AN ANALYSIS ON ENGLISH LEARNING STYLE OF STUDENT- ATHLETES AT IAIN SURAKARTA

(In The Academic Year 2018/2019)

THESIS

Submitted as A Partial Requirements for

Undergraduate Degree in English Education Department

By:

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Assalaamu'alaikum Wr. Wb.

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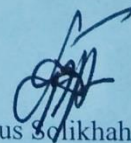ATHLETES AT IAIN SURAKARTA (In The Academic Year 2018/2019)

has already fulfilled the requirements to be presented before The Board of examiners (*munaqosyah*) to gain Undergraduate Degree in English Education Department.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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DEDICATION

This thesis proudly dedicated to:

1. My beloved parents (Drs. Rubiyanto and Ade Kusomowati, S.Pd)
2. My lovely brother (Chandra Alfian Rois, S.Pd) and my lovely sister (Afifah Kusuma Wardani)
3. My greatest advisor (Dr. Imroatus Solikhah, M.Pd)

MOTTO

"Time is like a sword; if you don't cut it, it will cut you"

Imam Syafi'i

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "AN ANALYSIS ON ENGLISH LEARNING STYLE OF STUDENT-ATHLETES AT IAIN SURAKARTA (In The Academic Year 2018/2019)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "AN ANALYSIS ON ENGLISH LEARNING STYLE OF STUDENT-ATHLETES AT IAIN SURAKARTA (In The Academic Year 2018/2019)" . Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis useful for the researcher in particular and the readers in general.

Surakarta, 25th February 2019

The researcher

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ABSTRACT

This study primarily aims to determine the English learning style of student-athletes at IAIN Surakarta. The subject of this study is 34 student-athletes at IAIN Surakarta that have followed sport competitions among students of the state Islamic colleges from all over Indonesia. The objective of this study are: (1) To know the kinds of English learning styles of student-athletes at IAIN Surakarta; (2) To know the problems and solutions in learning English faced by student-athletes at IAIN Surakarta.

The researcher used descriptive qualitative research. The data was collected from questionnaire and interview. Reid's (1987) Perceptual Learning Style Preferences Questionnaire (PLSPQ) was used to collect the data of English learning style. The data were analysed use the theory from Miles and Huberman (1984); reducing the data, presenting the data and drawing conclusion. To prove the trustworthiness of the data, the researcher used the triangulation especially data triangulation and investigator triangulation.

The results of this study show that; **First**, in negligible or negative level there are three kinds of English learning style owned by student-athletes at IAIN Surakarta: individual, visual, and group learning styles. **Second**, in minor level there are visual, auditory, individual, tactile, group and kinaesthetic learning styles. **Third**, in major level there are kinaesthetic, group, tactile, auditory, and visual learning styles. From this finding, the researcher also discovers that bodily-kinaesthetic intelligence and sport team activity have an impact to English learning style of student-athletes. **Fourth**, the problems faced by student- athletes at IAIN Surakarta in learning English; grammar, lack of vocabulary, and listening comprehension. **Fifth,** to solve these problems, student- athletes using five ways; there are learning with other friends, memorize new vocabulary, reading English textbook, listening English video, English song or watching English movie. Based on these findings, the researcher has suggestion for: Student-athletes to recognize their own learning style and find the method and strategies to be easier in learning English, Lecturers may consider the differences of the students' learning style when designing a lesson plan, during their teaching, and when assessing individual students, for IAIN Surakarta the researcher hopes that this institution can gives better attention for student- athletes so they can get a good achievement in sport field and academic.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is an important communication instrument for human beings. Language is a system of communication by sound, operating through the organs of speech and hearing among members of a given community and using vocal symbols possessing arbitrary conventional meaning (Pei in Brown, 1994: 4). People can easily to communicate with other using language. Communication has become one of the most crucial elements for people around the world; with the good communication people can understand each other.

English has a special position since it become an international language of communication. The international status of English is partly due to the number of people who speak it. Crystal (2003: 67) estimates that in 2,000 there were approximately 1,500 million speakers of English worldwide, consisting of around 329 million L1 speakers, 430 million L2 speakers, and about 750 million speakers of English as a foreign language. Susanna (2007) argues English is not only use as an official language in many nations, but also influence on many different cultures in a large number of countries; it is the central language of communication in the world-wide. Huda (2000: 68) states the current status of English as an international or global language is

underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture. A study carried out by Ton & Pham (2010), identify that the English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world. As the international language, English can be used for communication with native-speakers and non-native-speakers.

In higher education, English is very important for college students. Khader & Mohammad (2010) claim that a lot of universities throughout the world need to include English language as one of their educational tool requirements. University students need English for their studies in order to search information and get new knowledge. There is a lot of learning sources of any discipline science are available in English. Rigg (2013) states English is playing a key role in how universities are evolving, drivers of change for higher education institutions include the demands for students to be able to compete in a globalised labour market, mobility trends, and the need for intercultural and language skills.

The success of English teaching-learning process is determined by how teachers teach and how students learn. Language learning styles is one of the main factors that help determine how students learn a second or foreign language. Learning style is the way of student learns. It is combination of absorb, organize and process the information. Brown (2000: 114) defines

learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference refers to the choice of one learning situation or condition over another. Mac Keracher (2004: 71) states learning style is sometimes defined as characteristic cognitive, affective, social, and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to learning environment. Using their own leaning styles, students can learn more effectively, because they can know about the ways that make them feel easy, enjoy and enthusiastic when they learn. Learning style is an important factor in language teaching learning process. Every student has his own learning style.

Dorris (1996: 249) states students' learning style influences their academic achievement. Discovering students' learning style will allow them to determine their own personal strengths and weaknesses. When students are able to determine their own personal strengths and weaknesses, then teachers should provide an appropriate teaching strategy with their students' learning style. Dunn (1983) found the dramatic improvement in students' achievement in cases where learning style have been taken into account show that the way things are taught had a greater impact than the content covered in a course of study. Although learning styles will inevitably differ among students in the classroom; because of these differences of learning style in the classroom, teachers should try to make changes in their classroom that will be beneficial to

every learning style. So that, teachers can teach efficiently and students can learn effectively.

Emine & Serpil (2012) argue when students can explore their own learning characteristics and choosing the most effective strategies for their own learning, it will gives a great impact in life learning. In classroom learning process, the evidence for theory that students have individual learning style appears when teacher notices that every student is different in speed and manner in pick up new information and ideas, and confidence with which students' process and uses them. While in domain of lifelong learning students may become more motivated to learn by knowing about their own strengths and weaknesses as learners. If in the classroom learning teacher can responds to the student's strengths and weaknesses, then the knowledge and achievement in formal education can increase the learn skills, it may provide a foundation for lifelong learning.

Reid (1995: 162) claims there are six kinds of learning style preferences. These are visual, auditory, kinaesthetic, tactile, group, and individual learning style. Visual learners, they remember and understand information and instructions better if they read them. Auditory learners, they learn from hearing words spoken and from oral explanation. Kinaesthetic learners, they learn best by experience, by being involved physically in classroom experiences. Tactile learners, they learn best when they have opportunity to do "hands-on" experiences with new materials. Group learners, they learn more easily when they study with at least one other student, and they will be more successful

completing work well when they work with others. Individual learners, they learn best when they work alone. They think well when they study alone, and they remember information they learn by themselves. In Reid's perceptual learning style preference theory, each kind of learning style is categorized into three domains or levels, there are major, minor, and negligible or negative. Major level is the natural, dominant and strong learning style. Minor level is the one in which learners can still function. On the other hand, negligible level shows the areas in which students may have trouble in learning.

A student-athlete is a participant in an organized competitive sport sponsored by the educational institution in which he or she is enrolled. Because of their ability in sports, student- athletes typically have bodily- kinaesthetic intelligence. Bodily- kinaesthetic intelligence is one of the multiple intelligences that were proposed by Howard Gardner in his book entitle "Frames of Mind: The Theory of Multiple Intelligence" in 1983. Gardner (1983: 206) states bodily kinaesthetic intelligence refers to use body for expression. Bodily- kinaesthetic intelligence also described as the potential of using the body and its parts in mastering problems or creation of products. The strengths of people with this intelligence are physical movement, performing actions and physical control. The other characteristics of bodily- kinaesthetic intelligence are good at dancing, acting, or sports, tend to use their body to express themselves, and excellent physical coordination.

Student- athletes are full-time students as well as full-time athletes; they have a dualistic role that their non-athlete peers do not experience. Because of

this dualistic role, student-athletes have a different pressure and greater challenges than general students. Sharp and Sheilly (2008) state several challenges faced by student-athletes: time demands, choice of major, stereotypes, isolation, identity conflict, academic motivation and the culture of the sport team. The greatest challenge that student- athletes face is time demands. General students usually divide their times only to attending class and studying, so they have a lot of time remaining. Whereas, student- athletes should divide their time to attending class, studying, playing their sport in addition to practice, following sport competition, and they often require treatment before or after practice and competition. These student-athletes require extra attention in order to balance their academic and sport commitments; so that they can get good achievement both in academic and also sports.

Comeaux & Harrison (2011) argue that students and faculty often have a negative stereotype of student athletes as over privileged and academically unmotivated. Potuto and O'Hanlon (2006) state many student athletes believed they were treated differently because of their participation in athletics. In some cases, this treatment was negative and in others positive. Accordance with the statement from Potuto and O' Hanlon, student- athletes at IAIN Surakarta also get positive and negative treatments. The positive treatment felt by student-athletes at IAIN Surakarta is when they won a prestigious sport competition; they will get praise from the whole college community. On the other hand, when they failed in a competition they did not getting respect. Whereas, when

student- athletes have failed in a competition they need support from coach, peers, and also lecturers; this support will encourage their spirit to face the next competition. Another negative treatment is when they ask permission to following sport competition and missing the class or they cannot taking the exam; actually institutions have formulated policies to student- athletes' travel to competitions. However, there is still a negative reaction from faculty members who have little understanding or empathy for the special needs and requirements of student- athletes. Most of student- athletes at IAIN Surakarta have to struggle alone when they face failure in academic. Sometimes there is student-athlete going to drop out from campus because not being able to survive.

Student-athletes at IAIN Surakarta always following sport competition start from local level, national level, and international level. The local competitions that always followed by them are sport competition among faculties at IAIN Surakarta and sport competition among colleges in Solo. The National competition levels are PIONIR and IPPBMM. PIONIR and IPPBMM are competition of research, art and sports among students of the state Islamic college from all over Indonesia. The goals of these competitions are to looking for students of Islamic college who excel in research, art or sports, and also to build a good relationship among Islamic colleges in Indonesia.

Some of student- athletes at IAIN Surakarta have been following sport competition among countries in Southeast Asia; this is why English becomes very important for student- athletes. They can communicate with people from

other countries if they can master English well. In addition, English became a compulsory subject named MKDU (*Mata Kuliah Dasar Umum*) and one of the students' graduation requirements at IAIN Surakarta, namely TOSE. TOSE is Test of Standard English for all of students at IAIN Surakarta including student-athletes; this program is held by The Language Development Centre of IAIN Surakarta. Test of Standard English at IAIN Surakarta has equal competency with TOEFL. The standard competence between students from English department and non-English department is different. A minimum score for English department is 450 and for non- English department is 375. The student-athletes should be able to pass the test of Standard English in order to follow *munaqosah*. Because of the important of English for student- athletes at IAIN Surakarta, they should always learn English. Based on explanation above, the researcher interests to carry out a research entitle "An Analysis on English Learning Style of Student-athletes at IAIN Surakarta".

B. Limitation of The Problem

In this study, the researcher analyse the English learning style of student-athletes at IAIN Surakarta. Also, the problem faced by student-athletes in learning English and the solutions used by them to solve the problems. English learning style is used to know the manner or way of students when they learn English. In this research, the researcher used Reid's perceptual learning style preferences theory. Reid defines there are six kinds of learning style. These are visual, auditory, kinaesthetic, tactile, individual, and group learning style

preferences; and each kind of learning style is categorized into three domains or levels, there are major, minor, and negligible or negative. Major level is the natural, dominant and strong learning style. Minor level is modest, but still function. On the other hand, negligible level shows the areas in which students may have trouble in learning. By knowing their English learning style, it makes learning process or learning activity easier and more effective for student-athletes. It is expected student- athletes can understand English materials and use English for communication.

The researcher conducted the research at IAIN Surakarta. Students from non-English department at IAIN Surakarta learn English when they take English MKDU (*Mata Kuliah Dasar Umum*) and TOSE program. TOSE is a test of Standard English for all of the students from English department and non-English department. This research focused on the TOSE program at IAIN Surakarta. The researcher focuses on TOSE program because from the interview with student- athletes at IAIN Surakarta, they consider that TOSE program is more difficult than English MKDU; it's proven in the result of TOSE program of student- athletes showed from 34 student- athletes there are 47,1% have not yet passed this test. The subject of this research is student-athletes who have followed sport competition among students of the state Islamic college from all over Indonesia. There are 34 student-athletes from 3th, 5th, 7th, 9th, and 11th semester. They are divided into seven sport branches: futsal, volleyball, badminton, chess, table tennis, *pencak silat* and sport climbing.

C. Problem Formulation

Based on the background of the study above, the problem formulation of this research are:

1. What are the kinds of English learning styles of student-athletes at IAIN Surakarta?

2. What are the problems and solutions in learning English faced by student-athletes at IAIN Surakarta?

D. The Objectives of the Study

Based on the problem formulations, the objectives of the study are formulated as follows:

1. To know the kinds of English learning styles of student-athletes at IAIN Surakarta.

2. To know the problems and solutions in learning English faced by student-athletes at IAIN Surakarta.

E. The Benefits of The Study

The researcher expects that this research can give benefits, both the theoretical and practical benefit:

1. Theoretical Benefit

   The result of this study can give enrichment research in education field, especially about students' English learning style.

2. Practical Benefits

   a. Lecturer

   To gives information about students' English learning style so that lecturers can use different methods and strategies in teaching according to each students' learning style.

   b. Student

   The result of this study is expected to give contribution for students to know their learning style and also to be more active to study English. If students can develop an understanding of their own form of learning style, it will becomes more satisfied with learning environment they interacts with. For student-athletes at IAIN Surakarta the researcher hopes this study can gives more motivation in learning English.

   c. Other Researcher

   The result of this study expected to be used as consideration or preview for the next researchers in doing the same field of the study.

   d. Institution

   The researcher hopes this study can contribute to all educational institutions to consider students' learning style to minimize the students' gap and maximize their potential. Especially for IAIN Surakarta, the researcher hopes there is more attention to student-athletes starts from the recruitment; coaching and scholarship so that they can get a good achievement in sport field and academic.

F. Definition of Key Terms

1. Learning Style

   Brown (2000: 7) states learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction. Reid (1995: 8) defines that learning style is "an individual's natural, habitual, and way(s) of absorbing, processing, and retaining new information and skills".

2. Student-athletes

   The term student-athletes refer to an individual that is full time student and participate in athletics. A student-athlete is a participant in an organized competitive sport sponsored by an educational institution in which he or she is enrolled. Student-athletes must typically balance the roles of being full-time student and at the same time being athlete (Gerdy, 2000).

CHAPTER II

THEORETICAL REVIEW

A. Language Learning

Brown (2000: 7) states learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction. It means that learning not only limited on subject, but also on skill. Learning occurs in purposely and consciously. Getting new knowledge can through the formal school, informal school, and also through experience. In behaviourist theory, learning is a change of behaviour that occurs under the condition of practice (Fauziati, 2009: 16). By stimulus or practice, someone will getting new knowledge and will change the behaviour. In this theory, the success of learning can be seen if behaviour occur again and become a habit. Rossum and Hamer (2010: 1) state the five conceptions of learning, there are: (1). Learning as the increase of knowledge, (2). Learning is memorising, (3). Learning as the acquisition of fact, procedure, etc. which can be retained and utilised in practice, (4). Learning is abstraction of meaning, (5). Learning as interpretative process aimed at understanding of reality. In learning there are two aspects named, process and product. Process is how learners go about learning and product is outcome or new knowledge. Learning is equal to memorising about new knowledge and ability to recall what memorized; it is usually done by doing test or exam at school. In the learning process, learner selecting and

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memorising those facts, procedure, idea, etc. which may be useful in their future life. Learners should able to construct the meaning of what they read, see, or hear in learning process; and also can apply knowledge in practice. The last level of learning is what students learn should help they in interpret to the reality. Kolb (1984: 38) defines that learning is process whereby knowledge is created through transformation of experience. Knowledge is results from combination of grasping experience and transforming it. From the definition above, it has been found many similarities of learning definition. The researcher concludes that learning is a process of getting new knowledge, information or skill through teaching, study, or experience.

Stevick (cited by Fauziati, 2009: 49) states that learning, particularly language learning is an emotional experience, and feelings that learning process evokes will have a crucial bearing on the success or failure of the learning. Language learning is a conscious process of internalizing linguistic system and rules, which results either from overt teaching or a self-study of linguistic rules (Fauziati, 2009: 78). So, it can be concluded that language learning is a conscious process which result is knowledge about language and all of the language rules. Language learning is different with language acquisition. Acquisition is subconscious process generally used by children to develop their first language, while language learning is a conscious study of the grammatical system of the language. Krashen (1985, cited by Fauziati 2009: 80) defines several distinctions between acquisition and learning:

Table 2.1

Distinctions between acquisition and learning (Fauziati, 2009:80)

Acquisition	Learning
Similar to child first language	Formal knowledge of language
Picking up a language	Knowing about language
Subconscious process	Conscious process
Implicit knowledge	Explicit knowledge
Formal teaching does not help	Formal teaching helps

Table 2.1 shows there are five distinctions between acquisition and learning of language. The table above explain acquisition usually occur when children acquire first language. Children picking up a language through subconscious process and the knowledge about the language is implicit; because they usually only repeat a language from source of natural communication, so formal teaching does not help in the language acquisition. On the other hand, language learning is conscious process to get knowledge of new language and can use this new language to communicate with other. Formal language teaching helps the learner to understand and master the new language.

In learning second language or foreign language, every learner is different, student learns with different speed and different results. There are many research and explanations for that issue. Ellis (1985: 10) claims that there are general factors contribute to the individual learner differences in learning second or foreign language:

1. Age

    Age is one of the factors that influence language learning. There is a general believe consider that children are better at languages than adults. However, only naturalistic theory provides evidence that supports this assumption. Learners who start learning a foreign language as children achieve a more native-like accent than those who start as adolescents or adults and they are also better in the acquisition of grammar. Meanwhile adult learners appear to be better both in syntax and morphology and they also show the progress faster. So, each age brings some advantages and disadvantages to learning process and decision when to start learning a foreign language depends on situation of individual learner.

2. Intelligence and aptitude

    Success in life and learning usually correlate with high IQ (intelligence quotient) tests scores. It is because there are studies on intelligence show a strong relationship between intelligence and acquisition of a foreign language. But it is only as far as academic skills are concerned, learners with high IQ achieve better results on language tests. From the result of the studies it can be said that intelligence can predict the rate and success of language learning in the formal language classroom. "The ability to perform well in standard intelligence tests correlates highly with school related second language learning, but is unrelated to the learning of a second language for informal and social functions" (Spolsky, 1989:103).

Aptitude is an ability that allows learning a language faster and with less effort. The first tests that measured aptitude are Carroll and Sapon's Modern Language Aptitude Test in 1959 and Pimsleur's Language Aptitude Battery in 1966. According to Carroll, aptitude as a stable factor, which cannot be trained; it is separate from motivation, achievement and intelligence. Carroll identified four factors in language aptitude: phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability.

3. Learning style

Language learning can be done through some best or preference ways. Every student has preferred ways in learning and approaches that make students feel comfort. The students' success is not only depending on how well they learn, but also depending on how the way they learn. It is important for students to know the ways that they use to learn. It is related to their interacting with, processing information, and acquiring knowledge in learning process and it will gives an effect to the students learning outcomes. Keefe (1979, cited by Ellis 1994: 499) described learning styles as "the characteristic cognitive, affective and physiological behaviours that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment". Teachers should match their teaching methods to students' learning styles, with result students will more successful and more interested in the language learning. Learning style show the most effective way to achieve best results. If students are aware to

their learning style, they are highly motivated and have positive attitudes, they are likely to succeed.

4. Motivation and attitudes

Motivation is an important factor in language learning. It is obvious that students who want to learn are likely to achieve more than those who do not. Gardner and Lambert (1972) define motivation in terms of 'the learner's overall goal or orientation', and attitude as 'the persistence shown by the learner in striving for a goal' (Ellis, 1985:117). They distinguish two types of motivation:

a. Integrative, when students learn a language because they are interested in the people and culture of the target language.

b. Instrumental, when learners' goals for learning the second language or foreign language are functional, for example they need the language to get a better job.

Gardner and Lambert have investigated a number of different attitudes, which were classified by Stern (1983: 376) into three types:

a. Attitudes towards the community and people who speak L2,

b. Attitudes towards learning and language concerned,

c. Attitudes towards languages and language learning in general.

It is important to know the students' feeling when they learn a particular language, because learners who have positive attitude will learn better. It can be concluded that motivation and attitude are important factor in language learning. The teachers should aware of students' motivation and

attitude when learning a language and then teachers can try to develop the positive motivation and attitude in their students.

5. Personality

Personality can be described as a set of features that characterise an individual. The concept of personality is a complicated nature, so it is difficult to define and measure. Students bring the cognitive ability and also affective ability to the classroom, which both of them are influence language learning. The most important personality factors are:

a. Self-esteem

Coopersmith (1967:4-5, cited by Brown 1994:137) provided the following definition of self- esteem: "By self-esteem, we refer to the evaluation which individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy". Learners develop their sense of self-esteem as a result of the information that they receive about themselves from others. The students' sense of achievement is affected by information from teachers and also from peers in the classroom. The teacher should make a confidence atmosphere of the classroom, so that can lead the success of language learning.

b. Inhibition and risk-taking

The concept of inhibition is closely related to self-esteem. The successes of foreign language learning influence by self-esteem and inhibition. If

students have higher self-esteem and lower inhibition, they will successes in language learning. Because inhibition influence language learning in negative way, and inhibition discourages the risk-taking.

c. Anxiety

Brown (1994:141) describes anxiety as a state of mind connected with "feelings of uneasiness, frustration, self-doubt and worry". Anxiety can have a negative effect on language learning process. It must be remembered that "both too much and too little anxiety may hinder the process of successful second language learning" (Brown, 1994:143). There is several reason of students' anxiety in the classroom: competitiveness among students, their relationship with teacher, tests, and result of low achievement.

d. Empathy and extroversion

Stren (1983:381) states that empathy is the willingness and capacity to identify with others. This concept is perceived as an important factor in language learning, but it only as far as communication skills are concerned as it involves the participation in other people's feelings and ideas. Extroversion is the person who is sociable and open to other people. With this character, some studies believe that extrovert is more successful in language learning than introverts.

B. Learning Style

1. **Definitions of learning style**

Learning styles can be defined in multiple ways, depending upon one's perspective. Here are a few definitions of learning styles from experts. "The term learning style refers to the general approach preferred by the student when learning a subject, acquiring a language, or dealing with a difficult problem" (Oxford, 2003: 273). Brown (2000: 114) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is the choice of one learning situation or condition over another. Honey and Mumford (1992: 1) define a learning style as being a description of attitudes and behaviour which determine an individual's preferred way of learning.

Celcia-Murcia (2001) states that learning styles as the general approaches, for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment. Learning style is sometimes defined as characteristic cognitive, affective, social, and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (MacKeracher, 2004: 71). Kolb (in Dorris 1996: 249) states that learning style is characterized by the degree to which learner emphasizes abstractness over concreteness in perceiving

information and degree to which he or she emphasizes action over reflection in processing information in learning situation.

Dunn (1986: 2) states that learning style is the way that students of every age are affected by their immediate environment, own emotionality, sociological needs, physical characteristics and psychological inclinations when concentrating and trying to master and remember new or difficult information or skills. Dunn and Griggs (1990) describe that learning style as the way an individual begins to concentrate on, process, internalize, and remember new information and skills. Reid (1998: 9) states that Learning styles are internally based characteristics, often not perceived or consciously used by learners, for intake and comprehension of new information.

Thus, based on theories above it can be concluded that learning style is learner's way or manner in learning, which include the way to get, absorb, process, and retaining information about learning materials. Actually every student has more than one type of learning style, but it doesn't mean they use at the same time. Each student has dominant learning styles or their preference styles.

2. **Features of learning style**

Curry (1990) states that sometimes the terms learning styles become confused with terms "learning strategies", "cognitive styles" and "multiple intelligences". To make clearer term and theory of learning style, there are some defining features of learning style:

a. Learning styles are different from cognitive style

Although the notion of learning style and cognitive style are different, sometimes they have been used interchangeably. Brown (2000) argued the core of a learning style is the cognitive style, which can be regarded as a partially biologically determined and consistent way of responding to information and situations. When such cognitive styles are specifically related to an educational context and are interwoven with a number of affective, physiological, and behavioural factors, they are more generally referred to as learning styles. The figure below show the relation between learning style and cognitive style:

Figure 2.1
Relation between learning style and cognitive style (Zajacova, 2013)
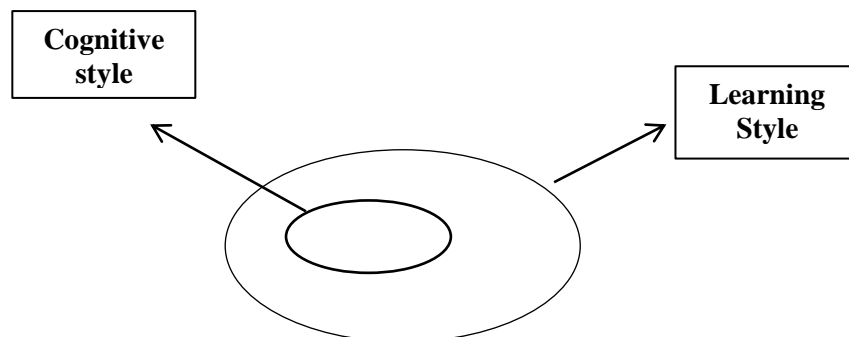
Figure 2.1 shows that cognitive style is different with learning style, because it is only a part of learning style; but it is the core of learning style. Another component in learning style is affective and physiological factor. Keefe (1982, cited by Zajacova, 2013) defined learning style as: "the composite of characteristic cognitive, affective and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment".

b. Learning style are different with learning strategies

Sometimes the term learning strategies is often associated with term learning styles. Reid (1998: 9) states learning styles are "internally based characteristics, often not perceived or consciously used by learners" whereas learning strategies are "external skills often used consciously by students to improve their learning". Learning strategies refer to the methods learners employ when dealing with different learning tasks, such as negotiation of meaning, practice, and review. In the context of second/foreign language learning, it can be defined as strategies for learning or using second/foreign language to tackle a language task. Scarcella and Oxford (1992: 63) describe second language learning strategies as "specific actions, behaviours, steps, techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a different language task – used by students to enhance their own learning".

c. Learning styles and multiple intelligences are different

The term multiple intelligences introduced by Howard Gardner in 1983 is also commonly associated with learning style theories. Intelligence is a set of abilities, talents, or mental skill. Gardner described nine different intelligences; namely verbal- linguistic, logical- mathematical, visual-spatial, bodily- kinaesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential intelligence. Parshnig (2005) suggests that multiple intelligences and learning styles are different. She defines

learning styles as the way people prefer to learn and remember new information, while multiple intelligences are representation of different intellectual ability. Learning styles can be used to explain the "input" of information intake, whereas multiple intelligences can be understood as the "output" function of learning.

3. **The useful of learning style**

The debate about learning styles has been on-going for nearly half a century (Ortega 2008). There are a lot of supports of learning style research, and there is a negative comment also. Hattie (2011) argues that learning style could label students in such a way as to limit their potential for learning. Although there is negative comment about learning style research, in practically context of learning style has been claimed to be a useful theory. Many researchers have argued that knowledge of learning styles could be useful for both educators and students. It is indeed vital for teachers to have awareness of their learners' needs, capacities, potentials and learning styles preferences for effective classroom teaching and learning. Gilakjani (2011) claims every learner should know what their own learning styles are and what characteristics this style has and they should thereby behave according to this style. In this way, the learner can acquire the constantly changing and increasing amount of information without need for the assistance of others. Learners with knowledge of their own learning style are empowered to use various techniques to enhance learning, which in turn may also impact overall education satisfaction.

Pajares (1992) states teacher beliefs will influence their teaching. When teachers are critically aware of learning styles, they are likely to be very careful when designing a lesson plan, during their teaching, and when assessing individual students. Othman and Amiruddin (2010) claim learning style approaches are found to some extent to improve students' motivation. Furthermore, Hall and Moseley (2005) expressed that course designers and instructors should be attentive to the learning styles of students by investigating their learning styles and encouraging them to think and reflect on their own learning styles. Designing course material based upon students' preference towards certain learning styles would enable students to overcome difficulties that may arise when facing problems related to the learning styles. Once students' learning styles are determined, teachers or lecturers will have a clear picture of how to design the courses. When designing a course, teacher must pay attention to students' needs. In the English second language or English foreign language context, teacher should use a variety of method or strategies based on the differences of students' learning style. For example teacher can use of visual aids such as photographs, drawings, sketches, and cartoons to illustrate and reinforce meaning of the new vocabulary. In order to illustrate textual lessons, lecturers should show films and live dramatization. This method will assist visual learners and motivate them.

4. Learning Style Models or Inventories

a. Kolb's Experiential Learning Style Inventory

David Kolb's in 1984 explains interaction between human developmental stages, learning processes, and experiences. Kolb (1999:5) defines a four-stage learning cycle that a learner will experience in different degrees: experiencing (concrete experience), reflecting (reflective observation), thinking (abstract conceptualisation), and acting (active experimentation). In stage one; learners are involved in new experiences. In stage two, learners observe others or develop observations based on their experiences. In stage three, learners create theories based on their observations. In the last stage, learners start to use theories to solve problems or make decisions. The preferred learning stage then determines learners' preferred learning styles in Kolb's learning style inventory. There are four learning style types in Kolb's theory:

1) Diverging, people with this learning style are good at seeing the "big picture" and organizing smaller bits of information into a meaningful whole.

2) Converging, people with this learning style have dominant abilities in the areas of abstract conceptualization and active experimentation.

3) Assimilating, people with assimilating learning style consider that ideas and concepts are more important. These people require good clear explanation rather than practical opportunity.

4) Accommodating, accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach.

b. Honey and Mumford Learning Style Model

In 1970 Peter Honey and Alan Mumford producing a new inventory called Learning Styles Questionnaire (LSQ). This LSQ is an extension from Kolb's Learning Style Inventories. It is because Honey and Mumford found that Kolb's LSI had low face validity in their research. Honey and Mumford (1986, cited by Rosewell, 2005) identify four types of learning styles based on Kolb's LSI:

1) Activist, activists are people who learn by doing. They like to involve themselves in new experiences, and will 'try anything once'.

2) Reflectors, reflectors learn by observing and thinking about what happened. They like to consider all the possible angles and implications before coming to a considered opinion.

3) Theorist, theorists like to understand the theory behind the actions. They need models, concepts and facts in order to learn.

4) Pragmatists, pragmatists are keen on trying things out. They look for new ideas that can be applied to the problem in hand. They like to get on with things and tend to be impatient with open-ended discussions; they are practical, down-to earth people.

c. Dunn and Dunn Model of Learning Styles

  Dunn and Dunn was developed Learning Style Inventory, a popular self-reporting questionnaire for analysing the instructional and environmental preferences of students in 1975. The learning style instrument was mainly developed for analysing native speakers of English's learning styles. Dunn (2000) states that there are five main aspects / characteristics related to learning styles: (1) environmental factors (light, sound, temperature, and design); (2) emotional factors (structure, persistence, motivation, and responsibility); (3) sociological factors (pairs, peers, adults, self, and group); (4) physical factors (perceptual strengths – auditory, visual, tactile, kinaesthetic, mobility, intake, and time of day); and (5) psychological factors (global-analytic, impulsive-reflective, and cerebral dominance).

d. Felder-Silverman Learning Style Model

  In 1988, Richard Felder and Linda Silverman formulated a learning style model designed to capture the most important learning style differences among engineering students and provide a good basis for engineering instructors to formulate a teaching approach that addresses the learning needs of all students. Felder and Silverman (1988) classify students in to four dimensions, there are:

1) Sensing – Intuitive learner. Learners with sensing learning style, prefers sensing while learning; they are easily to memorize the facts. They solve problems by standard procedures; they do not like

surprises and unexpected complications. They are rather patient while working with details, careful while elaborating a problem. They need to apply the acquired knowledge into a real world. The intuitive learning type learner rely the most on their intuition, imagination and thinking. They prefer innovation and bored with repetitions or routine activities. They usually rather quick while solving the problems and rather not so careful, less patient or inattentive.

2) Visual- Verbal learner. The visual learning style type learners prefer information or material presented in a visual picture form of graphs, diagrams, maps, charts, tables, films than in a form of spoken or written form. They prefer information acquisition on the bases of visual perception and sensing. On the contrary the verbal learning type learners prefer information or material presented in audio. They remember the best what they hear it.

3) Active- Reflective learner. Learners who preferring active learning style, usually solve a problem the best when they practise something actively and when they can apply the information Learners with this learning style need to experiment actively with a new learning material. The opposite of active learning style is a reflective learning style. They usually prefer thinking before doing; they need to abstract the information. It is a learner type that likes considering and looking for interrelations. They prefer theoretical concepts and working alone.

4) Sequential- Global learner. Learner with sequential learning style studies proportionally, sequentially, through small steps related in logical sequences. This learner type prefers convergent thinking using basic thinking operations (analysis, synthesis) that enables him/her looking for wider relations. The global learning style type learner studies globally, he absorbs the material accidentally without looking for mutual interrelations.

e. Willing's Learning Style Model

Willing identifies four major English language learning styles. Willing's concept of language learning style is a reinterpretation of Kolb's experiential learning style inventory. Willing (1988, cited by Robert, 2011) identifies four main learning styles:

1) Concrete learning style. Prefers kinaesthetic modality, people-oriented, imaginative, dislikes routinized learning.

2) Analytical learning style. Independent, prefers solving problems by means of hypothetical-deductive reasoning, prefers logical presentation.

3) Communicative learning style. Highly adaptable and flexible, prefers social learning and a communicative approach, enjoys making decisions.

4) Authority-oriented learning style. Rely on other people and teachers' directions, likes a structured learning environment, and dislikes discovery learning.

f. Fleming's VAK Theory

VAK is known as visual-auditory-kinaesthetic learning style model. This theory is one of the commonly used learning style models to examine learners' learning styles. Fleeming (2006) states that learning styles fall into three categories:

1) Visual Learners. Visual is related to sight or everything can see. Visual learning style refers to preference for learning through vision, and visual learner rely take information from their sight. The students who has this learning style, the most important part is eye/sight, they inclined studying through what they seen. Student who has this learning style have to see their body language and face expression of their teacher to understand the lesson.

2) Auditory Learners. Auditory learning style learns through listening. The student who has this learning style, they learn through their ear. This learner can learn fast by using verbal discussion and listen what their teacher said. Auditory learner usually has strong language skill and easy to remember the detail from a conversation. Usually they are difficult in understanding written information.

3) Kinaesthetic learners learn through moving, touching and doing. They do not like sit down and listening to the lesson. They like something that the process used physical activity. These learners typically use larger hand gesture and other body language to communicate. Kinaesthetic learners like to use the hands-on approach to learn new

material and would rather demonstrate how to do something rather that verbally explains it.

g. Reid's Perceptual Learning Styles Preferences

Reid's Perceptual Learning Styles Preferences was developed by Reid in 1987 especially for foreign language learners who enrolled at universities to reveal their preferred learning styles. Reid mentions that perceptual learning styles identify the differences among learners considering their senses in order to understand, arrange and remain experiences. Reid (1987: 89) claims that there are four kinds of learning style preferences. These are visual, auditory, kinaesthetic and tactile learning style preferences. In developing her Perceptual Learning Style Preference Questionnaire (PLSPQ), Reid included two sociological or social styles; there are Individual and Group to better match the typical foreign language learning context in which a student will typically either learn alone or with others. The table below explain the definitions of each kind of learning style from Reid:

Table 2.2

Reid's Perceptual Learning Styles (Reid, 1995: 162-167)

No	Learning Style	Definitions
1	Visual Major Learning Style	Visual major learners learn well from seeing words in books, on the chalkboard, and in workbooks. They remember and understand information and instructions better if they read them. They do not need as much as oral explanation as an auditory learner

Continue...

No	Learning Style	Definitions
2	Auditory Major Learning Style	Auditory major learners learn from hearing words spoken and from oral explanation. They may remember information by reading aloud or by moving their lips as they read. They benefit from hearing audiotapes, lectures, and class discussion. They benefit from making tapes to listen to, by teaching other students, and by conversing with their teacher
3	Kinaesthetic Major Learning Style	Kinaesthetic learners learn best by being physically involved in classroom experiences. They remember information well when they actively participate in activities and role-playing in the classroom. However, they need frequent breaks; sitting motionless for hours is usually difficult for them. They often tend to walk around while, for example, trying to memorize something
4	Tactile Major Learning Style	Tactile learners learn best when they have the opportunity to do "hands-on" experiences with new materials. That is, working on experiments in laboratory, handling and building models, and touching and working with new materials provide them with the most successful learning situations. Writing notes or instructions can help them remember information better. They enjoy making posters or colleges.

Continue...

No	Learning Style	Definitions
5	Individual Major Learning Style	Those students with a strong individual learning style preference learn best when they work alone. They think well when they study alone. They also understand material best when they learn it alone and make better progress in learning when they work by themselves. This learners like when teacher gives an individual written assignments
6	Group Major Learning Style	In sharp contrast to individual learners, those preferring group learning style learn more easily when they study with at least one other student. They tend to be more successful when they work cooperatively with others. They value group interaction and class work with other students. The stimulation they receive from group work helps them learn and understand new information better.

Table 2.2 show that in Reid's perceptual learning style, the terms *tactile* and *kinaesthetic* are different, but it sometimes used interchangeably by some researchers. Tactile refers to learning with one's hands through handling resources, for example, writing, drawing or taking notes. Kinaesthetic suggests learning with total physical involvement, such as dramatizing or interviewing.

Reid also categorizes learning styles into major, minor and negligible. Each student has major, minor and negligible learning style preferences. Major learning styles point out the area in which learners could perform well; major learning style is the natural learning method and it is the dominant or strong learning style. Minor learning style is modest, but still function. On the other hand, negligible learning styles show the areas in which students may have trouble or difficulties in learning. In this study, the researcher used Reid's Perceptual Learning Styles Preferences to know the English learning style of the student-athletes at IAIN Surakarta.

C. Student-Athletes

1. Definition of student- athletes

A student-athlete is a participant in an organized competitive sport sponsored by an educational institution in which he or she is enrolled. Intercollegiate sport competition is an increasingly visible and popular facet today's society. One reason for the inclusion of athletic or sport programs at colleges and universities is the assumption of a positive relationship between physical fitness and academic aptitude as well as mastery of certain social skills which are congruent with athletic success (Chomitz, et al, 2009). Student-athletes must typically balance roles of being full-time student and at the same time being athlete, and requires an optimum level of performance in both roles.

Manning (2012) argues that the term student-athlete is the only term that employs a dash to explain a student's role in a sport extracurricular activity. Manning went further to say that universities do not term students who participate in band activities as "student musicians" or in debate clubs as "student-politicians". Student-athletes are seen as a highly visible subgroup of students whose performance and visibility can influence the formation of an institution's image (Zimbalist, 1999). As such, student-athletes represent a clearly identifiable and unique population. Student-athletes are a small part of the higher education population. However, they should get more attention and treatment than the general student. Almost all campuses compete to recruit athletes in order to follow sport competitions among institutions.

2. Challenges for student-athletes

Student- athletes' deal with different challenges in college than their non-athlete peers. Lampitt (2017) argues that there are four challenges faced by student- athletes in higher education, there are:

a. Time demands

Comeaux & Harrison (2011) state that time demand is one of the greatest challenges that student- athletes face on a day-today basis and severely affect students' academic performance. Göktaş (2005) opined that one of the most significant challenges facing university athletes or student-athletes was the time needed to effectively combine their dual roles of being students and athletes. Morgan (2005) in a study found out that,

student-athletes repeatedly expressed challenge towards amount of time they had available for academic matters after fulfilling their athletic commitments. Time demand becomes very difficult because they have to divide the time to study in the classroom, practice and also follow competition. Moreover student-athletes should do an intensive sport practice when they will follow a competition; they have to practice every day. They are spending a lot of time around the athletic facilities and activities. Student-athletes at times focus totally on their competition, so academics, assignments and class attendance become secondary. Sharp and Sheilley (2008), stated that time demands of college athletics have often had a negative effect on student- athletes academics. Student-athletes have a greater struggle to find time to study and achieve academically.

b. Negative Stereotypes

Student-athletes may often be awarded in the field, but they rarely get praise in academics roles. Students and faculty often have a negative perception of student- athletes as over privileged and academically unmotivated (Comeaux & Harrison 2011). Many of student-athletes feel treated differently from other students. In some cases, this treatment was negative and in others positive. The existence of negative attitudes toward student-athletes may because of a low academic achievement. Here in is the essence of "dumb jock" stereotype or perception that "in order to remain eligible and participate in sports they (the student-athlete)

put in minimum effort, do little academic work, take easy classes, and have others do work for them" (Bosworth, Fujita, Jensen, & Simons, 2007). Many students believe that athlete at college is just hope to pursue their sport career; therefore they do not focus on their academic. However, it is a misconception that college athletes are not good students. Although athletes are very busy between conditioning, practices, and homework, studies have found that actually student-athletes are generally motivated to get good achievement in academic.

c. Identity Conflict and Isolation

Student- athletes in higher education have a dualistic role that their non-athlete peers do not experience and these roles are influenced by their identity as a student and an athlete. Melendez (2007) stated that a strong sense of athletic identity can have both positive and negative effects on student- athlete. According to Watt and Moore III (2001) student-athletes develop identities as both a student and as an athlete, and focusing on one identity more than the other can be detrimental to student's success. Evidence shows that student- athletes that identify more as an athlete than a student generally look to continue to play their sport on a professional level (Linnemeyer & Brown, 2010). However, only two per cent of college student- athletes will qualify and succeed as a professional in their sport (Sandstedt, Cox, Martens, Ward, Webber, & Ivey, 2004). This fact shows that 98 per cent of student- athletes being unprepared for a non-sport career. Student-athletes have two identities, as

a student and as an athlete. Isolation is the result when the student-athletes cannot fully their identity both as a student and as an athlete, which leads to a conflict in their identity. There are a lot of student-athletes do not fully develop their identity as a student; this causes them feel isolated when learning in the classroom.

d. Academic problems

The mission of higher education institutions is to educate its students; however, among student- athletes that mission often becomes blurred, as they tend to identify as an athlete rather than a scholar. Levine, Etchison and Oppenheimer (2014) state in some cases student-athletes underperform due to a lack of motivation. The academic underperformance of student-athletes may also because they do not prepare for college academically. Winters and Gurney (2012: 3) argue potential glory of a university on the athletic field can become a key consideration in the decision whether to admit certain applicants. There are student-athletes that qualified in to college because of their achievement of sport, whereas their academic are not qualified. When these student-athletes enter into higher education studies, many of them are face difficulties in following academic activities, because they do not have the same academic level of other students.

3. Sport and Academic Top Performance Factors

Umbach et al., (2006) have argued that student engagement, which is critical for academic success "is a function of both the individual effort of

each student and institutional practices and policies that encourage students to participate in purposeful activities". For an institution to produce sport as well as academic champions it should have the necessary administrative, socio-cultural, human, infrastructural and institutional frameworks that provide an environment in which individual athletes and teams can excel in preparation and competition. The performance of individual student-athletes and teams in training and competitions can be conceptualized in terms of the factors that influence performance outcome (Njororai, 2000). Simiyu (2010) states factors affecting sports performance can be grouped into two, namely internal (individual/personal) and external (institutional).

a. Internal factors

   1) Time constraints

   Student- athletes are different with other students, sometimes they spending a lot of time around athletic facilities and activities when they prepare for competition. Because much of their times are spent in sport, they assume that academics, assignments and class attendance are second priority. Student- athletes should be guided to balance their athletic and academic commitments. According to Kuh et al. (2007) the best predictor of college grades is the combination of an individual student's academic preparation, high school grades, aspirations and motivation. Student- athletes should be guided to balance their sport and also academic commitments. Additionally student -athletes should

take charge of his or her academic responsibilities if they are to succeed.

2) College grades and freshman experience

It is generally acknowledged that freshman year of college is a stressful time of adapting to the social and academic culture in college. New students can feel emotional disturbances such as loneliness, homesickness, and grief. Most of student- athletes are big stars on their high school; they usually getting a positive feedback by the peers and whole high school community. However, when student- athletes enter college, they have to start from scratch socially, academically and on the sport team. The loss of recognition, support and personalized attention from peers and college community can make student- athletes feeling of abandonment and erosion of sense of importance that one is used to. The academic affairs division in colleges should pay particular attention to incoming student- athletes so as to set high targets for academic success. The first year is important for student- athletes, because this is has a great impact on subsequent academic success and degree completion.

3) Physical and emotional strain

A heavy physical exercise can potentially make a problems to student- athletes' academic, because they don't be able to concentrate when study. Apart from physical demands, emotional highs and lows associated with competition outcomes. Fletcher et al. (2003) state

"athletes experience significant disappointments and fears when their team has key losses or when they perform poorly". In addition to failure of competition, student-athletes' fears include injury or being cut from team or being forced to retire from the sport that they loves. The physical and emotional strains make student-athlete tired all the time. This will be cause of failure to do assignment, miss class to recuperate in bed, and poor concentration. Research findings show that student- athletes' classroom performance is lower compared to the out of season performance (Scott et al., 2008).

4) Career goals

Student- athletes need guidance in choosing their academic majors and their career options as well as setting goals (Hyatt, 2003). It is very important for student-athletes' future. Many student-athletes have a desire to be professional athletes; although only a small percentage of student- athletes in college end up being professional athletes. According to Simiyu (2010) education was not a student- athletes' primary reason for attending college. This perspective should be changed. Student-athletes should able to have a good career if they failed to become professional athletes; so that student-athletes will also make the academic as their focus.

b. External factors

1) Coach Demands

Each athlete must reach targets from the coach, because there is always a target in every competition. Student-athletes also should always follow the training schedule from coach. Unfortunately sometimes coach doesn't care about academic of student-athletes. He only thinks how to achieve target in every competition. Meanwhile, student-athletes not only face challenges in sport but also in academic at campus. Despite pressure being exerted on student- athletes, they have potential to apply themselves successfully to both athletic and academic excellence. Indeed one educational value of athletics is the self-sacrifice and dedication to succeed when under pressure (Simon, 2008).

2) Institutional policies

Student- athletes frequently miss classes in order to travel to scheduled sports events and institutional policies require that they make up for missed material, assignments and examinations (Fletcher et al., 2003). Because student-athletes must follow competition and missing class, actually institutions have formulated policies to student-athletes' travel to competitions. However, there is a negative reaction from faculty members who have little understanding or empathy for the special needs and requirements of student- athletes. The lack of understanding creates negative stereotypes of student- athletes,

student-athlete has reputed as someone who are rewarded with good grades for athletic excellence rather than academic ability. Indeed there are a lot of student-athletes that low achieve in academic, but it is because the challenges faced by student-athletes are different. This is became a task for institutional, lecturer and also student-athletes itself to improve student-athletes' academic achievement.

3) Campus learning environment

The central mission of every institution of higher learning is to provide an education to students and fulfil needs of the students; University also provides an environment that is conducive for student learning. A disequilibrium and disproportionate amount of time given to one form of involvement such as athletics leaves the other areas including academics; institution of higher education should facilitate student- athlete to success both on the field and in the class.

D. TOSE Program at IAIN Surakarta

TOSE program is a test of Standard English at IAIN Surakarta. This program is held by Language Development Centre IAIN Surakarta. Students from English department and non- English department have to follow this program, because the certificate of TOSE becomes one of the requirements to follow *munaqosah*. To pass TOSE program, student should follow the preparation or practicum during two semesters. There are 12 meetings in each semester on Saturday; this preparation is guided by tutors. The task of tutor is

provides training for test of Standard English and also gives simulation. At the first semester, tutor gave the materials about listening comprehension and a little of speaking skill, and the second semester focus on writing skill and reading skill. The preparation or practicum will not give an effect to students' TOSE score, but practicum is become the requirement to follow the test at the end of semester; if the students' presence is less than 80%, they cannot follow test of standard English.

At TOSE program, students take exam twice. The first test is a level up test at the end of first semester, and then the second is final test of the Test of Standard English (TOSE). Test of Standard English at IAIN Surakarta has equal competency with TOEFL PBT (Test of English as Foreign Language - Paper Based Test). The material for assessment consists of listening comprehension, structure and written expression, and reading comprehension. The list of questions of test of standard English at IAIN Surakarta made by FDG (Forum Discussion Group); this forum is consist of tutor team and academic team of Language Development Centre IAIN Surakarta. The questions of test of Standard English are accordance with TOEFL. After the list of questions has been completed, the validation process will be done by the academic of Language Development Centre IAIN Surakarta. The competence standard of TOSE program for students is show at Table 2.3:

Table 2.3 Competence Standard for TOSE

(Test of Standard English) at IAIN Surakarta

NO	FAKULTAS/JURUSAN	TOSE
1	**FUD (Fakultas Ushuluddin dan Dakwah)**	
	a. Ilmu Al Qur'an dan Tafsir	375
	b. Aqidah dan Filsafat Islam	375
	c. Komunikasi Penyiaran Islam	375
	d. Bimbingan Konseling Islam	375
	e. Ilmu Tasawuf dan Psikoterapi	375
	f. Manajemen Dakwah	375
	g. Psikologi Islam	375
2	**FSY (Fakultas Syariah)**	
	a. Hukum Keluarga Islam	375
	b. Hukum Ekonomi Islam	375
	c. Hukum Pidana Islam	375
	d. Manajemen Zakat dan Wakaf	375
3	**FITK (Fakultas Ilmu Tarbiyah dan Keguruan)**	
	a. Pendidikan Agama Islam	375
	b. Pendidikan Bahasa Arab	375
	c. Pendidikan Islam Anak Usia Dini	375
	d. Pendidikan Bahasa Inggris	450
	e. Sastra Inggris	450
	f. Pendidikan Guru Madrasah Ibtidaiyah	375
	g. Bahasa dan Sastra Arab	375
	h. Sejarah dan Kebudayaan Islam	375
	i. Tadris Bahasa Indonesia	375
4	**FEBI (Fakultas Ekonomi dan Bisnis Islam)**	
	a. Manajemen Syariah	375
	b. Perbankan Syariah	375
	c. Akuntansi Syariah	375

Table 2.3 show the passing grades of test of Standard English at IAIN Surakarta distinguished into non-English department and English department. The passing grade for non-English department student is 375 while for English department student is 450.

E. Previous Study

There are several researches which have related with the students' learning style and student- athletes:

1. A thesis entitles "THE ANALYSIS OF STUDENTS' LEARNING STYLES AT ENGLISH COURSE IN BIMBEL EFFORT ARUTMIN BANJARMASIN". This study conducted by Sri Rahmatina from UIN Antasari. The problem statement of this thesis are: 1) What are the students' learning styles at English Course in Bimbel EFFORT Arutmin Banjarmasin?, 2) What is the most dominant students' learning styles at English Course in Bimbel EFFORT Arutmin Banjarmasin?. This study aims to describe students learning style at bimbel Effort Arutmin Banjarmasin and the most dominant students' learning style. The result of this research show that students' learning style at English Course in Bimbel EFFORT Arutmin Banjarmasin are visual learning style, auditory learning style and, kinaesthetic learning style. The most dominant students' learning style is kinaesthetic learning style. The similarity between Rahmatina' research with the researcher' study is analysing about students' learning style. And the differences are the researcher takes student-athletes in higher education as the subjects of this research, and theory that used by the researcher is Reid's

Perceptual Learning Style Preference, while in Rahmatina' research using VAK learning style theory.

2. A Journal entitles "An Investigation of Chinese Students' Learning Styles at an English-medium University in Mainland China" that was conducted by Chili Li from China. This research investigates the learning style of students at an English-medium university in mainland China. There were 92 participants consisting of 56 female students and 36 male students, 20 of whom were English majors and 72 were non-English majors. To measure students' learning style preference the researcher used Perceptual Learning Style Preference Questionnaire (PLSPQ) theory. The result of this study indicate learning style that widely used by the students is tactile, the second is kinaesthetic and the third is visual learning style. The similarity between Chili's study and this research are analysing the learning style of the college' students and using Reid's perceptual learning style preferences theory; the difference is the researcher in this study takes student-athletes as the subject of the research.

3. A journal entitles "Learning Style Preferences by Irian EFL Freshman University" that was conducted by Farinaz Shirani Bidabadi and Hamidah Yamat from Faculty of Education, University Kebangsaan Malaysia. The objective of this study was to investigate the students' English learning styles preferences. The participants are 92 (37 males and 55 females) Iranian EFL freshman university students majoring in Teaching English as a Foreign Language (TEFL) course at the Faculty of Foreign Languages in a

university in south of Esfahan. The data of this research were gathered from questionnaire. To knowing students' learning style preferences was using willing's questionnaire, the questionnaire consisted of four categories (Communicative, Concrete, Authority- Oriented, and Analytical learners). The dominant learning style preferences of Iranian EFL freshman university students revealed that the majority of the Iranian EFL freshman university students considered themselves as communicative learners. They tend to learn English as a foreign language by listening to native speakers of English probably because they feel that this would be most useful for their needs in relation to English language learning. The similarity of this journal and researcher' study is reveal college students' English learning style. The differences are this journal use willing's theory to know the students' English learning style, while the researcher's study use Reid's perceptual learning style preferences. This journal takes general students as the participants, whereas in this study the researcher takes student- athletes as the participants.

4. A journal from Maureen Neill entitles "Student-Athletes in my Classroom: Australian Teachers' Perspectives of the Problems Faced by Student-Athletes Balancing School and Sport". The purpose of this study is to identify stresses faced by students- athletes from teachers' perspective. The result of this research are teacher should connect student-athletes with school when they follow competition for a few days, teachers play in helping student-athletes with time management and goal setting, teacher

need to be a key person in the school that athletes feel comfortable with, and the teacher need to gives respect and empathy to student-athletes. The similarities of journal from Neill with this research are taking student-athletes as the participant of research and identifying problems faced by student-athletes in learning. The differences of Neill's research with this research are Neill's research focuses on problems in learning faced by student-athletes from teachers' perspective, while this study was more specific in reveal the problems and solutions faced by student-athletes in learning English and also the English learning style of student-athletes in higher education.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methods

In doing this research, the researcher used descriptive qualitative research. Catherine (1999: 2-3) states that qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are; take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent from prefigured and fundamentally interpretive. Merriam (2009: 13) claims qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. Shank (2002: 3) defines qualitative research as a form of systematic empirical inquiry into meaning. By systematic he means "planned, ordered and public", following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience.

Denzin and Lincoln (2005: 3) state that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the

world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret phenomena in terms of the meanings people bring to them. Fraenkel and Sporten (2009: 502) state that, qualitative research is the research study that investigates the relationship, the activity, the situation, or the material. Arikunto (1996:29) states that descriptive qualitative research is the research to clarify or explain the phenomenon. Brumfit and Mitchell (1995: 11) state that descriptive research will aim at providing as accurate an account as possible of what current practice is, how learners learn, how teachers teach, what classroom look like, at a particular moment in a particular place. From the theories, researcher must get valid and reliable data, it is very important to use the right method. The result of research is a valid data without manipulating the data.

The researcher chooses descriptive qualitative research in this study, because descriptive qualitative research provides description of phenomena which occurs originally without intervention of an experiment. This research describes about the English learning style of students-athletes at IAIN Surakarta and the problem and solution faced by them in learning English.

B. Setting of the Research

   1. Place

      The researcher did the research at IAIN Surakarta. IAIN Surakarta is located on Pandawa Street, Pucangan, Kartasura, Sukoharjo, Jawa Tengah. Here, the researcher find out the kinds of English learning style of students-athletes and what are the problems faced by them in learning English and solutions used to solve the problems.

   2. Time

      This research conducted within July- December 2018. There are six activities that have done by the researcher; the first activity is doing pre-research, after that researcher created the proposal. The researcher conduct the research after finished *seminar proposal*, and then the researcher arrange the thesis and the last activity is submitting chapter IV and V. The table below show the research schedule:

Table 3.1 The Research Schedule

No	Activities	2018						2019					
		7	8	9	10	11	12	1	2	3	4	5	6
1	Pre research	√											
2	Create proposal		√	√									
3	*Seminar Proposal*				√								
4	Doing research					√							
5	Arrange thesis					√	√						
6	Submit chapter IV and V							√					

Table 3.1 shows that in July 2018 the researcher started the research. The researcher did pre research by conduct a brief interview with students-athletes and *Bidang Kemahasiswaan* at IAIN Surakarta. In August-September 2018 the researcher created proposal of this research. After finished the *seminar proposal* in October 2018, the researcher starts to conduct this research in November 2018; the researcher gave the questionnaire and did interview to student- athletes at IAIN Surakarta. After getting all of the data, the researcher began to analyse the data, the researcher arrange this thesis in November- December 2018. In January 2019 the researcher submitted chapter IV and V.

3. Subject

The subject of this research is students-athletes at IAIN Surakarta. There are 34 students-athletes; divided into 7 categories; there are futsal, volleyball, badminton, chess, table tennis, *tapak suci* and sport climbing. These student-athletes are in the 3th, 5th, 7th, 9th, and 11th semester. They are from different department, these are: 6 students from *Hukum Ekonomi Syariah* department, 3 students from *Komunikasi dan Penyiaran Islam* department, 6 students from *Bimbingan Konseling Islam* department, 3 students from *Pendidikan Agama Islam* department, 4 students from *Hukum Keluarga Islam* department, 6 students from *Perbankan Syariah* department, 3 students from *Manajemen Bisnis Syariah* department, 2 students from *Hukum Pidana Islam* department, *and* 1 student from *Akutansi Syariah.*

C. Instrument of the Research

The researcher is the main instrument in descriptive qualitative research. The main instrument in this research was the researcher herself. She acted as the planner, data collector, analyst, and finally the reporter of research findings. It is accordance with Moleong (2002: 168) who states that in qualitative research the main instrument is the researcher. Because the researcher is main instrument to get data, so the researcher should more active in doing the research. In this research, researcher use non test instrument to get data. The instruments of non-test that use are questionnaire and interview.

D. The Technique of Collecting Data

The technique of collecting data that appropriate with the research problems are as follow:

1. Questionnaire

Bulmer (2004: 14) defines a questionnaire as any structured research instrument which is used to collect social research data and it consist of a series of questions set in a schedule. Questionnaire is a popular and fundamental tool for acquiring information on knowledge and perception. Genesee and Upshur (1996:128) claim that when the researcher takes students as the subject of his research, a questionnaire can be used to collect information about input factors that might influence instructional planning including for example, information about incoming students' social, cultural, and personal backgrounds, their previous educational and

languages experiences, their current language skills, their second language needs and goals, and so on. In this research, the researcher use questionnaire to know the English learning style of students-athletes. Questionnaire can be comprised of close questions, open questions or a mixture of both. The researcher uses close questionnaire to know the English learning style of students-athletes.

The questionnaire that used by the researcher to know English learning style of student- athletes is Reid's Perceptual Learning Styles Preferences Questionnaire (PLSPQ) that was developed by Joy M Reid in 1984; this questionnaire was mainly developed to investigate second/foreign language learners' perceptual learning style preferences. The questionnaire consists of 30 questions and there are five items for each kind of learning style, table below show the indicator of learning style:

Table 3.2 Indicator of learning style

No	Indicator	Question Number
1	Visual learning style	6, 10, 12, 23, 25
2	Auditory learning style	1, 7, 9, 17, 26
3	Kinaesthetic learning style	2, 8, 15, 19, 27
4	Tactile learning style	11, 14, 16, 21, 28
5	Individual learning style	13, 18, 22, 24, 29
6	Group learning style	3, 4, 5, 20, 30

Table 3.2 show the indicator of learning style; there are six kinds of learning style with five item questions for each learning style. To know the learning style of the participants, the score from five items in each kind of

learning style is added. For example to know the score of visual learning style, the researcher added the score of questions number 6, 10, 12, 23 and 25; because the question of these numbers is indicator for visual learning style.

The Perceptual Learning Style Preferences Questionnaire originally used a five-point scale: *sangat setuju* (strongly agree), *setuju* (agree), *ragu-ragu* (undecided), *tidak setuju* (disagree), *sangat tidak setuju* (strongly disagree). Each of given answers has score as follows:

a. For given answer *sangat setuju* (strongly agree) has 5 score.

b. For given answer *setuju* (agree) has 4 score.

c. For given answer *ragu- ragu* (undecided) has 3 score.

d. For given answer *tidak setuju* (disagree) has 2 score.

e. For given answer *sangat tidak setuju* (strongly disagree) has 1 score.

Then, the score of each indicator from the questionnaire is totalled and times two to know the major, minor and negative or negligible learning style levels or domains. Major learning styles point out the area in which learners could perform well; it is the natural learning method and it is the dominant or strong learning style. Minor learning style is modest, but still function. On the other hand, negligible learning styles show the areas in which students may have trouble in learning. The scale to determine the major, minor, and negligible learning style is presented in Table 3.3:

Table 3.3 The Scales of Major, Minor and Negligible

Learning Styles (Reid, 1984)

No	Learning Style Preference	Major	Minor	Negligible
1	Score	38-50	25-37	0-24

Table 3.3 explain the scale to determine the level of learning style; there are major, minor and negligible. The scales above use to categorize the level or domains of students' learning style. If participant's score from questionnaire in range 0-24 it means that he/she has a negligible learning style. Range 25-37 indicates the minor level, and range 38-50 indicates the major level.

To collect the data from questionnaire, the researcher used Google form. In this digital ere, it is certainly easier and efficient using online application to get data of the research. Google form app made respondents easy to fill the questionnaire because they can access questionnaire from the link of Google form app using their smartphone.

2. **Interview**

According to Kvale (1996: 174) an interview is a conversation, whose purpose is to gather descriptions of life-world from interviewees with respect to interpret the meanings of described phenomena. In a similar statement, Schostak (2006: 54) adds that an interview is an extendable conversation between partners that aims at having in-depth information about a certain topic or subject, and through which a phenomenon could be

interpreted in terms of the meanings interviewees bring to it. Berg (2007: 96) states that interviewing, as well as other qualitative research approaches to social science research, differs from quantitative methods in the sense of its ability to analyse the resulting data making an allowance for participants' social life.

According to Kajornboon (2005) there are four types of interviews are frequently employed in social sciences. The first is structured interviews; structured interview sometimes called as standardized interview; in structured interview the questions is already scheduled. The second is semi- structured interview; the researcher makes a list of key themes, issues, and questions to be covered. In this type of interview the order of questions can be changed depending on direction of interview. An interview guide is also used, but additional questions can be asked. The third is unstructured interview, this type of interview is a flexible method; there is no need to follow a detailed interview guide. And the last is non-directive interview; in non-directive interviews there is no pre-set topic to pursue. Questions are usually not pre-planned; interviewer listens and does not take the lead.

In this research, the researcher used structured interview or standardized interview and semi- structured interview. The researcher used structured interview to collect the data about problems and solutions in learning English faced by student- athletes at IAIN Surakarta; the question is already scheduled. While to getting the data about TOSE program at

IAIN Surakarta at Language Development Centre IAIN Surakarta, the researcher used semi- structured interview. The researcher make list of questions but the researcher also asked additional information that needed by researcher.

E. The Technique of Analysis Data

After collecting the data, the researcher start to analyse the whole data obtained. The researcher conduct interactive model of data analysis from Miles and Hubberman. Miles and Hubberman (1984: 21) state that analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion-drawing/ verification. The researcher used this interactive model to analyse the English learning style of student- athletes at IAIN Surakarta.

1. Data reduction

Miles and Huberman (1984:21) define that data reduction is process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. Data reduction is not something separate from analysis. It is a part of analysis that sharpens sorts, focuses, discards, and organizes data in such a way that final conclusions can be drawn and verified. Reduction means, summarizing the data, choose the main things to focus on thing that are important, thus the data becomes clearer and easier for researchers to describe data. The researcher summarized and organized the data from questionnaire and

interview. The researcher also discards some information from interview; because there is some unimportant information it means that researcher only take important information.

2. The data presentation/ data display

Miles and Hubberman (1984: 21) state that data display defined as an organized assembly of information that permits conclusion-drawing and action-taking. Looking at displays helps in understand what is happening, and to conduct further analysis or take action based on that understanding. As with data reduction, the creation and use of displays is not something separate from analysis; it is a part of analysis. In this activity, the researcher present the data of English learning style of student-athletes at IAIN Surakarta, problem and solution faced by them in learning English; these data of the research organized by the researcher in the form of table, figure and description data.

3. Drawing conclusion

Miles and Hubberman (1984: 22) state that the third stream of analysis activity involves drawing meaning from displayed, reduced data—noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. It means that from the beginning of data collection, the qualitative analyst is beginning to decide what things mean. In this activity, the researcher concluded the English learning style and also the problems and solutions faced by student- athletes in learning English.

F. Coding

Coding is an important part of data analysis. Smith and Davies (2010:155) argue that coding does not constitute the totality of data analysis, but it is a method to organise the data so that underlying messages portrayed by the data may become clearer to the researcher. Charmaz (2006:46) describes coding as the pivotal link between data collection and explaining the meaning of the data. A code is a descriptive construct designed by the researcher to capture the important content of the data. Usually, coding done by give symbol or number to the respondents' answer. The purpose of coding aim is to simplify respondents' answer, so the researcher will easier in process the data. In this research the code for the student- athletes at IAIN Surakarta are:

Table 3.4 Sport branch code of the student-athletes

No	Sport Branch	Code
1	Badminton	B
2	Table Tennis	TT
3	Volley Ball	VB
4	Futsal	F
5	Sport Climbing	SC
6	Chess	C

Table 3.4 describe about the sport branch code of the student-athletes. The letter "B" for badminton, "TT" for table tennis, "VB" for volley ball, "F" for futsal, "C" for chess, "SC" for sport climbing, and "PS" for *pencak silat*.

Table 3.5 Semester code of the student-athletes

No	Semester of Student-athletes	Code
1	Third Semester	3
2	Fifth Semester	5
3	Seventh Semester	7
4	Ninth Semester	9
5	Eleventh Semester	11

Table 3.5 describe about the Semester code of the student-athletes. The number "3" for the third semester, "5" for the fifth semester, "7" for the seventh semester and "9" for the ninth semester, and "11" for the eleventh semester.

Table 3.6 Department code of the student-athletes

No	Department	Code
1	*Hukum Ekonomi Syariah*	HES
2	*Komunikasi dan Penyiaran Islam*	KPI
3	*Bimbingan Konseling Islam*	BKI
4	*Pendidikan Agama Islam*	PAI
5	*Hukum Keluarga Islam*	HKI
6	*Perbankan Syariah*	PBS
7	*Manajemen Bisnis Syariah*	MBS
8	*Hukum Pidana Islam*	HPI
9	*Akutansi Syariah.*	AKS

Table 3.6 describe about the department code of the student-athletes. HES for *Hukum Ekonomi Syariah* department, KPI for *Komunikasi dan Penyiaran*

Islam department, BKI for *Bimbingan Konseling Islam* department, PAI for
Pendidikan Agama Islam department, HKI for *Hukum Keluarga Islam*
department, PBS for *Perbankan Syariah* department, MBS for *Manajemen*
Bisnis Syariah department, HPI for *Hukum Pidana Islam* department, and AKS
for *Akutansi Syariah.*

Table 3.7 Name code of the student-athletes

No	Name of student-athletes	Name code
1	Agung Purnomo	SA.B.7.KPI
2	Muhammad Rifqi	SA.B.9.BKI
3	Annisa Mutiara S	SA.B.5.HKI
4	Geofani Rizky A	SA.B.5.PBS
5	Wahyu Tiyastuti	SA.B.3.HES
6	Cindera Permata	SA.B.3.HKI
7	Ilham Muzaki	SA.TT.7.HES
8	Yusuf Ismail	SA.TT.3.KPI
9	M. Rosit Sapiil Anam	SA.VB.9.PBS
10	Munthoha	SA.VB.9.MBS
11	Ikhsan Hidayat	SA. VB.3.AKS
12	M. Khoirul Anas	SA.VB.3.MBS
13	Ilham Akbar Bara Fadhila	SA.VB.5.HES
14	Imam Atma Wijdaya	SA.VB.7.HPI
15	Kulsum Palupi S	SA.VB.9.PAI
16	Renni Andriani	SA.VB.5.BKI
17	Bella Arsita	SA.VB.5.PBS
18	Yesi Rahmawati	SA.VB.5.KPI

Continue...

No	Name of student-athletes	Name code
19	Selvia Febriani	SA.VB.3.HKI
20	Rya Anggraini Putri F	SA.VB.7.HES
21	Faqih Infansyah	SA.F.7.BKI
22	Pungkas Antoni Bayu Adi	SA.F.9.BKI
23	Aslam Muhammad	SA.F.5.PBS
24	Tanjung Anas Mudrika	SA.F.9.BKI
25	Adeka Yusuf Nugroho	SA.F.9.PBS
26	Dimas Ibnu Abdul R	SA.F.7.BKI
27	Adji Amarudin Mucharoma	SA.C.7.PAI
28	Amin Rais	SA.C.5.HKI
29	Titik Mirati	SA.C.5.PBS
30	Fitriana Marfuatu Solikah	SA.C.9.PAI
31	Rini Francia Hariwinarsih	SA.PS.3.MBS
32	Muhammad Fahri Z	SA.PS.3.HES
33	Agnes Clara Rahmawati	SA.SC.9.HES
34	Ardi Septiawan	SA.SC.3.HPI

The table above is describes about the coding name for the student-athletes at IAIN Surakarta. The word "SA" is for the student-athletes. After word "SA" there is a code for sport branch. Student-athletes divided into seven sport branches; the letter B for badminton, TT for table tennis, VB for volley ball, F for futsal, C for chess, SC for sport climbing, and PS for *pencak silat*. The number "3", "5', "7" and "9" and "11" are the code for student-athletes' semester. And the last three letters show their department.

Table 3.8 Learning style Code

No	Types of Learning Style	Code of Learning Style
1	Visual Learning Style	VL
2	Auditory Learning Style	AL
3	Kinaesthetic Learning Style	KL
4	Tactile Learning Style	TL
5	Individual Learning Style	IL
6	Group Learning Style	GL

The table 3.8 is describing about the coding of the types of learning style. There are six types of learning style above; visual, auditory, kinaesthetic, tactile, individual, and group learning style, and each kind of learning style divided into three domains; major, minor, and negligible.

Example:

No	Name Code
1	SA.B.9.BKI

The example above show this student- athlete is a badminton athlete at ninth semester and he is from *Bimbingan Konseling Islam* department.

G. The Trustworthiness of Data

The qualitative research needs the validity of the data so the data can be categorized as a good data. In this research, the researcher used triangulation technique. Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analysing a research question from

multiple perspectives. In social science triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. Cohen (2000: 112) stated "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour". Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. Denzim (1973: 301) describes four different forms of triangulation; they are (1) data triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation. They are:

1. Data triangulation

   Data triangulation involves using different sources of information to validate the data and research. Triangulation of data will strengthen the research, because data triangulation increases credibility and validity. What is obtained from one source, it could be verified with similar data obtained from different sources, both groups of similar sources or sources of different kinds. Data triangulation involves time, space and person.

2. Investigator triangulation

   Investigator triangulation involves using several investigators in the analysis process. Investigator triangulation involves using more than one observer, interviewer, coder, or data analyst in the study. Confirmation of data among investigators, without prior discussion or collaboration with one another, lends greater credibility to the observations. The findings from each evaluator will be compared to develop a broader and deeper understanding.

3. Theoretical triangulation

   Theoretical triangulation involves the use of multiple perspectives to interpret a single set of data. Theoretical triangulation is the use of multiple theories or hypotheses when examining a phenomenon. In theoretical triangulation the researcher must understand the theory that used and the relevance with the problem of the study, so it will produce a good finding.

4. Methodological triangulation

   Methodological triangulation involves the use of multiple qualitative and or quantitative methods to study the program. For example, results from surveys, focus groups, and interviews could be compared to see if similar results are being found. If the conclusions from each of the methods are the same, then validity is established.

   From those types of triangulation, the researcher uses two types of triangulation. The first is data triangulation. The researcher collects the data from different person. The data of English learning style and problem and solution in learning English was collected from 34 student- athletes at IAIN Surakarta. These 34 student-athletes are from different sport branch, semester, and department. The second is investigator triangulation; the researcher conducts an interview related to the problems faced by student-athletes in learning English and about the problem that there is many student-athletes who have not yet pass the TOSE program with Mr. Wildan Mahir Muttaqin, MA.TESL as the English division at Language Development Centre IAIN Surakarta.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this sub- chapter, the researcher presents the finding of the research related to the problem statements in chapter one. The researcher got the data and information about English learning style of student-athletes at IAIN Surakarta and the problem and solution faced by them in learning English from questionnaire and interview.

1. English Learning Style of Student- athletes at IAIN Surakarta

The kinds of English learning style of student- athletes at IAIN Surakarta were determined by the score of English learning style indicator from questionnaire. The researcher used Reid's perceptual learning style preferences questionnaire. There are 30 questions. Perceptual Learning Style Preferences Questionnaire originally used a five-point scale: strongly agree, agree, undecided, disagree, and strongly disagree. Reid's perceptual learning style preferences theory divide learner into six kinds; visual learner, auditory learner, kinaesthetic learner, tactile learner, individual learner, and group learner. Reid categorize these six learning styles into three domains or levels, there are major, minor, and negligible. These levels used to know whether learners can use the learning style well or there is a trouble. Major learning styles point out the area in which learners could perform well;

major learning style is the natural learning method and it is the dominant or strong learning style. Minor learning style is modest, but still function. On the other hand, negligible learning styles show the areas in which students may have trouble in learning. The researcher used Google form application to collect the data from questionnaire, so that student- athletes found it easier when answering the questionnaire. Here the researcher displays the data of English learning style from questionnaire:

a. SA.B.7.KPI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	36		√	
2	AL	34		√	
3	KL	34		√	
4	TL	28		√	
5	IL	26		√	
6	GL	42	√		

From the questionnaire given to SA.B.7.KPI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. His major English learning style is group learning style, while for his minor learning styles are visual, auditory, kinaesthetic, tactile, and individual learning style. The data above shows this student-athlete does not have any negligible learning style; it means that he didn't face problem or difficulty when learn using visual, auditory, kinaesthetic, tactile, individual, and group learning style. This student-athlete can still use his minor learning styles

when learn English. The natural or strong learning style of this student-athlete is group learning style. The characteristic of group major learner is learns best when study with other students.

b. SA.B.9.BKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	36		√	
2	AL	30		√	
3	KL	40	√		
4	TL	48	√		
5	IL	32		√	
6	GL	36		√	

From the questionnaire given to SA.B.9.BKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. His major English learning style is kinaesthetic and tactile learning style, while for his minor learning styles are visual, auditory, individual, and group learning style. This student-athlete can still use visual, auditory, individual, and group learning styles because these are his minor learning style. For strong or dominant English learning style, he has kinaesthetic and tactile learning style; it means he can learn best when learning English use kinaesthetic and tactile learning style. This student-athlete can chooses a lot of learning strategies according to his major learning style to be easier when learn English. For example he can memorize new vocabulary when jogging, walking, or when doing exercising. He also can write the

English materials using different pens colour because tactile learning style is also his major learning style.

c. SA.B.5.HKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	32		√	
2	AL	34		√	
3	KL	50	√		
4	TL	40	√		
5	IL	36		√	
6	GL	34		√	

From the questionnaire given to SA.B.5.HKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. His major English learning style is kinaesthetic and tactile learning style, and for his minor learning styles are visual, auditory, individual, and group learning styles. Because visual, auditory, individual, and group learning styles are her minor English learning style, this student-athlete does not have problem or difficulty when learn through visual channel, auditory input, learn by herself, or doing task with other friends. For strong English learning style, she has kinaesthetic and tactile learning style. This student-athlete prefer a learning which involved some physical activity and she also likes to do hands-on experiences; such as writing some notes or making poster or an interest mind map.

d. SA.B.5.PBS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	36		√	
2	AL	34		√	
3	KL	36		√	
4	TL	38	√		
5	IL	32		√	
6	GL	46	√		

From the questionnaire given to SA.B.5.PBS, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. His major English learning style is tactile and group learning style; it means that she learn best through touching learning approach and she also tend to be more successful when learn with other students. This student-athlete does not have problem when learn using visual, auditory, kinaesthetic, and individual learning style; because these learning styles are her minor learning style.

e. SA.B.3.HES

No	Learning Style	Score	Major	Minor	Negligible
1	VL	34		√	
2	AL	32		√	
3	KL	40	√		
4	TL	46	√		
5	IL	36		√	
6	GL	30		√	

From the questionnaire given to SA.B.3.HES, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. This student-athlete does not have negligible English learning style; so she can use all of the kinds of learning style from Reid's perceptual learning style theory. Visual, auditory, individual, and group learning styles are her minor English learning styles; she can still use these minor learning styles when learn English materials. For her major English learning style are kinaesthetic and tactile learning styles. Because this student-athlete has kinaesthetic major learning style, she learns best by being physically involved. The other major learning style is tactile; this student-athlete learns better when she has opportunity to do hands-on experiences with new materials. This student-athlete can maximize her strong learning style when studying English. Some study tips for kinaesthetic major learner is act out concepts which need to remember. While to maximize her tactile major learning style, she can makes an interest notes.

f. SA.B.3.HKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	28		√	
2	AL	40	√		
3	KL	50	√		
4	TL	26		√	
5	IL	34		√	
6	GL	34		√	

From the questionnaire given to SA.B.3.HKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. Visual, tactile, individual, and group learning styles are the minor English learning style of this student-athlete. She can still understand and remember the materials from visual aids, touching learning approach, study alone, and when she should study with other students. For her major English learning style are auditory and kinaesthetic learning styles. This student-athlete learn more easily when the materials is explain through auditory input such as words spoken or oral explanation. This student-athlete also remember the information better when she actively participates in some activities.

g. SA.TT.7.HES

No	Learning Style	Score	Major	Minor	Negligible
1	VL	20			√
2	AL	34		√	
3	KL	44	√		
4	TL	26		√	
5	IL	24			√
6	GL	40	√		

From the questionnaire given to SA.TT.7.HES, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor and negligible. This student-athlete faces difficulty when using visual and individual learning styles; because both are his negligible learning style. He cannot learn the

materials only through visual channel and he also has a trouble when he studies alone. Auditory and tactile learning styles are his minor English learning style, so he can still use these minor learning styles when learning English. In major English learning style; he has kinaesthetic and group learning style. Because kinaesthetic is his strong learning style, it's rather difficult for him to sitting motionless for hours. He needs some physical involved when learning. This student-athlete also can learn best when study with at least one other student.

h. SA.TT.3.KPI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	26		√	
2	AL	36		√	
3	KL	42	√		
4	TL	28		√	
5	IL	24			√
6	GL	40	√		

From the questionnaire given to SA.TT.3.KPI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor and negligible. This student-athlete has problem when using individual learning style because individual learning style is his negligible learning style; he cannot understand well the materials when study alone. For minor English learning style; he has visual, auditory, and tactile learning style. Although he can still use these minor learning styles, but minor learning style is not

the natural and strong learning style. Kinaesthetic learning style and group learning style are his major English learning style; so, kinaesthetic and group learning style his strong and dominant learning style. He learns best by being physically involved or study with other students.

i. SA.VB.9.PBS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	24			√
2	AL	28		√	
3	KL	34		√	
4	TL	36		√	
5	IL	20			√
6	GL	44	√		

From the questionnaire given to SA.VB.9.PBS, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor and negligible. In major level, this student-athlete has group major learning style; he learn more easily and understand material better when study with other students. In minor level, this student-athlete has auditory minor learning style, kinaesthetic minor learning style, and tactile minor learning style. Because minor level show the area in which the learner can still function, so this student-athlete can still use his minor learning style when learn English materials. While in negligible level; this student-athlete has visual negligible learning style and individual negligible learning style. It means that he

face difficulty when he learns materials only through visual channel, he also has problems when study or work alone.

j. SA.VB.9.MBS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	34		√	
2	AL	36		√	
3	KL	38	√		
4	TL	36		√	
5	IL	24			√
6	GL	50	√		

From the questionnaire given to SA.VB.9.MBS, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor and negligible. This student-athlete can still learn through visual channel, auditory input, and touching learning approach; because he has visual minor learning style, auditory minor learning style, and tactile minor learning style. But this student-athlete has difficulty or problem when using individual learning style; he difficult to understand the materials when he study alone and he doesn't like when lecturer or teacher gives an individual assignment, because he has individual negligible learning style. In major learning style, this student-athlete has kinaesthetic and individual learning styles. He prefer learn by being physically involved because sitting motionless for hours is usually difficult for this student-athlete and he learns more easily when study or discuss the materials with other friends.

k. SA. VB.3.AKS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	30		√	
2	AL	30		√	
3	KL	44	√		
4	TL	28		√	
5	IL	28		√	
6	GL	34		√	

From the questionnaire given to SA.VB.3.AKS, it can be concluded that
the kinds of English learning style possessed by this student- athlete are
divided into two levels; major and minor. This student-athlete does not
have negligible or negative learning style; it means that he did not have
any difficulty or problem when using these six kinds of learning styles.
His minor learning styles are visual, auditory, tactile, individual, and
group learning styles; he can still use his minor learning style when learn
English. In major level, he has kinaesthetic learning style. He learns best
when actively participate in activities such as role-playing or drama.

l. SA.VB.3.MBS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	42	√		
2	AL	32		√	
3	KL	32		√	
4	TL	34		√	
5	IL	36		√	
6	GL	26		√	

From the questionnaire given to SA.VB.3.MBS, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. Auditory learning style, kinaesthetic learning style, tactile learning style, individual learning style, and group learning style are the minor English learning style of this student-athlete. He can still use his minor learning style when learn English. In major level, this student-athlete has visual learning style; this is his strong and dominant learning style when learn English. He learn well from seeing words in a books, textbook, or on the chalkboard, and he grasp information about learning materials most effective if provided through visual channel.

m. SA.VB.5.HES

No	Learning Style	Score	Major	Minor	Negligible
1	VL	34		√	
2	AL	34		√	
3	KL	50	√		
4	TL	40	√		
5	IL	28		√	
6	GL	36		√	

From the questionnaire given to SA.VB.5.HES, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. In major level, this student-athlete has kinaesthetic and tactile learning style; he prefer a learning by being physically involved and he also learn best when he has an

opportunity to do hands-on experiences with new materials. This student-athlete can choose an appropriate learning methods and strategies based on his major learning style such as create a game or act out concepts about the material that need to remember, memorize or drill when walking, jogging, or exercising, he also can make an interest note. In addition this student-athlete also can use his minor learning style; these are visual, auditory, individual, and group learning style.

n. SA.VB.7.HPI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	34		√	
2	AL	32		√	
3	KL	44	√		
4	TL	34		√	
5	IL	24			√
6	GL	38	√		

From the questionnaire given to SA.VB.7.HPI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor and negligible. In major level, this student-athlete has kinaesthetic and group learning style. He learns best through moving and doing, he also likes to learn, work, or discuss the materials with other friends. This student-athlete can still learn English from visual channel, any auditory input and touching learning approach; because he has visual minor learning style, auditory minor learning style, and tactile minor learning style. While in negligible level, there is

individual learning style. This student-athlete faces difficulty when he

should study about the English materials by himself.

o. SA.VB.9.PAI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	28		√	
2	AL	30		√	
3	KL	36		√	
4	TL	40	√		
5	IL	34		√	
6	GL	48	√		

From the questionnaire given to SA.VB.9.PAI, it can be concluded that

the kinds of English learning style possessed by this student- athlete are

divided into two levels; major and minor. In major level is tactile and

group learning style, while in minor level is visual, auditory, kinaesthetic,

and individual learning style. This student-athlete learn best when she has

opportunity to do hands-on such as making notes, poster, or mind map.

She also learns more easily when study and discuss about the materials

with other students. This student-athlete also can still learn through visual

aids, oral explanation, being physical involved and when she should learn

by herself; because these are her minor English learning styles. This

student-athlete does not have any negligible or negative learning style, so

she can learn English without any difficulty when using visual, auditory,

kinaesthetic, tactile, individual, and group learning style.

p. SA.VB.5.BKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	26		√	
2	AL	32		√	
3	KL	40	√		
4	TL	36		√	
5	IL	26		√	
6	GL	42	√		

From the questionnaire given to SA.VB.5.BKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. The kinds of her minor learning style are visual, auditory, tactile and individual. In major level, this student-athlete has kinaesthetic and group learning style. She does not have problem when using her minor learning style. This student-athlete has kinaesthetic major learning style; she prefers learning when she actively participates in activities. She also learns more easily when study English with at least one other student; because this student-athlete also has group major learning style.

q. SA.VB.5.PBS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	20			√
2	AL	34		√	
3	KL	40	√		
4	TL	50	√		
5	IL	36		√	
6	GL	40	√		

From the questionnaire given to SA.VB.5.PBS, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor, and negligible. In negligible level, she has visual negligible English learning style; she has difficulty when learning through visual channel and she cannot learn well only from seeing words in books or on the chalkboard. This student-athlete can still use auditory and individual learning style when learn English; because auditory and individual are her minor learning style. In major level, she has kinaesthetic learning style, tactile learning style, and group learning style. She can learn best when actively participate in activities, when she has opportunity to do hands-on and she also can understand materials better when study with other friends. If this student-athlete can maximize these three major English learning styles, she will be very easy to understand and remember the English materials.

r. SA.VB.5.KPI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	32		√	
2	AL	36		√	
3	KL	50	√		
4	TL	40	√		
5	IL	34		√	
6	GL	36		√	

From the questionnaire given to SA.VB.5.KPI, it can be concluded that the kinds of English learning style possessed by this student- athlete are

divided into two levels; major and minor. In minor level, she has visual, auditory, individual and group learning styles. She doesn't have problem when learning English using her minor learning style. In major level, there is kinaesthetic and tactile learning style. Kinaesthetic major learner likes a learning process use physical activity such as playing drama or role-playing. This student-athlete also learns well when she has opportunity to do hands-on experiences with new materials.

s. SA.VB.3.HKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	22			√
2	AL	36		√	
3	KL	34		√	
4	TL	28		√	
5	IL	20			√
6	GL	46	√		

From the questionnaire that given to SA.VB.3.HKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor, and negligible. This student-athlete has group major English learning style; it means that she learn more easily when they study with at least one other student. The stimulation receives from team or group work helps group major learner understand material better. In minor level, this student-athlete has auditory, kinaesthetic, and tactile learning styles; she can still use these minor learning styles. But, this student-athlete has two negligible

learning style; visual and individual. She has problem when learning English materials from visual aids and she also face difficulty when learning English materials or doing task by herself.

t. SA.VB.7.HES

No	Learning Style	Score	Major	Minor	Negligible
1	VL	24			√
2	AL	42	√		
3	KL	32		√	
4	TL	34		√	
5	IL	22			√
6	GL	34		√	

From the questionnaire given to SA.VB.7.HES, , it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor, and negligible. In negligible level, she has visual and individual learning style; it means she has a problem when learning through visual channel and she also cannot learn well when she study alone. In minor level, there is kinaesthetic, tactile and group learning style; this student-athlete can still learn English material using her minor learning style. In major level, she has auditory learning style; auditory is the strong or dominant learning style possessed by this student-athlete. She learns best from auditory input, she benefits from hearing audiotapes, lecturer, or class discussion.

u. SA.F.7.BKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	36		√	
2	AL	32		√	
3	KL	44	√		
4	TL	28		√	
5	IL	30		√	
6	GL	36		√	

From the questionnaire given to SA.F.7.BKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. The major English learning style of this student-athlete is kinaesthetic; he learns well when actively participates in practical experiences such as role-playing or playing drama. This student-athlete also can still use his minor learning style; these are visual, auditory, tactile, individual, and group learning style. Because this student-athlete does not have negligible learning style, it means that he didn't have problem when learning English using these six kinds of learning style.

v. SA.F.9.BKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	32		√	
2	AL	26		√	
3	KL	44	√		
4	TL	32		√	
5	IL	22			√
6	GL	40	√		

From the questionnaire given to SA.F.9.BKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor and negligible. This student-athlete can still learn English from visual aids, auditory input and touching learning approach; because he has visual minor learning style, auditory minor learning style, and tactile minor learning style. But, he has individual negligible learning style; this student-athlete face difficulty when understand materials alone and cannot make a better progress in learning when he work by himself. In major level, he has kinaesthetic and group learning style. This student-athlete learn more easily by being physically involved, he also learn more effective when study with other friends.

w. SA.F.5.PBS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	34		√	
2	AL	32		√	
3	KL	46	√		
4	TL	30		√	
5	IL	36		√	
6	GL	44	√		

From the questionnaire that given to SA.F.5.PBS, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor and negligible. This student-athlete has problem when using individual learning style because

individual learning style is his negligible learning style; he cannot understand well the materials when study alone. In minor English learning style this student-athlete has visual, auditory, and tactile learning style; he can still use these minor learning styles when learn English. Kinaesthetic learning style and group learning style are his major English learning style: he study well by being physically involved and he also learn better when discuss the materials with other students.

x. SA.F.9.BKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	36		√	
2	AL	36		√	
3	KL	38	√		
4	TL	44	√		
5	IL	30		√	
6	GL	32		√	

From the questionnaire given to SA.F.9.BKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. His major English learning style is kinaesthetic and tactile learning style, while for his minor learning styles are visual, auditory, individual, and group learning style. This student-athlete can still use visual, auditory, individual, and group learning styles because these are his minor learning style. For strong or dominant English learning style, he has kinaesthetic and tactile learning style; it means that he can learn best when actively participate in

activities in the classroom. He also prefers hands-on experiences with new materials.

y. SA.F.9.PBS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	36		√	
2	AL	36		√	
3	KL	44	√		
4	TL	38	√		
5	IL	32		√	
6	GL	36		√	

From the questionnaire given to SA.F.9.PBS, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. This student-athlete does not have negligible English learning style; so he can use all of the kinds of learning style from Reid's perceptual learning style theory. Visual, auditory, individual, and group learning styles are his minor English learning styles; he can still use these minor learning styles when learn English materials. For his major English learning styles is kinaesthetic and tactile learning style. Kinaesthetic major learner likes to study through practical experience and act out concepts which need to remember. While tactile major learner usually learns best when he has opportunity to do hands-on experience such as writes unique notes from the materials that have been explained by the lecturer.

z. SA.F.7.BKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	26		√	
2	AL	32		√	
3	KL	50	√		
4	TL	32		√	
5	IL	26		√	
6	GL	44	√		

From the questionnaire given to SA.F.7.BKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. In major level, this student-athlete has kinaesthetic and group learning style. He learns best through moving and doing, he also likes to learn or discuss the materials with other friends. This student-athlete can still learn English from visual channel, any auditory input and touching learning approach; because he has visual minor learning style, auditory minor learning style, and tactile minor learning style.

aa. SA.C.7.PAI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	34		√	
2	AL	34		√	
3	KL	46	√		
4	TL	36		√	
5	IL	20			√
6	GL	42	√		

From the questionnaire given to SA.C.7.PAI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor and negligible. This student-athlete can still learn through visual channel, auditory input, and touching learning approach; because he has visual minor learning style, auditory minor learning style, and tactile minor learning style. But this student-athlete has individual negligible learning style; he difficult to understand the materials when he learn alone and he doesn't like when lecturer or teacher gives an individual assignment. In major learning style, this student-athlete has kinaesthetic and individual learning styles. He prefer learn by being physically involved because sitting motionless for hours is usually difficult for this student-athlete and he learn more easily when study or discuss the materials with other friends.

bb. SA.C.5.HKI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	30		√	
2	AL	36		√	
3	KL	44	√		
4	TL	32		√	
5	IL	28		√	
6	GL	38	√		

From the questionnaire given to SA.C.5.HKI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. The kinds of his minor learning

style are visual, auditory, tactile and individual; this student-athlete does not have problems when learn using her minor learning style. In major level, this student-athlete has kinaesthetic and group learning style; he prefers learning when he actively participates in activities. He also learns more easily when study English with at least one other student.

cc. SA.C.5.PBS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	32		√	
2	AL	34		√	
3	KL	36		√	
4	TL	46	√		
5	IL	28		√	
6	GL	30		√	

From the questionnaire given to SA.C.5.PBS, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. The major English learning style of this student-athlete is tactile learning style; she learn best when she has the opportunity to do hands-on experiences with new materials and she also remember information better when writing notes or instruction. This student-athlete also can still learn English through visual channel, auditory input, learn by herself and study with other friends; because she has visual minor learning style, auditory minor learning style, kinaesthetic minor learning style, individual minor learning style, and group minor learning style.

dd. SA.C.9.PAI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	28		√	
2	AL	34		√	
3	KL	48	√		
4	TL	32		√	
5	IL	36		√	
6	GL	22			√

From the questionnaire given to SA .C. 9.PAI, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor, and negligible. The major English learning style of this student-athlete is kinaesthetic; she learns well when actively participates in practical experiences such as role-playing or playing drama. Kinaesthetic major learner usually difficult to sitting motionless for hours, they often tend to walk around while, for example when trying to memorize something. This student-athlete also can still use her minor learning style; these are visual, auditory, tactile, and individual learning style. But this student-athlete has difficulty or problem when using individual learning style; she difficult to understand the materials when she learns alone and she also didn't like when lecturer or teacher gives an individual assignment, because she has individual negligible learning style.

ee. SA.PS.3.MBS

No	Learning Style	Score	Major	Minor	Negligible
1	VL	26		√	
2	AL	50	√		
3	KL	32		√	
4	TL	26		√	
5	IL	22			√
6	GL	44	√		

From the questionnaire given to SA.PS.3.MBS, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor, and negligible. In major level, she has auditory and group learning style; she learn best from auditory input, she benefits from hearing audiotapes or lecturer. She also learns more easily when study English with at least one other student. This student-athlete can still use her minor learning style; these are visual, kinaesthetic, and tactile learning style. In negligible level, she has individual negligible learning style; it means this student-athlete difficult to understand the materials when she learns by herself.

ff. SA.PS.3.HES

No	Learning Style	Score	Major	Minor	Negligible
1	VL	36		√	
2	AL	34		√	
3	KL	50	√		
4	TL	36		√	
5	IL	32		√	
6	GL	42	√		

From the questionnaire given to SA.PS.3.HES, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into two levels; major and minor. This student-athlete can still learn through visual channel, auditory input, touching learning approach and learn by himself; because he has visual minor learning style, auditory minor learning style, and tactile minor learning style, and individual minor learning style. In major learning style, this student-athlete has kinaesthetic and group learning styles. He prefer learn by being physically involved because sitting motionless for hours is usually difficult for this student-athlete and he learn more easily when study or discuss the materials with other friends.

gg. SA.SC.11.HES

No	Learning Style	Score	Major	Minor	Negligible
1	VL	28		√	
2	AL	30		√	
3	KL	46	√		
4	TL	28		√	
5	IL	20			√
6	GL	44	√		

From the questionnaire that given to SA.SC.11.HES, it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor and negligible. This student-athlete faces difficulty when using individual learning style; because it is her negligible learning style. She has a trouble when study alone. Visual,

auditory and tactile learning styles are her minor English learning style; so, she can still use these minor learning styles when learning English. For major English learning style; she has kinaesthetic and group learning style. Because kinaesthetic is her strong learning style, it's rather difficult for her to sitting motionless for hours. She needs some physical involved when learning. This student-athlete also can learn best when study with at least one other student.

hh. SA.SC.3.HPI

No	Learning Style	Score	Major	Minor	Negligible
1	VL	28		√	
2	AL	36		√	
3	KL	40	√		
4	TL	48	√		
5	IL	24			√
6	GL	36		√	

From the questionnaire given to SA.SC.3.HPI, , it can be concluded that the kinds of English learning style possessed by this student- athlete are divided into three levels; major, minor, and negligible. His major English learning style is kinaesthetic and tactile learning style; he learns best when actively participate in activities and prefer a hands-on experience. This student-athletes has difficulty or problem when using individual learning style; he difficult to understand the materials when he learn alone and he didn't like when lecturer or teacher gives an individual assignment, because he has individual negligible learning style. In minor

level, he has visual, auditory, and group learning style; he can still use these minor learning style when learn English without having any difficulty.

2. **Problem and solution faced by student- athletes at IAIN Surakarta in learning English**

The researcher got the data about problems and solutions in learning English faced by student-athletes at IAIN Surakarta after conducted interview with 34 student-athletes at IAIN Surakarta. The researcher used structured interview or standardized interview. There are two questions; the first is what are the problems faced by student-athletes in learning English and the second is what are the solutions used by them to solve the problem in learning English. Here the researcher displays the data in a table:

Table 4.1

Finding of The Problems and Solutions Faced by

Student-athletes at IAIN Surakarta in learning English

No	Name code	Problem	Solution
1	SA.B.7.KPI	Lack of vocabulary	Learning with other friends
2	SA.B.9.BKI	Grammar and lack of vocabulary	Reading English textbook and try to memorize new vocabulary
3	SA.B.5.HKI	Grammar	Learning with other friends and reading English textbooks

Continue...

No	Name code	Problem	Solution
4	SA.B.5.PBS	Listening comprehension	Listening English video, English song or watching English movie
5	SA.B.3.HES	Listening comprehension	Listening English video, English song or watching English movie
6	SA.B.3.HKI	Grammar	Reading English textbooks
7	SA.TT.7.HES	Listening Comprehension	Listening English video and English song
8	SA.TT.3.KPI	Lack of vocabulary and grammar	Try to memorize new vocabulary and learning with other friends
9	SA.VB.9.PBS	Lack of vocabulary	Reading English textbook and English article
10	SA.VB.9.MBS	Listening Comprehension	Listening English video
11	SA.VB.3.AKS	Lack of vocabulary	Reading English books and try to memorize new vocabulary
12	SA.VB.3.MBS	Listening Comprehension	Listening English video, English song or watching English movie
13	SA.VB.5.HES	Lack of vocabulary	Try to memorize new vocabulary

Continue...

No	Name code	Problem	Solution
14	SA.VB.7.HPI	Grammar	Learning with other friends
15	SA.VB.9.PAI	Lack of vocabulary	Try to memorize new vocabulary
16	SA.VB.5.BKI	Listening comprehension	Listening English video, English song or watching English movie
17	SA.VB.5.PBS	Listening comprehension	Listening English video or English song
18	SA.VB.5.KPI	Lack of vocabulary	Reading English books
19	SA.VB.3.HKI	Lack of vocabulary and grammar	Reading English textbooks
20	SA.VB.7.HES	Lack of vocabulary	Reading English books
21	SA.F.7.BKI	Lack of vocabulary	Reading English books
22	SA.F.9.BKI	Grammar and lack of vocabulary	Learning with other friends and try to memorize new vocabulary
23	SA.F.5.PBS	Grammar	Reading English textbooks
24	SA.F.9.BKI	Listening comprehension	Listening English video, English song or watching English movie

Continue...

No	Name code	Problem	Solution
25	SA.F.9.PBS	Lack of vocabulary	Listening English song and try to memorize new vocabulary
26	SA.F.7.BKI	Lack of vocabulary	Watching English movie
27	SA.C.7.PAI	Grammar	Reading English textbooks
28	SA.C.5.HKI	Lack of vocabulary	Reading English books
29	SA.C.5.PBS	Grammar	Reading English textbooks
30	SA.C.9.PAI	Grammar and lack of vocabulary	Learning with other friends and try to memorize new vocabulary
31	SA.PS.3.MBS	Listening comprehension	Listening English song
32	SA.PS.3.HES	Grammar	Learning with other friends
33	SA.SC.9.HES	Listening comprehension	Listening English video, English song or watching English movie
34	SA.SC.3.HPI	Lack of vocabulary	Try to memorize new vocabulary

From the table 4.1 about the problems and solutions faced by student-athletes at IAIN Surakarta above, the main problems faced by student-athletes in learning English are grammar, lack of vocabulary, and listening

comprehension. While to solve these problems student-athletes usually learning with other friends, reading English book or English material, try to memorize vocabulary, and listening English song or watching English movie**.**

B. Discussion

    In the research finding, the researcher displays the data about English learning style of student- athletes at IAIN Surakarta also the problem faced by student- athletes in learning English and the ways to solve the problem. In this discussion session, the researcher tried to discuss the research finding based on the following explanation:

1. English learning style of student- athletes at IAIN Surakarta

    Related to the research finding in English Learning style of student-athletes, here the researcher discuss the English learning style of student-athletes at IAIN Surakarta:

a. Negligible level of English learning style of student-athletes at IAIN Surakarta

Figure 4.1 Negligible English Learning Style of Student-athletes at IAIN Surakarta
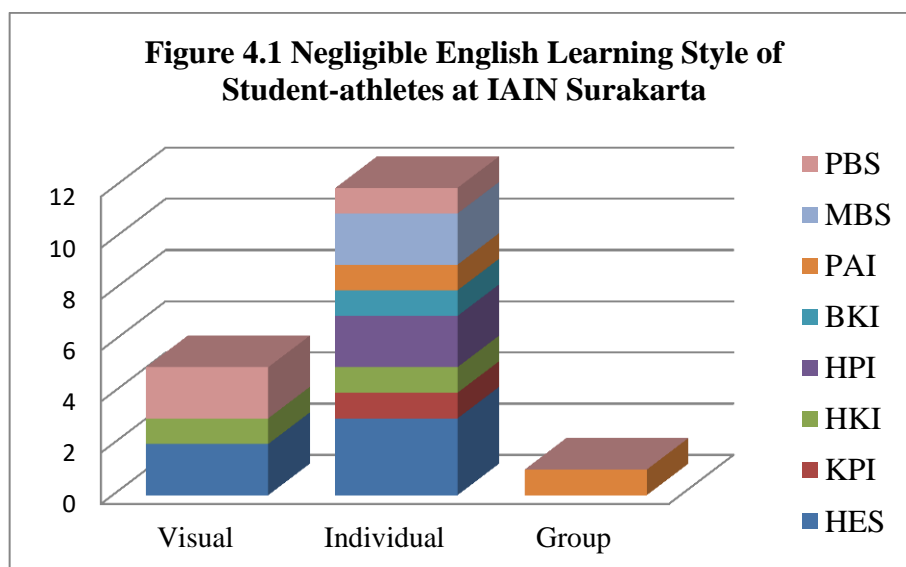
Figure 4.1 show that there are three kinds learning style in negligible level; there are visual negligible learning style, individual negligible learning style and group negligible learning style. Negligible level shows the areas in which students may have trouble or difficulty in learning when using learning style in this level. Individual negligible learning style become the most owned by student-athletes at IAIN Surakarta; there are 12 student-athletes have this learning style, there are three students from HES, one student from HKI, one student from KPI, two student from HPI, one students from BKI, one student from PAI, two students from MBS and one student from PBS department. Individual negligible learners face difficulties when they work alone. They cannot think well and understand material when they study alone. These learners also did not like when teacher gives an individual written assignments.

The second negligible English learning style is visual negligible learning style. There are 5 student-athletes have this learning style; two students from HES, one student from HKI and two students from PBS department. Student with visual negligible learning style face difficulty when they should learn materials from seeing words in books, on the chalkboard or in workbooks, they faced difficulty when the information or material is provided through visual channel.

The third negligible English learning style of student-athletes at IAIN Surakarta is group negligible learning style; there is one student-athlete from KPI department has this learning style. Learner with group negligible

learning style has problem in the group interaction and class work with other students, and he or she face difficulties when working on group projects. While for auditory, kinaesthetic, tactile, and group learning style, no one of student-athletes at IAIN Surakarta have these learning styles on negligible level. It means that student-athletes at IAIN Surakarta didn't have difficulties when using auditory learning style, kinaesthetic learning style and tactile learning style.

b. **Minor level of English learning style of student-athletes at IAIN Surakarta**

Figure 4.2 Minor English Learning Style of Student-athletes at IAIN Surakarta
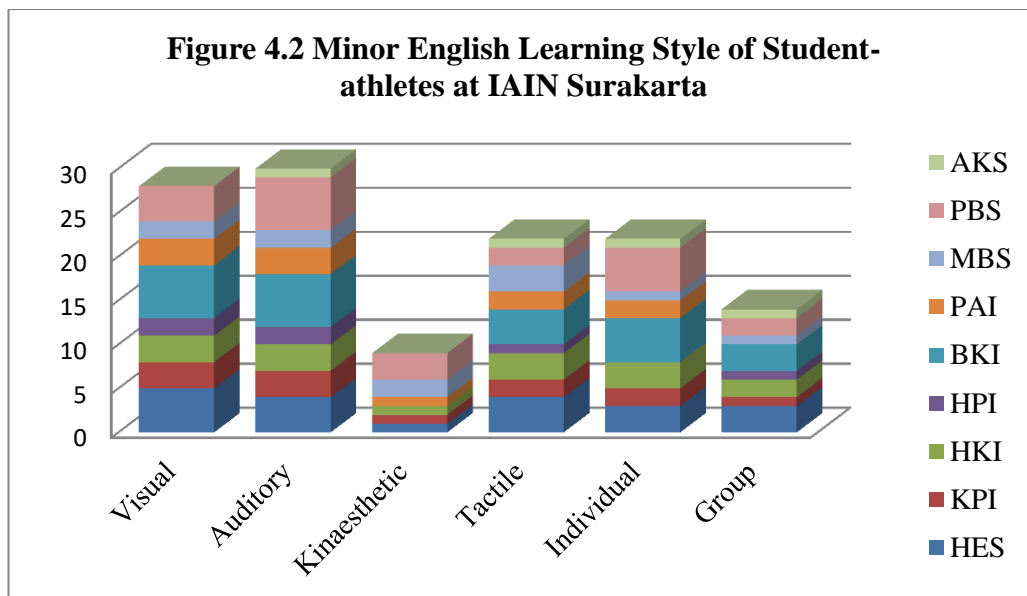
Figure 4.2 show the kinds of English learning style of student-athletes at IAIN Surakarta in the minor level. Auditory minor learning style is the most owned by student-athletes; there are 30 student-athletes have auditory minor learning style; four students from HES, three students from KPI, three students from HKI, two students from HPI, six students from BKI, three students from PAI, two students from MBS, six students from PBS and one

student from AKS department. After auditory minor learning style, there is visual minor learning style; there are 29 student-athletes have visual minor learning style, these visual minor learners consist of five students from HES, three students from KPI, three students from HKI, two students from HPI, six students from BKI, three students from PAI, two students from MBS and four students from PBS department. Tactile minor and individual minor learning style is owned by 22 student-athletes at IAIN Surakarta. Tactile minor learner consist of two students from KPI, four students from BKI, three students from HKI, two students from PBS, four students from HES, three students from MBS, one student from AKS, one student from HPI and two students from PAI. Individual learners consist of two students from KPI, five students from BKI, three students from HKI, five students from PBS, three students from HES, two students from PAI, one student from MBS and AKS. Group minor learning style is owned by 14 student-athletes consisted three students from HES, one student from KPI, two students from HKI, one student from HPI, three students from BKI, one student from MBS, two students from PBS and one student from AKS department.

The least minor learning style that owned by student-athletes at IAIN Surakarta is kinaesthetic minor learning style; there are 8 student-athletes have this learning style. These kinaesthetic minor learners are one student from KPI, one student from HKI, one student from HES, one student from PAI, three students from PBS and two students from MBS department. From the kinds of minor English learning style of student-athletes at IAIN

Surakarta, it can be concluded that student-athletes at IAIN Surakarta can still use visual learning style, auditory learning style, kinaesthetic learning style, tactile learning style, individual learning style and group learning style. Even though student-athletes at IAIN Surakarta can still use their minor learning style, but minor learning style is not their natural or dominant learning style.

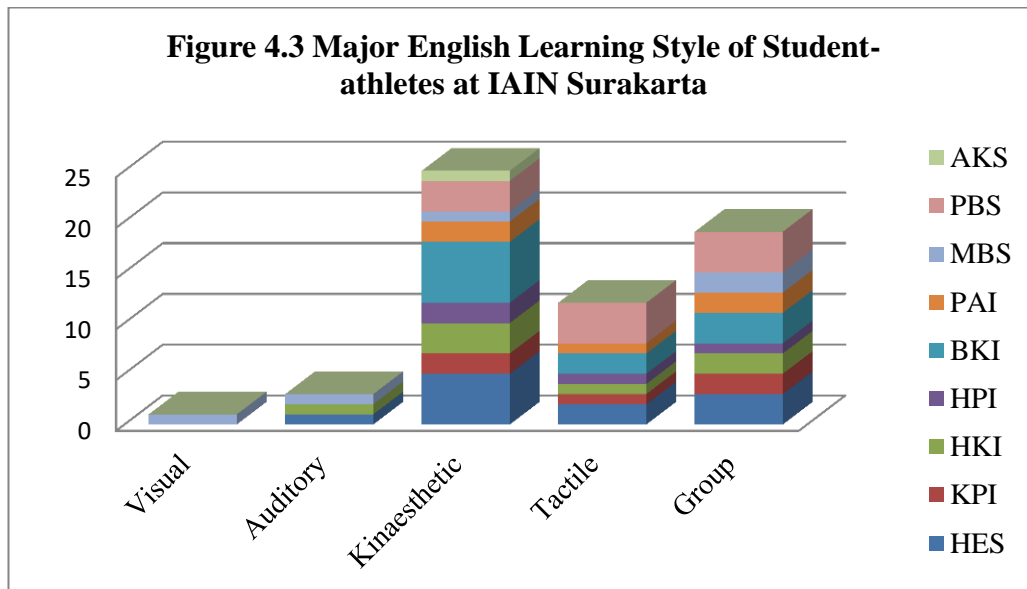c. **Major level of English learning style of student-athletes at IAIN Surakarta**

Figure 4.3 Major English Learning Style of Student-athletes at IAIN Surakarta

Figure 4.3 show the major level of English learning style of student-athletes at IAIN Surakarta. Major level is the natural and dominant learning style. The data above revealed that the most of the student- athletes at IAIN Surakarta have kinaesthetic major learning style. Kinaesthetic learning style has the highest score that is 25 student-athletes at IAIN Surakarta have kinaesthetic major learning style. Kinaesthetic major learners consist of two

students from KPI, three students from HKI, three students from PBS, five students from HES, one student from MBS, one student from AKS, two students from HPI, two students from PAI and six students from BKI department. After kinaesthetic learning style, there is group major learning style, there are 19 student-athletes have group major learning style; two students from KPI, two students from HKI, three students from BKI, four students from PBS, three students from HES, two students from MBS, two students from PAI and one student form HPI.

For tactile major learning style, there are 12 student-athletes have this learning style. These tactile major learners consist of two students from BKI, four students from PBS, two students from HES, one student from HKI, one student from PAI, one student from KPI and one student from HPI department. While for visual major learning style and auditory major learning style have only a small score; three student-athletes from HKI, HES and MBS are have auditory major learning style and only one student-athlete from MBS department has visual learning style. Based on the six kinds of learning style from Reid's perceptual learning style preferences theory, the individual learning style is the kind of learning style that none of student- athletes at IAIN Surakarta have this learning style as the major learning style.

The top three of major English learning style of student-athletes at IAIN Surakart is kinaesthetic, group and tactile learning style. Kinaesthetic major learners learn best by being physically involved in classroom

experiences, they remember information well when they actively participate in activities and role-playing in the classroom. While group major learner learn more easily when they study with at least one other student. They tend to be more successful when they work cooperatively with others. Tactile learners learn best when they have the opportunity to do "hands-on" experiences with new materials. Writing notes or instructions can help them remember information better. They enjoy making posters or collages. If the student-athletes are able to explore and choose an appropriate strategies and method according to their major English learning styles; they will easier to understand and remember the English materials.

From the figure 4.3 above, the researcher discovers that there is a relationship between intelligence and learning styles. Although multiple intelligences and learning style are different theory; Intelligence is a set of abilities, talents, or mental skill, while learning style is the learner's preference ways in learning. Learning styles can be used to explain the "input" of information intake, whereas multiple intelligences can be understood as the "output" function of learning. But, the researcher's finding in this study shows there is positive relationship between intelligence and learning style. Bodily- kinaesthetic intelligence people usually use their body to express themselves and excellent physical coordination; this characteristics of bodily- kinaesthetic intelligence have an effect on student-athletes' English learning style. The result of this study shows that students with bodily- kinaesthetic intelligence at IAIN Surakarta

mostly have kinaesthetic major learning style. The other characteristic of bodily-kinaesthetic intelligence is potential of using part of body in mastering problems or creating products; this characteristic also appear in English learning style of student-athletes at IAIN Surakarta because the tactile major learning style is on the third position in major English learning style.

From the finding of major English learning style above, it's also revealed that sport team activity has an impact toward student-athletes' learning style. The second major English learning style of student-athletes at IAIN Surakarta is group learning style; student-athletes easy to understand the materials when they work cooperatively with others than study alone. Group major learning style that owned by student-athletes is an effect from the sport team activity. Participation in a sport team provides a sense of belonging and being part of a team or group. Athletes always understand that team goal is more important than the individual need; when individuals participate in a sport team they learn more about one another. In a team sport activity, athletes work together, share time and other resources, take turns to play and learn to cope with success and failure in a competition. Athletes always have a serious commitment with their team and also with their coach. Moreover this sport team culture not only has an impact on learning style; but also on a workplace. Based on the study conducted by Standard Chartered Bank (Sawer, 2007), it was found that employees who participate in a team sport, such as soccer or netball, are more successful

than non-participants in their work. Sawer also claims that the benefits of team sport for organisations are that sport participants are more successful in their work because they have higher energy levels, are more motivated and it improves relationships between colleagues.

d. Study tips of major learning style

Elder (2008) states that after the students knowing about their learning style, the important thing is to experiment to find out what works for their learning. By focusing study efforts on the dominant or strong learning style, students will learn the material more quickly and have an easier time to remember it. Especially for a college student, it's a great thing when student can take control of how he or she learns best; because understanding own learning style can make the study more efficient. Elder also gives some study tips for each kinds of learning style:

a. Visual major learner

Sit near the front of the class so that you can see well and take advantage of any visual aids used in class. This will also enable you to see the professor's face and body language. It will cut down on other visual distractions and help you stay focused. Before you read an assignment, preview it; turn through it and look at any visual aids or organizers (illustrations, graphs, diagrams; the sizes of headings and subheadings; special print such as bold, colour, or italics).Try writing the word with different spellings in order to see which spelling "looks right". You can ask the lecturer to use textbooks, give hand outs; present information in

PowerPoint presentations, use overhead projectors, show films, or write notes on the board. When learning a new vocabulary word, visualize the word.

b. Auditory major learner

Sit near the front of the class so that you can hear well. Whenever possible, write out information in your own words. Then read it aloud. Repeat important information and definitions out loud. When reviewing for a test, record information in your own voice. Listen to the tape in your smartphone when you are walking, jogging, commuting, or doing household activities that do not require full concentration. When you look up a word in the dictionary, pay attention to its pronunciation; say it out loud. When learning a new vocabulary word, say it out loud. Then spell it out loud several times. See if it rhymes with a word that you know. You could even try singing the word in a song. When writing, talk to yourself. First tell yourself what you will write, say it out loud as you write it, and then read aloud what you have written.

c. Kinaesthetic major learner

Kinaesthetic learner often has a hard time to sitting for long periods of time; take frequent breaks in study periods only 5-10 minutes. Stand up, stretch, run in place for a few minutes, etc. Gesture as you are reading or saying material you are trying to learn. Combine an activity with studying. Create a game or act out concepts you need to remember. Try standing up when you are reading. Memorize or drill while walking,

jogging or exercising. Try to study through practical experiences, such as roleplaying or playing drama.

d. Tactile major learner

Write down important information or draw mind mapping when you are reading or in lecture; your note should be personal to you. So if you like a lot of colour you can use different pens or highlighters in your note taking. The motion of writing it is the important aspect. Keyboarding (typing) may also work for you. Mark your textbooks since this is one form of physical involvement. Underline, annotate, etc. Use your index finger to write difficult-to-spell words and important terms in the air or on a table top. You can also trace the letters with your finger.

e. Group major learner

Find a study buddy. Team up with a study group or a reliable study partner; so you can talk with your friends about new information or material. Don't make the group too big; make a group consist of three or four students. You can teach others about materials that you understand and learn from your other friends about materials you don't understand. Discuss assignment from lecturer with your friends.

f. Individual major learner

Individual learners tend to be quite aware of themselves and their inner working. There are some study tips for individual learners, study alone in a comfortable yet quite environment, set goals for yourself and monitor your progress regularly, reflect on what you have learned, and think

through new material, create a connection between new material and material you already know.

2. **The problem and solution faced by student- athletes at IAIN Surakarta in learning English**

   a. **Problem faced by student- athletes in learning English**

   Figure 4.4 Problem faced by student- athletes
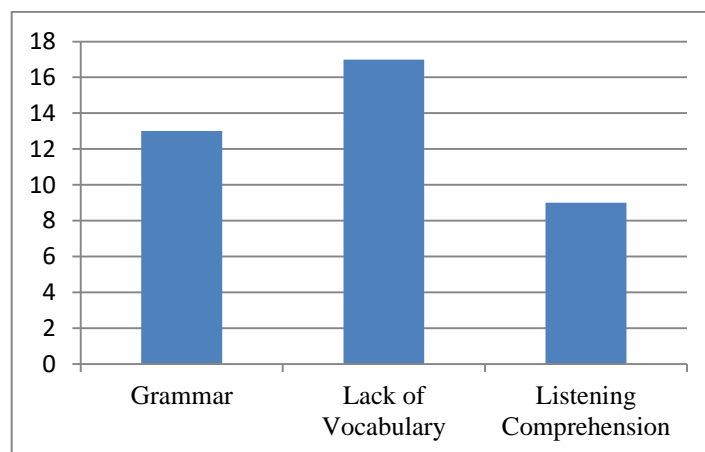
   in learning English

   Figure 4.4 show there are three problems faced by student- athletes at IAIN Surakarta in learning English. Lack of vocabulary is become the problem that most of student- athletes face in learning English. In learning English, vocabulary is a basic for how learners speak, listen, read, and also write. Wilkins (1972: 111) writes that "without vocabulary nothing can be conveyed". Vocabulary is central of English teaching learning process because without vocabulary student cannot understand others or express their own ideas; so vocabulary become very important thing in English learning. Vocabulary is one of the language elements consider necessary for language mastery. Learning

new words is not an instantaneous process, it is absorbed slowly overtime, and students should learn and memorize new vocabulary every day.

The second position of problem faced by student- athletes at IAIN Surakarta in learning English is grammar. Grammar becomes an important part in English learning. Haussamen (2003: xi) states that grammar is a key to understanding language people speaks. When learning grammar, an individual can talk about language and understand what makes paragraph and sentences. Learners tend to focus on grammar to make a good writing and also good speech. Usually some people think that when they speak English in daily life, they can ignore about the grammar rules. This assumption is certainly not true, because grammar is a foundation for communication. When the message is delivering with correct grammar, it is actually easier to understand the meaning and purpose of the message. So that grammar still becomes very important thing when learn English.

The third problem faced by student- athletes is listening comprehension, Goss (1982) said that in listening comprehension listeners try to construct a meaning when they get the information from the listening source. The students face difficulty in listening comprehension because of the speaker speaks too fast, so that they cannot understand the information from the speaker. The problem in

listening comprehension may also is the effect from lack of vocabulary;

so they cannot understand what the speaker says.

b. Solution used by student-athletes at IAIN Surakarta to solve the problem in learning English

      Based on the research finding, the researcher found five solutions

that student- athletes use to solve their problem in learning English,

figure 4.5 below, show the solutions used by student-athletes when they

face problem in learning English materials:

Figure 4.5 Solutions Used by Student- Athletes to Solve

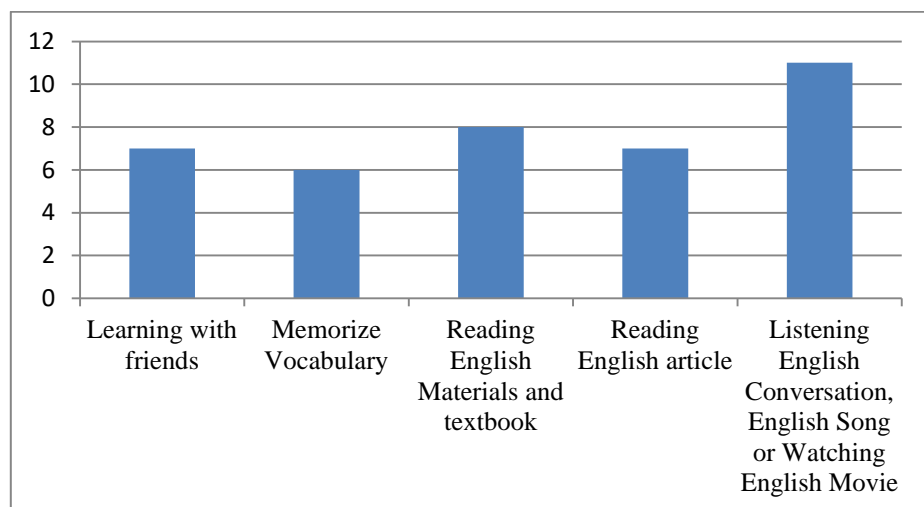**The Problems in Learning English**

Figure 4.5 show that student- athletes at IAIN Surakarta usually used

five ways to solve their problems in learning English, there are learning

with other friends, memorize vocabulary, reading English material and

textbook, reading English article and listening English conversation,

English song or watching English movie. To solve the problem in

grammar, student- athletes usually learn with other friends who more

mastery about grammar, or improving the frequency in learning English grammar and read English textbook. So that, they can more understand about grammar. For the lack of vocabulary, student- athletes solve this problem with try to memorize new vocabulary. They also read English article to improve their vocabulary. To solve the problem in listening comprehension, student- athletes at IAIN Surakarta usually listen to English conversation, English songs, or English movie.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion written in the previous chapter, in this sub-chapter the researcher presents the conclusion of the research:

1. The kinds of English learning style of student-athletes at IAIN Surakarta

After did the research to 34 student-athletes at IAIN Surakarta, the researcher found that the kinds of English learning style of student- athletes at IAIN Surakarta divided into three levels; there are major, minor, and negligible. Major learning style is the natural learning style and it is the dominant or strong learning style. Minor learning style is modest, but still function. On the other hand, negligible learning styles show the areas in which students may have trouble in learning. In negligible level there are three kinds English learning style owned by student-athletes at IAIN Surakarta; these are individual negligible learning style, visual negligible learning style, and group negligible learning style. In minor level there are six kinds of English learning style owned by student-athletes at IAIN Surakarta; these are visual minor, auditory minor, kinaesthetic minor, tactile minor, individual minor and group minor learning style.

In major level, there are five kinds of English learning style of student-athletes at IAIN Surakarta; visual major learning style, auditory major learning style, kinaesthetic major learning style, tactile major learning style, and group major learning style. From five kinds of major English learning style, the top three of major English learning style of student-athletes at IAIN Surakarta is kinaesthetic major learning style, group major learning style and tactile major learning style. From this finding, the researcher also discovers that the bodily-kinaesthetic intelligence have a relationship with English learning style of student-athletes. It is proved from the kinds of major English learning style of student- athletes at IAIN Surakarta; they preferred using kinaesthetic and tactile learning style. Sport team activity also has an effect on the English learning style of student-athletes; because the group learning style is the second learning style preferred by student-athletes.

2. **Problem and solution in learning English faced by student-athletes at IAIN Surakarta**

There are three problems faced by student- athletes at IAIN Surakarta in learning English; grammar, lack of vocabulary, and listening comprehension. Lack of vocabulary becomes the problem that most student-athletes face in learning English. Grammar is the second problem faced by student- athletes in learning English. The third position is listening comprehension. To solve these problems in learning English, student-athletes at IAIN Surakarta usually using five ways; there are learning with

other friends, try to memorize new vocabulary, reading English textbook, listening English video, English song or watching English movie.

B. Suggestion

Based on the study on English learning style of student- athletes at IAIN Surakarta and the problem and solution faced by student- athletes in learning English, the researcher would like to give several suggestions for:

1. Lecturer

By knowing about learning style of the students, the researcher suggests the lecturers may consider the difference of students' learning style when designing a lesson plan, during their teaching, and when assessing individual students; because every student has their preference ways in learning.

2. Student-athletes

For student- athletes at IAIN Surakarta the researcher suggest that they should more recognize their own learning style and try to find the best ways to be easy in learning English. If they can find out their major learning style and what are the best ways in learning, it will make their learning easier and more effective and also help them to become an effective problem solver. Student- athletes also should be able to balance their academic and sport commitment; because academic and sport are important for them.

3. Institution

For all of educational institutions, the researcher suggests to consider students' learning style to minimize the students' gap and maximize their

potential. Especially for Language Development Centre IAIN Surakarta; in practicum activity, tutor can deliver the material using different method and strategies based on the difference learning style of each student. The researcher hopes that student-athletes that have not yet passed TOSE program can get more attention; student-athletes are different from general student, because of this difference they need to get special attention also. So, all of student-athletes can pass the TOSE program. For IAIN Surakarta the researcher hopes that this institution can gives better attention for student-athletes; starts from recruitment, coaching and scholarship so they can get a good achievement in sport field and academic. It because student-athletes have an important role in accreditation of institution and also department; in third standard, student-athletes have two contributions there is student achievement and alumni participation in supporting the development of institute and department.

4. Other Researcher

   This research is limited in find out the English learning style of student-athletes and the problem and solution faced by them in learning English, the researcher hopes the next researcher can design learning strategies that appropriate and effective for student-athletes; and the researcher hopes that the result of this research can be used as reference to conduct further research related to this study.

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APPENDICES

Transcript of Interview; between the Researcher with Mr. Wildan Mahir Muttaqin, MA.TESL as the English Division at Language Development Centre IAIN Surakarta

Date   : Friday, 20 December 2018

Time   : 13.00-13.30 WIB

Interviwee   : Mr. Wildan Mahir Muttaqin, MA.TESL

Place   : Language Center Development at IAIN Surakara

Researcher   : *Selamat siang pak, sebelumnya perkenalkan saya Cintia Isni Mufidah mahasiswa Pendidikan Bahasa Inggris ingin menanyakan beberapa pertanyaan terkait TOSE program di IAIN Surakarta pak. Baik pak, apa itu TOSE program pak?*

Mr. Wildan   : *Oke, jadi TOSE itu adalah Test of Standart English di IAIN Surakarta. Sebagaimana tertuang dalam keputusan Rektor No. 254 th. 2018 bahwa TOSE ini wajib ditempuh oleh seluruh mahasiswa di IAIN Surakarta karena nanti sertifikat TOSE ini digunakan sebagai salah satu syarat mengikuti ujian skripsi atau munaqosah.*

Researcher   : *Untuk standart atau indikator untuk menentukan kelulusan TOSE ini bagaimana pak?*

Mr. Wildan : *Untuk standarisasi yang kita gunakan itu sudah sesuai dengan surat keputusan rektor SK. No. . Jadi untuk menentukan kelulusan ada passing grade atau batas minimum kelulusan yang mana mahasiswa harus mampu mencapai score tersebut. Dan standart ini disesuaikan dengan jurusan, yaitu mahasiswa dari jurusan bahasa inggris dan non bahasa inggris berbeda untuk nilai kelulusannya. Kemudian standard kelulusan mengacu pada standard penilaian TOEFL, karena sejauh ini kita belum menerapkan/ membuat standard penilaian dengan range khusus karena jika membuat standard penilaian khusus, dikhawatirkan tidak diterima oleh fakultas ataupun institusi diluar kampus IAIN Surakarta.*

Researcher : *Kalau untuk pembuatan soal TOSE bagaimana proses atau tahapannya pak?*

Mr. Wildan : *Pembuatan soal kita lakukan di FGD (Forum Group Discussion) tim ini terdiri dari beberapa tutor pilihan dan tim akademik dari P2B. Pembuatan dan pemilihan soal disesuaikan dengan format atau format soal itu disamakan dengan TOEFL; tapi soalnya berbeda. Dalam TOSE ini mencakup materi listening comprehension, reading, dan structure.*

Researcher : *Untuk verifikasi soal dilakukan oleh siapa pak?*

Mr. Wildan : *Verifikasi soal TOSE dilakukan oleh tim akademik dari P2B.*

Researcher : *Sebelum mahasiswa melaksanakan TOSE apakah ada try out terlebih dahulu?*

Mr. Wildan : *Ya, kalau di TOSE program ini ada praktikum atau preparation, di sini ada pembinaan dalam mempersiapkan TOSE. Kegiatan ini dilakukan sejak semester 1 dan lanjut ke semester 2. Di semester satu, kita berikan materi listening dan juga ada sedikit speaking. Dan pada semester dua, diberikan materi reading dan structure. Ujian TOSE dilakukan pada akhir semester dua. Jika mahasiswa sudah mencapai nilai minimum yang sudah ditetapkan, berarti dia sudah dinyatakan lulus TOSE dan tinggal menunggu sertifikat.*

Researcher : *Berarti untuk kelulusan TOSE ini hanya dari nilai yang diperoleh dari test pak?*

Mr. Wildan : *Iya, tutor disini hanya mengadakan simulasi TOSE, membahas contoh soal-soal tapi tutor tidak dapat memberikan nilai tambahan. Jadi penentu kelulusan hanya ditentukan oleh nilai test mahasiswa.*

Researcher : *Untuk pertanyaan terakhir, bagaimana tanggapan bapak sebagi perwakilan devisi TOSE di P2B IAIN Surakarta mengenai banyaknya siswa yang aktif dibidang olahraga yang masih belum lulus TOSE?*

Mr. Wildan : *Faktor yang menyebabkan siswa tidak dapat lulus TOSE ada dua; yang pertama tidak mengikuti praktikum. Karena TOSE program*

ini mewajibkan mahasiswa mengikuti kegiatan praktikum minimal 80%. Kalau kurang dari itu tidak diijinkan mengikuti TOSE di semester dua, tapi mereka masih mendapat hak untuk mengikuti test TOSE pada tahun berikutnya. Kemudian faktor kedua karena kurangnya persiapan untuk mengerjakan TOSE. Kalau hanya mengandalkan pertemuan dengan tutor, ini masih sangat kurang karena pertemuan hanya sekali seminggu. Jadi mahasiswa memang harus banyak-banyak belajar secara mandiri. Harus belajar lebih giat lagi untuk mempersiapkan test of standard English ini.

Researcher : *Baik pak, sudah cukup. Terima kasih atas waktunya pak.*

Mr. Wildan : *Baik, sama-sama.*

Transcript of Interview; between the Researcher with student-athletes at

IAIN Surakarta

Date   : Monday- Friday, 5-9 November 2018

Time   : 15.00-17.30 WIB

Interviwees : Student-athletes at IAIN Surakarta

Place   : Student Centre and Sport Dome

1. SA.B.7.KPI

Researcher   *:Selamat sore mas, maaf mengganggu latiannya. Saya mau menanyakan beberapa pertanyaan tentang test TOSE.*

Infromant   *: Iya mbak, silahkan.*

Researcher   *:Menurut mas, apa sih kesulitan belajar bahasa inggris, terutama untuk ujian TOSE?*

Informant   *:Kesulitannya karena kan bahasa inggris itu bahasa asing yaa mbak, jadi banyak kalimat dalam bahasa Inggris yang saya tidak pahami karena tidak tau artinya. Jadi dalam mengerjakan soal-soal itu bingung maksudnya gimana gitu mbak.*

Researcher	:*Terus, cara mengatasi masalah tentang kosa-kata itu bagaimana mas?*
Informant	:*Saya biasanya belajar mengerjakan soal-soal bareng teman-teman gitu mbak.*

2. SA.B.9.BKI

Researcher	:*Selamat sore, maaf mengganggu waktunya sebentar yaa. Saya mau menanyakan beberapa pertanyaan tentang test TOSE.*
Infromant	: *Sore, iya tidak apa-apa.*
Researcher	:*Menurutmu apa sih kesulitan belajar bahasa inggris, terutama untuk ujian TOSE?*
Informant	:*Aku kalo belajar TOSE itu kesulitannya pas di bagian ngisi kalimat rumpang itu lho mbak, soale nggak hafal rumus-rumus bahasa inggris terus juga nggak tau mana kata kerja satu, dua, tiga gitu mbak.*
Researcher	:*Terus, cara mengatasi masalah itu bagaimana mas?*
Informant	:*Yaa biasanya tak suruh ngajarin temenku yang pinter bahasa inggris mbak, jadi belajar bareng-bareng gitu.*

3. SA.B.5.HKI

Researcher	:Selamat sore nis, mau interview sebentar boleh?
Infromant	: *Sore mbak, iya silahkan.*

Researcher	:*Kalo menurutmu kesulitan belajar bahasa inggris, terutama untuk ujian TOSE itu apa sih nis?*
Informant	:*Paling susah itu kalau belajar tentang grammar atau structure itu lho mbak.*
Researcher	:*Terus, cara mengatasi masalah itu bagaimana nis?*
Informant	:*Paling cara mengatasinya aku biasanya sering baca-baca artikel atau bacaan yang berbahasa Inggris gitu, soalnya kan bisa belajar grammar yang benar itu gimana, gitu mbak.*

4. SA.B.5.PBS

Researcher	:*Selamat sore dek, mau tanya-tanya tentang test TOSE sebentar boleh?*
Infromant	: *Sore, iya mbak silahkan.*
Researcher	:*Menurutmu kesulitan belajar bahasa inggris apa sih dek? terutama untuk ujian TOSE.*
Informant	: *Kalo menurutku kesulitannya di bagian Listeningnya mbak, soale kecepetan bicarane mbak.*
Researcher	:*Terus, cara mengatasi masalah listening itu bagaimana dek?*
Informant	:*Mengatasinya kadang aku mendengarkan lagu bahasa Inggris atau conversation film bahasa Inggris gitu mbak, biar melatih telingaku terbiasa sama bahasa Inggris.*

5. SA.B.3.HES

Researcher : *Selamat sore dek, mau minta waktunya sebentar buat wawancara ya dek.*

Infromant : *Sore, iya mbak.*

Researcher : *Kesulitan atau masalah apa sih dek yang kamu hadapi ketika belajar bahasa inggris? terutama untuk ujian TOSE.*

Informant : *Aku agak susah mbak kalo soal-soal Listening soale terlalu cepet orang yang ngomong, kan kita kemampuannya belum sampai segitu, aku dulu pas ujian TOSE pas bagian listening hanya beberapa yang bisa tak jawab mbak, mungkin cuman 30% yang kejawab; yang 70% nggak tau.*

Researcher : *Terus, cara mengatasi masalah listening itu bagaimana dek?*

Informant : *Cara mengatasinya sering-sering aja lihat film yang berbahasa Inggris kan itu percakapan bahasa Inggris, semua percakapannya juga ada artinya. Jadi kata per kata atau per kalimat bisa dipelajari gitu mbak biar terbiasa mendengarkan pengucapan orang yang berbahasa Inggris. Sering-sering mendengar bahasa Inggris pokoknya mbak, dan pastinya juga harus kita pelajari juga.*

6. SA.B.3.HKI

Researcher : *Selamat sore dek, mau tanya-tanya tentang test TOSE sebentar boleh yaa dek?*

Infromant : *Iya mbak, boleh.*

Researcher : *Menurutmu kesulitan belajar bahasa inggris apa sih dek? terutama untuk ujian TOSE.*

Informant : *Kesulitannya dalam belajar TOSE untuk saya terletak pada grammarnya mbak, kan itu rumus-rumusnya banyak banget kan mbak; jadi agak susah menghafalnya.*

Researcher : *Terus, cara mengatasi masalah itu bagaimana dek?*

Informant : *Untuk mengatasinya saya belajar memahami rumus-rumus grammar bahasa Inggris pelan-pelan dan juga sering latihan soal-soal gitu mbak.*

7. SA.TT.7.HES

Researcher : *Selamat sore, maaf mengganggu latihannya. Mau tanya-tanya sedikit boleh?*

Infromant : *Sore juga mbak, iya boleh mbak.*

Researcher : *Menurutmu kesulitan belajar bahasa inggris apa sih? terutama untuk ujian TOSE.*

Informant : *Pengucapannya pas soal-soal listening mbak, kadang percakapannya cepet banget. Terus sama hafalan kata-kata bahasa Inggrisku juga kurang mbak.*

Researcher	:*Terus, cara mengatasi masalah itu bagaimana?*
Informant	:*Cara mengatasinya aku sering mendengarkan musik-musik bahasa Inggris terus cari tau artinya kata perkata gitu mbak.*

8. SA.TT.3.KPI

Researcher	:*Selamat sore, maaf mengganggu waktunya sebentar.*
Infromant	: *Sore juga mbak, iya silahkan.*
Researcher	:*Menurutmu kesulitan belajar bahasa inggris apa sih? terutama untuk ujian TOSE.*
Informant	: *Kalo untuk TOSE menurutku yang paling susah itu belajar grammarnya mbak, sama banyak kata-kata yang aku nggak tau artinya.*
Researcher	:*Terus, cara mengatasi masalah itu bagaimana?*
Informant	:*Cara mengatasinya aku biasanya minta diajarin sama temen yang pinter bahasa Inggris gitu mbak.*

9. SA.VB.9.PBS

Researcher	:*Selamat sore, maaf mengganggu waktunya sebentar mau tanya-tanya tentang test TOSE boleh yaa.*
Infromant	: *Sore juga mbak, iya silahkan.*
Researcher	:*Kalo menurutmu kesulitan belajar bahasa inggris apa sih? terutama untuk ujian TOSE.*

Informant	: *Kalo menurutku kesulitannya itu karena nggak tau artinya mbak. Karena kan bahasa asing jadi banyak kata-kata yang tidak tau artinya.*
Researcher	:*Terus, cara mengatasi masalah itu bagaimana?*
Informant	:*Sering baca-baca bacaan bahasa Inggris gitu sih mbak, terus kata-kata yang tidak tahu, dicari di kamus.*

10. SA.VB.9.MBS

Researcher	:*Selamat sore, maaf mengganggu waktunya sebentar. Mau wawancara tentang test TOSE.*
Infromant	: *Sore mbak, iya silahkan.*
Researcher	:*Kalo menurutmu kesulitan belajar bahasa inggris apa sih? terutama untuk ujian TOSE.*
Informant	: *Kesulitannya itu pas bagian listening mbak, ngomongnya itu cepet banget. Jadi nggak tau maksudnya apa gitu.*
Researcher	:*Terus, cara mengatasi masalah itu bagaimana?*
Informant	: *Kadang aku ndengerin percakapan-percakapan bahasa Inggris lewat film-film bahasa Inggris gitu mbak.*

11. SA.VB.3.AKS

Researcher	:*Selamat sore dek, mau tanya-tanya tentang test TOSE sebentar boleh?*
Infromant	: *Sore, iya mbak silahkan.*

Researcher   :*Menurutmu kesulitan belajar bahasa inggris apa sih dek? terutama untuk ujian TOSE.*

Informant   : *Kalo menurutku kesulitannya itu karena nggak tau artinya sih mbak, jadi memahami kalimat bahasa Inggris dan soal-soal itu susah.*

Researcher   :*Terus, cara mengatasi masalah itu bagaimana dek?*

Informant   : *Mengatasinya sering-sering baca bacaan bahasa Inggris mbak, trus dihafalin sedikit-sedikit gitu.*

12. SA.VB.3.MBS

Researcher   :*Selamat sore, maaf mengganggu latiannya. Saya mau menanyakan beberapa pertanyaan tentang test TOSE.*

Infromant   : *Iya mbak, silahkan.*

Researcher   :*Menurut mas, apa sih kesulitan belajar bahasa inggris, terutama untuk ujian TOSE?*

Informant   :*Kesulitannya itu pas bagian Listeningnya itu lho mbak, tidak paham sama apa yang disampaikan oleh speaker.*

Researcher   :*Terus, cara mengatasi masalah itu bagaimana mas?*

Informant   :*Saya biasanya mendengarkan lagu-lagu atau film bahasa Inggris gitu sih mbak.*

13. SA.VB.5.HES

Researcher : *Selamat sore, mau interview sebentar boleh?*

Infromant : *Sore mbak, iya silahkan.*

Researcher : *Kalo menurutmu kesulitan belajar bahasa inggris, terutama untuk ujian TOSE itu apa sih?*

Informant : *Sulit menerjemahkan dan memahami soal dan bacaan bahasa Inggris mbak, karena tidak tau artinya.*

Researcher : *Terus, cara mengatasi masalah itu bagaimana mas?*

Informant : *Berusaha belajar kosa-kata bahasa Inggris dan mencoba menghafal sih mbak.*

14. SA.VB.7.HPI

Researcher : *Sore mas, mau minta waktunya sebentar buat wawancara boleh?*

Informant : *Iya, silahkan mbak.*

Researcher : *Kalo menurutmu kesulitan belajar bahasa inggris, terutama untuk ujian TOSE itu apa sih?*

Informant : *Kesulitannya itu pas ngerjain soal-soal structure itu mbak, kadang dipilih jawaban mana yang pas tapi nggak bisa, soalnya kalo semua di masukin cocok semua.*

Researcher : *Terus cara mengatasinya bagaimana mas?*

Informant : *Biasanya sih minta diajarin sama teman yang paham tentang structure itu mbak.*

15. SA.VB.9.PAI

Researcher : *Selamat sore, maaf mengganggu waktunya sebentar.*

Infromant : *Sore juga mbak, iya silahkan.*

Researcher : *Menurut mbak kesulitan belajar bahasa inggris apa sih? terutama untuk ujian TOSE.*

Informant : *Kalo untuk TOSE menurutku yang paling susah itu menghafal kata-kata bahasa Inggris sih mbak.*

Researcher : *Terus, cara mengatasi masalah itu bagaimana?*

Informant : *Saya biasanya menamai benda –benda saya dengan bahasa inggris agar mudah menghafal dan menambah kosa kata bahasa Inggris*

ENGLISH LEARNING STYLE QUESTIONNAIRE

Nama   :

Jurusan   :

Semester   :

Isilah dengan tanda (**V**) pada kolom Sangat Setuju (**SS**), Setuju (**S**), Ragu- Ragu (**R**), Tidak Setuju (**TS**) dan Sangat Tidak Setuju (**STS**).

No	Pernyataan	Jawaban				
		STS	TS	R	S	SS
1	Saya dapat belajar bahasa inggris dengan baik ketika mendengarkan penjelasan dosen secara langsung dari pada membaca buku sendiri					
2	Saat lebih suka melakukan kegiatan langsung seperti melakukan percakapan menggunakan bahasa inggris dari pada hanya belajar teori- teori					
3	Saya lebih suka belajar bahasa inggris bersama teman dari pada belajar sendirian					
4	Saya merasa senang ketika pembelajaran bahasa inggris dosen membuat kelompok- kelompok kecil untuk mendiskusikan materi					
5	Ketika mendapatkan tugas bahasa inggris saya akan mengerjakannya bersama teman- teman					
6	Ketika membaca materi bahasa inggris yang ditulis dosen di papan tulis, saya dapat memahami materi tersebut dengan baik					
7	Saya lebih mudah mengingat materi bahasa					

	inggris ketika mendengarkan penjelasan materi tersebut					
8	Saya merasa sangat bosan ketika dosen menjelaskan materi di depan kelas dan saya hanya duduk mendengarkan					
9	Saya senang ketika diminta mendengarkan percakapan bahasa inggris					
10	Saya lebih mudah mengingat materi bahasa inggris ketika membaca materi tersebut					
11	Ketika pembelajaran bahasa inggris, saya senang ketika diminta menuliskan contoh atau menulis rangkuman materi					
12	Ketika membaca materi bahasa inggris di buku, saya dapat memahaminya dengan mudah					
13	Ketika akan ulangan bahasa inggris, saya akan belajar sendiri dari pada belajar bersama teman					
14	Saat perkuliahan bahasa inggris, saya selalu mencatat informasi yang disampaikan dosen					
15	Saya senang ketika pembelajaran bahasa inggris lebih banyak melakukan praktek langsung seperti bermain peran atau drama					
16	Saya suka mencatat materi- materi bahasa inggris di buku catatan					
17	Saya lebih mudah memahami dan mengingat materi bahasa inggris dengan mudah ketika mendengarkan penjelasan dari orang lain					
18	Ketika mengerjakan tugas bahasa inggris, saya lebih suka mengerjakannya sendiri					

19	Saya lebih suka belajar bahasa inggris ketika diminta mempraktekkannya secara langsung					
20	Ketika belajar bahasa inggris saya lebih suka berdiskusi dengan teman- teman					
21	Saya selalu membuat catatan materi bahasa inggris semenarik mungkin seperti menambahkan gambar- gambar					
22	Saya tidak suka ketika dosen memberi tugas secara kelompok					
23	Dari pada mendengarkan penjelasan materi bahasa inggris dari dosen, saya lebih suka membacanya sendiri di buku					
24	Saya lebih mudah memahami dan mengingat materi bahasa inggris ketika belajar sendiri dari pada mempelajarinya bersama teman					
25	Saya dapat memahami dan mengingat materi bahasa inggris lebih banyak ketika saya membaca materi tersebut					
26	Ketika pembelajaran di kelas, saya dapat belajar lebih baik ketika mendengarkan penjelasan dari dosen atau teman					
27	Ketika pembelajaran bahasa Inggris saya sangat sulit ketika hanya diam dan duduk dalam waktu yang lama					
28	Saya mudah mengingat dan memahami materi bahasa inggris dengan menulis sendiri di buku catatan					
29	Saya sulit berkonsentrasi ketika belajar bahasa inggris dengan teman- teman, jadi saya lebih suka belajar sendiri					

30	Saya dapat memahami materi bahasa inggris dengan baik ketika belajar bersama dua teman atau lebih					