer uses partial or individual test. The result of partial or individual test is presented in Table 4.3.

Table 4.3 Partial or Individual Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	75.941	2.657		28.581	.000
Visual	-2.608	3.881	-.107	-.672	.505
Auditory	-6.078	3.537	-.273	-1.718	.092

a. Dependent Variable: Final_test_score

Based on Table 4.2, the result of simultaneous test shows that there is no significant influence from learning style with three types, visual, auditory and kinesthetic toward final test score. It is supported by Table 4.3 using partial or individual test from variable of visual and auditory which have sig. value more than alpha value 0,05 that has been determined as the level of significant.

Therefore, it can be said that there is no significant influence from learning style with three types, visual, auditory and kinesthetic toward final test score in learning structure.

Partial or individual test in Table 4.3 above creates an equation of regression model as below:

$$\text{Final test} = 75,941 - 2,608 \text{ Visual} - 6,078 \text{ Auditory}$$

Based on the equation of regression model, it can be concluded that:

1. If kinesthetic learning style that is used by the students is examined and regard that visual and auditory do not exist or have 0 values, the students' final test score can be predicted as big as 75,941 or around 76.

2. If the students which use visual learning style and the other variables are regarded as 0, then it can be predicted that the students' final test score is as big as $75,941 - 2,608 = 73,333$ or around 73.
3. If auditory learning style is examined and the other variables are regarded as 0, then it is hoped that the students' final test score is as big as $75,941 - 6,078 = 69,863$ or around 70.

To know the level of independent variable that can be predicted by dependent variable simultaneously will be presented in model summary on Table

4.4.

Table 4.4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.236 ^a	.056	.019	10.95523

a. Predictors: (Constant), auditory, visual.

Coefficient determination value (Adjusted R Square) which is shown in Table 4.4 is 0,019 or as much as 1,9%. This value explains that around 1,9% of learning style treatment, visual, auditory and kinesthetic influence the students' final test score in structure analysis class. While the rest is 98,1% ($100\% - 1,9\%$), is influenced by other factors.

4.2 Discussion

This study aims to determine learning style used by the students in structure analysis class and try to find out its correlation with the students' learning outcome. After having the finding of learning style used by students and its influence toward the students final test score, this section is provided to make

the interpretation and correlate it with the hypotheses whether it is accepted or rejected.

4.2.1 Learning Style Used by the First-Year Students in Structure Analysis

Class at Study Program of English

The data that has been presented in descriptive statistic, determine which learning style was mostly used by the students in structure analysis class.

According to the finding, auditory learning style is the most frequently applied by the students in learning structure. It is followed by kinesthetic learning style in the second rank and visual in the last rank.

There are 22 students or 40,7% noted as auditory learning style. This result indicates that the students prefer to have a discussion, talking things through or using media like music or sound in absorbing information. They usually listen to what others have to say. Besides, they notice the information of speech through listening to the voice tone, pitch, and speed. Based on Sabatova (2008, p. 27), auditory learners often talk to themselves when learning something and read the material loudly. Duckett and Tatarowski (cited in Baldo et al, p. 7) state that auditory learners are characterized by being more talkative and get trouble with the lecturer who has low voice.

According to Ldpride.net (2008, p. 10), there are some strategies that can help auditory learners in absorbing information. Those are asking question, participating in class discussions, recording direction and notes, or listening to tape notes. Asking question to the lecturer make the students who are auditory learners easy in understanding the material because they are listen the explanation

directly. It is much easier for them than if they read the books by themselves.

While participating in class discussion is the best way for the students to reveal their ideas. Besides, recording direction and notes help the students to recall the information they need. It is much simpler and easier for them to listen to the information using recorder as well as listening to tape notes.

In addition, auditory learners are very good in oral exam as their test style, whereas reading comprehension is the worst test style. It is because auditory 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 17 students. Kinesthetic learners prefer to have interaction with physical world. They tend to have a tendency to handle something. In learning activity, kinesthetic 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) that explain kinesthetic learners seem to be more movement or hands-on oriented and enjoy action and demonstration. Some other characteristics of kinesthetic learners is their habit when have a conversation with someone. They tend to try to 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 drawing or art.

There are some strategies that are useful for kinesthetic learners and help them in learning process. Those are engaging a hands-on activity, practicing the technique, creating a model, or taking a field trip (Ldpride.net, 2008, p. 14).

Engaging hand-on activity such as making a note and practicing the technique are helpful because the students will understand the materials which have been written and practiced. Besides, creating a model is also a good way because by making a framework can abridge the information to be absorbed. It is also good to have a field trip, so that the students can learn and observe the material from the field directly. Working on drills or memory exercises while walking or exercising and record class lectures then listen to them while working out or walking also help the students which use kinesthetic learning style that basically like to do 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 learners very good in project that are hand-on in nature (Ldpride.net, 2008, p. 4).

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 like to see the lecturer's body language and facial expression in learning to help them in understanding the content of the material. The use of visual media such as chart, graphic, picture or video is very helpful to the students. The points is visual 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 hear the information. As well as Fleming (cited in Vaseghi et al, 2012, p. 442), visual learners like to learn by maps, chart, graph, diagram, pictures, highlighters, and different colors.

Based on Ldpride.net (2008, p. 8), some strategies that are appropriate with visual learners are by asking the written directions, copying what is on the board, watching video, writing the key points, coloring the note, and sitting near the front of the class. Asking for written direction and copying what is on the board are useful for them because by this way, the students have the record of the information which can be used in anytime when it is needed. By watching video, the students have the illustration of the material. So that, they can be easily to 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 the lecturer's gestures or body language. Besides, it will increase the concentration of the students to catch the information or material that is explained by 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 make use of their sight in learning. Therefore, doing essays, maps, and 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 to the instructions and it is hard for visual learners.

This finding is supported by Madika (2008). She observed LSP (Learning Style Preference) of the students in SMPN 1 Wonosari based on different level and gender using Perceptual Learning Style Preference Questionnaire (PLSPQ).

She found that generally, the students are group and auditory learning style. Based on gender, female and male students use auditory and group learning style and based on level, first and third grade students use group learning style, while second grade students use auditory learning style in learning English.

Based on the result, visual, auditory and kinesthetic learning styles are used by the students of English Study Program in structure analysis class. It means that the first hypothesis which declares that there are three types of learning styles, visual, auditory and kinesthetic used by the students is accepted.

4.2.2 The Correlation between Learning Style and Learning Outcomes of the 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 even it is very small correlation. Although auditory learning style is indicated as the highest learning style used by the students, the result finds that the students which use kinesthetic learning style have the highest value of mean in their final test score.

Based on table 4.4, there is only 1.9% learning style that influences the student final test score. Meanwhile, 98.1% of the students' final test score is influenced by other factor such as personality, motivation, aptitude, age or learning strategy. Since there are different characteristics of each learning style, knowing the students' learning style is important. It is because there are different strategies that can be applied to help the students in the process of learning. By

knowing the students learning style, they will take responsibility for their own learning without any help from others (Gilakjani, 2012, p. 109). The role of teachers also cannot be overridden because they need to guide the students to reach the maximal result. As Gilakjani (2012, p. 109) states that at this points, the teachers guide the students. Teachers can help the students by giving facilities that the students need, such as media or situation of learning.

The same research is also done by Gunes (2004). He observed learning style preference of preparatory students in Gazy University using Index of Learning Style (ILS). He found that there is no relationship or influence between the students' learning style preference toward the level of English and achievement score in listening, reading, grammar, and writing whether it s active or reflective, sensing or intuitive, visual or verbal, and sequential or global. Cygman also find that learning style of postsecondary students does not have any relationship with educational success in distance educational courses. It is different with this study that finds the correlation between learning style used by the students on their final test score.

Based on the explanation, there is 1.9% learning style influences the 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 is a correlation between learning style and learning outcomes of the first-year students in structure analysis class at Study Program of English is accepted.

CHAPTER V

CONCLUSION

This chapter is devoted to the conclusion of the finding that has been rolled out in the previous chapter. Moreover, this chapter presents some suggestion for further research.

5.1 Conclusion

This study aims to find out learning style that is used by the students in structure analysis class at Study Program of English. Besides, this study also tries to investigate whether there is correlation between learning style and learning outcome of the students.

Based on the finding which has been explained in the previous chapter that answers the first problem of the study, there are three types of learning style, visual, auditory, and kinesthetic used by the students of English Study Program in structure analysis class. The most learning style that is applied by the students is auditory learning style in which the students tend to make use of hearing to learning language. It is followed by kinesthetic learning style in the second rank in which the students like to sense of touch during learning activity. In the last rank is visual learning style in which the students easily understand the explanation by their sight.

The finding is suitable with the first hypothesis which declares that there are three types of learning style, visual, auditory and kinesthetic used by the students. Therefore, the first hypothesis is accepted.

The second problem of the study aims to observe the correlation between learning style and learning outcome in structure analysis class at Study Program of English that is measured by final test score. In the previous chapter, it has been answered by using SPSS 17.0 which found that there is 1.9% learning style influences the students' final test score. Meanwhile, 98.1% of the students' final test score is influenced by other factors such as learning strategy, aptitude, motivation, age, or personality.

It means that there is very small correlation between and learning outcome. It proves that the second hypothesis which declares that there is a correlation between learning style and learning outcome in the first-year of English Study Program students in Universitas Brawijaya is accepted.

In short, it can be concluded that the students of Study Program of English in Structure Analysis class have the various learning style in which auditory learning style is mostly used by the students. In addition, learning style used by students influences their learning outcome.

5.2 Suggestions

After knowing the finding of this study, the writer has some suggestions to the next researcher who wants to conduct the same study. Besides, suggestion is also given to some related parties.

In this study, the writer use VAK Learning Style Model to determine the students' learning style. For the next researcher who wants to conduct the similar study, there are some other learning style models that can be used to observe learning style such as Perceptual Learning Style by Reid, Myres-Briggs Type

Indicator (MBTI) which is proposed by Myres and Briggs, Index of Learning Style by Felder and Silverman, or Experiential Learning Model by David Kolb.

For the next study, the participants can be taken from other faculties such Faculty of Law, Faculty of Medical, or Faculty of Economic. To complete this study, the next researcher can correlate learning style and learning outcome based on five categories. Those are verbal information, intellectual skill, cognitive strategies, attitudes, and motor skill. Moreover, it can also use the other parameter to be correlated like gender, personality, or English proficiency.

Considering that there are some advantages by knowing the students' learning style, the writer expect the readers and the students to know surely what their learning style is. The writer also suggests the lecturer to understand the students' need based on their learning style by giving the appropriate treatment.

REFERENCES

- Alavinia, Parviz and Ebrahimpour, Sara. (2012). On the correlation between emotional intelligence and learning styles: the case of Iranian academic EFL learners. Iran: Urmia University, Maragheh Islamic Azad University. *Theory and Practice in Language Studies*, Vol. 2, No. 6, pp. 1291-1299, June 2012 © 2012 Academy Publisher Manufactured in Finland.
- Alsayed, Mounawar. (2003). Factors that contribute to success in learning English as foreign language. *Damascus University Journal*, Vol. 19, No. 1+2, 2003.
- Baldo, Carlos Rodriguez., Miranda, Norman E. V., Gomez, Ruben Vasquez., Crhova, Jitka. *VAK learning styles in language teaching and learning*. Retrieved September 13, 2013 from <http://cenedic.ucol.mx/feel2013/ponenciaspdf/65.pdf>
- Ballone, Lena M., Czerniak, Charlene M. (2001). The teacher's beliefs about accommodating students' learning style in science classes. *Electronic Journal of Science Education*, Vol. 6, No. 2, December 2001
- Balnaves, Mark., Caputi, Peter. (2001). *Introduction to quantitative research methods: an investigative approach*. London: Sage Publication
- Claxton, C. S., Ralston, Y. (1978). Learning style: their impact on teaching and administration. *Higher Education Report*, No. 10. Washington DC: American Association for Higher Education
- Cook, Guy. (2003). *Applied Linguistics*. New York: Oxford University Press.
- Creswell, John W. (1994). *Research design qualitative and quantitative approaches*. United States of America: Sage Publications, Inc
- Cygan, Leon. Learning style: which type of student is more successful in which modality? *European Journal of Open, Distance and E-learning ISSN 1027-5207*.
- Dabaghi, Aszizolla. (2011). The relationship between learning styles of field-dependence/independence & integrative/discrete point methods of grammar teaching. *World Journal of English Language* Vol. 1, No. 2; October 2011

Ellis, Rod. (1994). *The study of second language acquisition*. New York: Oxford University Press. Retrieved March 8, 2013 from <http://books.google.co.id/books?id=3KglbyrZ5sC&printsec=frontcover&dq=The+Study+of+Second+Language+Acquisition+by+Rod+Ellis&hl=id&sa=X&ei=hCKmUfS3IIWFrgfT9oH4Cg&ved=0CC0Q6AEwAA>

Ellis, Rod. (1997). *Second language acquisition*. New York: Oxford University Press.

Emzir. (2008). *Metode penelitian pendidikan kuantitatif dan kualitatif*. Jakarta: Rajawali Pers.

Gilakjani, Abbas Pourhossein. (2012). Visual, auditory, kinesthetic styles and their impacts on English Language Teaching. *Journal of Studies in Education Vol. 2, No. 1 ISSN 2162-6952 2012*.

Gunes, Cevriye. (2004). Learning style preference of preparatory students at Gazi University. *Thesis*. Takara. Gazi University

Guy and Hicks. (1995). Personality characteristics of human services students and the selection of adult applicants for professional training. Bond University: ePublication@bond. *Journal of Applied Social Behaviour Vol 2 No 1*

Harmer, Jeremy. (1983). *The practice of English language teaching*. London: Longman Group Limited

Hawk, Thomas F., Shah, Amit J. (2007). Using learning style instruments to enhance student learning. USA. *Decision Science Journal of Educative Education Volume 5 Number 1 Januari 2007 Printed in U.S.A*

Keputusan Menteri Pendidikan Nasional Republik Indonesia No. 045/U/2002.

Keputusan Menteri Pendidikan Nasional Republik Indonesia No. 232/U/2000.

Klein, Wolfgang. (1986). *Second language acquisition*. New York: Cambridge University Press.

Kolb, Alice Y., Kolb, David A. (2005). *The Kolb learning style inventory – version 3.1 2005 technical specification*. London: Haygroup. Retrieved March 8, 2013 from <http://www.whitewater-rescue.com/support/pagepics/lSITECHMANUAL.pdf>

Krashen, Stephen. (1981). *Second language acquisition and second language learning*. University of Southern California: Pergamon Press Inc.

Larsen-Freeman and Long. (1991). *An introduction to second language acquisition research*. London: Longman Group UK Limited

Ldpride.net. (2008). *Understanding your learning style*. Retrieved March 3, 2013 from <http://www.roe11.k12.il.us/GES%20Stuff/Day%203/Understanding%20Your%20Learning%20Styles.pdf>

Litzinger, et al. (2005). *A study of the reliability and validity of the felder-soloman index of learning styles*. Penn State University, North Carolina State University.

Madika, Yayang Rinastalia. (2008). *The students' learning styles in learning English at SMP 1 Wonosari*. Unpublished Thesis. Malang. State University of Malang.

Maher, A. (2004). Learning outcome in higher education: implication for curriculum design and student learning. UK: Oxford Brookes University. *Journal of Hospitality, Leisure, Sport and Tourism Educaion Vol. 3, No. 2. ISSN: 1473-8376*.

Martin. H., Lewis, T., and Edward, Kisa. (2011). *Leadership, learning style and academic performance of undergraduate engineering students in Trinidad*. Trinidad: University of the West Indies. Retrieved April 23, 2013 from <http://www.sefi.be/wp-content/papers2011/T7/66.pdf>

Meenakshi, K., Zafar, Shahila. (2012). Review of PhD thesis on the role of personality in SLA. *English Language and Literature Studies Vol. 2, No. 1, March 2012*

Montemayor, Elizabeth., Aplaten, Maria C., Mendoza, Glenna C., Perey, Gemma M. (2009). Learning styles of high and low academic achieving freshman teacher education students: an application of the Dunn and dunn's learning style model. *University of the Cordilleras. Vol. 01 No.4*

Murti, Bhisma. (2011). *Validitas dan realibilas pengukuran*. Solo: Universitas Sebelas Maret. Retrieved 6, May 2013 from http://si.uns.ac.id/profil/uploadpublikasi/Buku/murti_06.pdf

Nawari. (2010). *Analysis Regresi dengan MS Excel 2007 dan SPSS 17*. Jakarta: PT Alex Media Komputindo. Retrieved on September 13 from http://books.google.co.id/books?id=rg1tgRiutrAC&printsec=frontcover&hl=id&source=gs_bse_summary_r&cad=0#v=onepage&q&f=false

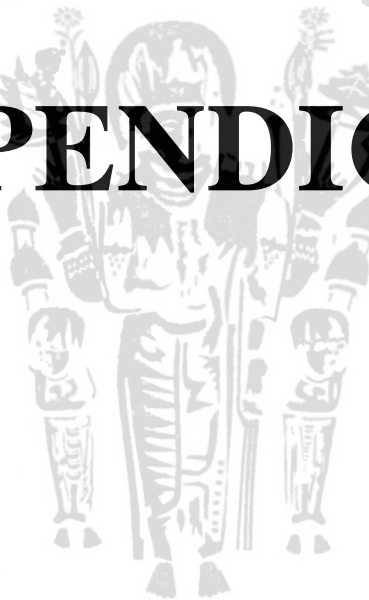
O'Brien, Terrance P., Bernold, Leonhard P., Arkoyd, Duane. (1998). Myers-Briggs Type Indicator and and academic achievement in engineering education. USA: Temtus Publication. *Int. J. Engng Ed. Vol. 14, No. 5, pp. 311-315, 1998*

- Oxford, Rebecca L. (2003). *Language learning styles and strategies: an overview*. Retrieved 4, March 2013 from <http://files.fernandamunoz.webnode.es/2000000401816e19114/2003OxfordR.Lang.learningstylesandstrategies.pdf>
- Priyatno, Duwi. (2012). *Belajar cepat olah data statistik dengan SPSS*. Yogyakarta: Andi Yogyakarta
- Reid, Joy. M. (1995). *Learning style in the ESL/EFL classroom*. New York: Heinle & Heinle.
- Rubio, Fernando. (2007). *Self-esteem and foreign language learning*. Cambridge: Cambridge Scholars Publishing
- Sabatova, Jarmila. (2008). *Learning Style in ELT*. Masaryk University Brno. Retrieved September 11, 2013 from http://is.muni.cz/th/104803/pedfm/Learning_Styles_in_ELTsabatovajarmila.pdf
- Safar, Anna and Kormos, Judit. *Revisiting problems with foreign language aptitude*. Retrieved April 11, 2013 from <http://eprints.lancs.ac.uk/10908/1/iral%2Dpreprint.pdf>
- Saville-Troike, Muriel. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.
- Slater, Lujan, and DiCarlo. (2007). *Does Gender Influence Learning Style Preferences of First-Year Medical Student?*. Retrieved April 23, 2013 from <http://advan.physiology.org/content/31/4/336.full>
- Sugimin, (2008) *Pengaruh bimbingan belajar terhadap hasil belajar mahasiswa (studi kasus terhadap mata kuliah analisis Ii)*. Prosiding Seminar Nasional Matematika Dan Pendidikan Matematika. . ISSN 978-979-16353-1-8. Jurusan Matematika FMIPA UT
- Tabanlıoğlu, Selime. (2003). *The relationship between learning styles and language learning strategies of pre-intermediate EAP students*. Middle East Technical University.
- VAK *learning style self-assessment questionnaire*. Retrieved 5, 2013 from <http://www.swinburne.edu.au/stuserv/workshops/onlinematerials/Web>
- Vazeghi, Reza., Ramezani, Afsaneh Effatdokht., Gholami, Reza. (2012). Language learning style preferences: a theoretical and empirical study. *Advances in Asian Social Science (AASS) Vol. 2, No. 2, 2012, ISSN 2167-6429*

Whittleston and Sherratt. (2012). *Development and assessment of a V.L.E. for civil*.
UK: University of Bolton. Retrieved April 23, 2013 from
http://cede.lboro.ac.uk/ee2012/papers/ee2012_submission_144_gp.pdf



APPENDICES



Appendix 1: VAK Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave. (It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it
2. When I need directions for travelling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass
3. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook
4. If I am teaching someone something new, I tend to:
 - a) write instructions down for them
 - b) give them a verbal explanation
 - c) demonstrate first and then let them have a go
5. I tend to say:
 - a) watch how I do it
 - b) listen to me explain
 - c) you have a go
6. During my free time I most enjoy:
 - a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY
7. When I go shopping for clothes, I tend to:
 - a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out
8. When I am choosing a holiday I usually:
 - a) read lots of brochures
 - b) listen to recommendations from friends

c) imagine what it would be like to be there

9. If I was buying a new car, I would:

- a) read reviews in newspapers and magazines
- b) discuss what I need with my friends
- c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:

- a) watching what the teacher is doing
- b) talking through with the teacher exactly what I'm supposed to do
- c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:

- a) imagine what the food will look like
- b) talk through the options in my head or with my partner
- c) imagine what the food will taste like

12. When I listen to a band, I can't help:

- a) watching the band members and other people in the audience
- b) listening to the lyrics and the beats
- c) moving in time with the music

13. When I concentrate, I most often:

- a) focus on the words or the pictures in front of me
- b) discuss the problem and the possible solutions in my head
- c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:

- a) their colours and how they look
- b) the descriptions the sales-people give me
- c) their textures and what it feels like to touch them

15. My first memory is of:

- a) looking at something
- b) being spoken to
- c) doing something

16. When I am anxious, I:

- a) visualise the worst-case scenarios
- b) talk over in my head what worries me most
- c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:

- a) how they look
- b) what they say to me
- c) how they make me feel

18. When I have to revise for an exam, I generally:
- write lots of revision notes and diagrams
 - talk over my notes, alone or with other people
 - imagine making the movement or creating the formula
19. If I am explaining to someone I tend to:
- show them what I mean
 - explain to them in different ways until they understand
 - encourage them to try and talk them through my idea as they do it
20. I really love:
- watching films, photography, looking at art or people watching
 - listening to music, the radio or talking to friends
 - taking part in sporting activities, eating fine foods and wines or dancing
21. Most of my free time is spent:
- watching television
 - talking to friends
 - doing physical activity or making things
22. When I first contact a new person, I usually:
- arrange a face to face meeting
 - talk to them on the telephone
 - try to get together whilst doing something else, such as an activity or a meal
23. I first notice how people:
- look and dress
 - sound and speak
 - stand and move
24. If I am angry, I tend to:
- keep replaying in my mind what it is that has upset me
 - raise my voice and tell people how I feel
 - stamp about, slam doors and physically demonstrate my anger
25. I find it easiest to remember:
- faces
 - names
 - things I have done
26. I think that you can tell if someone is lying if:
- they avoid looking at you
 - their voices changes
 - they give me funny vibes

27. When I meet an old friend:

- a) I say "it's great to see you!"
- b) I say "it's great to hear from you!"
- c) I give them a hug or a handshake

28. I remember things best by:

- a) writing notes or keeping printed details
- b) saying them aloud or repeating words and key points in my head
- c) doing and practicing the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:

- a) writing a letter
- b) complaining over the phone
- c) taking the item back to the store or posting it to head office

30. I tend to say:

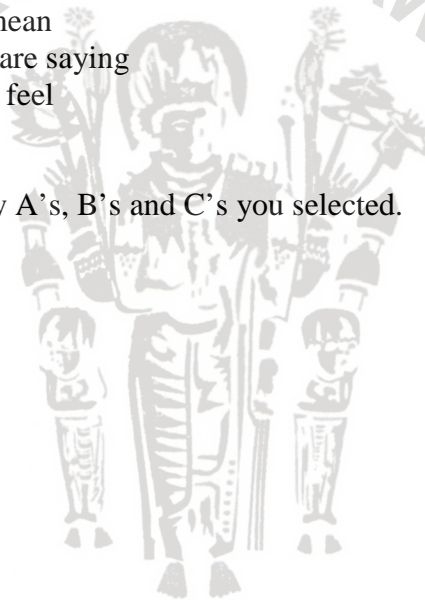
- a) I see what you mean
- b) I hear what you are saying
- c) I know how you feel

Now add up how many A's, B's and C's you selected.

A's =

B's =

C's =



Appendix 2: List of the Students' Learning Style and Final Test Score

Number of Participant	Final Test Score	Types of Learning Style	Number of Participant	Final Test Score	Types of Learning Style
1	58	auditory	28	91	visual
2	64	kinesthetic	29	77	kinesthetic
3	58	auditory	30	90	kinesthetic
4	82	visual	31	80	kinesthetic
5	57	visual	32	84	kinesthetic
6	82	auditory	33	77	auditory
7	70	auditory	34	81	kinesthetic
8	67	visual	35	95	visual
9	79	kinesthetic	36	72	kinesthetic
10	63	auditory	37	60	visual
11	72	auditory	38	50	auditory
12	43	visual	39	75	kinesthetic
13	83	auditory	40	81	visual
14	69	auditory	41	78	auditory
15	78	visual	42	88	auditory
16	74	kinesthetic	43	72	auditory
17	73	visual	44	71	auditory
18	86	visual	45	72	auditory
19	65	visual	46	65	auditory
20	61	visual	47	80	kinesthetic
21	73	kinesthetic	48	79	auditory
22	56	auditory	49	73	auditory
23	80	auditory	50	74	kinesthetic
24	73	visual	51	79	kinesthetic
25	66	auditory	52	88	visual
26	55	kinesthetic	53	55	auditory
27	83	kinesthetic	54	71	kinesthetic

Appendix 3: Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Diyah Aprita Sasi
2. NIM : 0911110144
3. Program studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : The Correlation Study Between Learning Style and Learning Outcome of the First-Year Students in Structure Analysis Class at Study Program of English
6. Tanggal Mengajukan : 14 / 02 / 2013
7. Tanggal Selesai : 30 / 01 / 2014
8. Nama Pembimbing : I. Fatimah, M.Appl.Ling.
II. Didik Hartono, S.S, M.Pd
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	27 Februari 2013	Pengajuan Judul dan Bab 1	Pembimbing I	
2.	1 Maret 2013	Konsultasi Bab 1	Pembimbing I	
3.	6 Maret 2013	Konsultasi Bab 1	Pembimbing II	
4.	13 Maret 2013	Revisi Bab 1	Pembimbing II	
5.	15 Maret 2013	Konsultasi Bab 1 dan 2	Pembimbing I	
6.	18 Maret 2013	Revisi Bab 1 dan 2	Pembimbing I	
7.	22 Maret 2013	Konsultasi Bab 1	Pembimbing II	
8.	26 Maret 2013	Revisi Bab 1	Pembimbing II	
9.	1 April 2013	Konsultasi Bab 1-3	Pembimbing I	
10.	29 April 2013	Konsultasi Bab 1-3	Pembimbing II	
11.	30 Mei 2013	ACC Seminar Proposal	Pembimbing I	
12.	30 Mei 2013	ACC Seminar Proposal	Pembimbing II	
13.	24 Juli 2013	Revisi Seminar Proposal	Pembimbing I	
14.	25 Juli 2013	Revisi Seminar Proposal	Pembimbing II	
15.	20 November 2013	Konsultasi Bab 1-4	Pembimbing I	
16.	28 November 2013	Revisi Bab 1-4	Pembimbing I	
17.	3 Desember 2013	Konsultasi Bab 1-4	Pembimbing I	
18.	3 Desember 2013	Konsultasi Bab 1-4	Pembimbing II	
19.	5 Desember 2013	Revisi Bab 1-4	Pembimbing I	
20.	6 Desember 2013	Konsultasi Bab 1-5	Pembimbing I	
21.	12 Desember 2013	Revisi Bab 1-5	Pembimbing I	
22.	13 Desember 2013	Konsultasi Bab 1-5	Pembimbing II	
23.	19 Desember 2013	ACC Seminar Hasil	Pembimbing II	
24.	21 Desember 2013	Konsultasi Bab 1-5	Pembimbing I	

25.	28 Desember 2013	Revisi Bab 1-5	Pembimbing I
26.	30 Desember 2013	ACC Seminar Hasil	Pembimbing I
27.	15 Januari 2014	Revisi Seminar Hasil	Pembimbing I
28.	16 Januari 2014	Revisi Seminar Hasil	Pembimbing II
29.	17 Januari 2014	Revisi Seminar Hasil	Pembimbing I
30.	20 Januari 2014	ACC Ujian Skripsi	Pembimbing I
31.	20 Januari 2014	ACC Ujian Skripsi	Pembimbing II

10. Telah dievaluasi dan diuji dengan nilai

Malang, 23 Januari 2014

Dosen Pembimbing I

Dosen Pembimbing II

Fatimah, M.Appl.Ling.

Didik Hartono, S.S, M.Pd

NIP. 19751125 200212 2 001

NIK. 780813 12 110041

Mengetahui,
Ketua Jurusan

Syariful Muttaqin, M.A.

NIP. 19751101 200312 1 001