

**AN ANALYSIS OF STUDENTS LEARNING STYLE AND  
STRATEGIES IN BILINGUAL CLASS PROGRAM AT  
EIGHT GRADE STUDENTS OF MTSN 2 PONOROGO**

**THESIS**



**By:**

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**2019**

## ABSTRACT

**NURAINI.** 2019. *An Analysis of Student's Learning Style and Strategies at Eight Grade Bilingual Class of MTsN 2 Ponorogo in Academic Year 2018/2019.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo (IAIN Ponorogo). Advisor Nurul Khasanah, M.Pd.

**Key Word: Learning style, Learning strategy, and Bilingual class.**

Every student has their own learning style and strategy. Learning strategies that individual uses in the process of education are closely related to his/her learning style, while learning strategies can be learned and changed, learning styles remain stable and unchanged characteristics of person. The researcher was interested to analyze the most employed learning style and strategy in VIII D bilingual class at MTsN 2 Ponorogo.

The purpose of this research was to know the most employed students' learning style and strategies in Bilingual class of MTsN 2 Ponorogo in academic year 2018/2019. The problem of the thesis are (1) What kind of learning styles employed by the student's bilingual

class program?; (2) What kind of learning strategies employed by student's bilingual class program?; (3) What are the factors influencing students' learning style and strategies?

This research applied qualitative approach which used case study design. The techniques of collecting data were questionnaire, observation, interview, and documentation. The data were analyzed by data reduction, data display, and conclusion drawing/verification. The participants of this research were 26 students of VIII D bilingual class in MTsN 2 Ponorogo.

The result of the research showed that (1) Kinds of learning style that employed in VIII D bilingual class were visual, auditory, and kinesthetic. And the most employed learning style in this class was visual learning style. (2) Kinds of learning strategy that employed in VIII D bilingual class were metacognitive, cognitive, and socio/affective learning strategy. And the most employed learning strategy in this class was socio/affective learning strategy. (3) Factors that influencing students' learning style were arrangement of seat, lighting of the class, sound of the class, temperature of the class, and factors that influencing students' learning strategy was motivation.

## APPROVAL SHEET

This is to certifying that undergraduate degree of:

Name : NURAINI  
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Department : English Education  
Title : An Analysis of Students' Learning Style and Strategies in Bilingual Class Program at Eight Grade Students of MTsN 2 Ponorogo in Academic Year 2018/2019.

Has been approved by the advisor and is recommended for approval by the board examiners.

Advisor



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**RATIFICATION**

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Has been approved by the board of examiners on

Day : Friday  
Date : July 12<sup>th</sup>, 2019.

and has been accepted as the requirement for the degree the sarjana in English Education on

Day : Thursday  
Date : July 18<sup>th</sup>, 2019.

Ponorogo, July 18<sup>th</sup> 2019.

Certified by  
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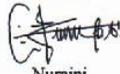
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# CHAPTER I

## INTRODUCTION

This Chapter discusses about the background of the study, research focus, statement of the problem, objectives of the study, and significances of the study. The researcher also includes organization of thesis in this chapter.

### **A. Background of the Study**

Education is a human's need. Education always changes, develops, and improves in accordance with developments in all areas of life. Changes and improvements in the field of education includes various components involved in it either the implementer of education in the field (teacher competence and quality of staff educator) education quality, curriculum tools,

facilities and infrastructure education and quality of education management including changes in methods and more innovative learning strategies. Change and improvement efforts it aims to bring the quality of education in Indonesia be better than before. Nowadays, learning is a science and an art, and yet aspects relating to how children learn, and how learning can be used in school, beyond school and in adulthood are often relegated to a less important role in education.<sup>1</sup>

Learning is something that happens quite naturally and goes by quite unnoticed in many cases. Every people has their own learning style also learning strategies, and if every people know their own, they can develop it by themselves. Learning has always been a major area of attention for many researchers interested in

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<sup>1</sup> Gavid Reid, *Learning Style and Inclusion*, (London: Paul Chapman Publishing, 2005), 3.

understanding the process of learning and its implications for educators and more recently trainers in selecting appropriate pedagogical methods in order to improve classroom instruction.<sup>2</sup> Individual differences should be taken into consideration to increase effectiveness of the learning process. In this respect each person in the learning process is different from each other in the way their characteristics. Some of these differences can have some variances such as learning strategies, learning styles, intelligence fields, also study habits.

Learning strategies are the total effort that the students need to process, understand, and adopt the information introduced in learning-teaching processes or

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<sup>2</sup> Ronald R Sims, *The Important of Learning Style*, (United States of America: An imprint of Greenwood Publishing Group, 1995), 2.

in their individual preparation. According to Chamot learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information. People need to observe that the term 'language learning strategies' refers more specifically to the process of language learning whereas learner strategies might be interpreted as techniques in the learning of any subject.<sup>3</sup> Learning strategies that individual uses in the process of education are closely related to his/her learning style, while learning strategies can be learned and changed, learning styles remain stable and unchanged characteristics of person.

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<sup>3</sup> Ernesto, Macaro. *Learning Strategies in Foreign and Second Language Classroom*. (New York: British Library Cataloguing-in-Publication Data, 2001), 17.

Rita Dunn and Kenneth Dunn states that learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information.<sup>4</sup> And the Dunns theorize that learning style is comprised of both biological and developmental characteristics that make the identical instructional environments, methods, and resources effective for some learners and ineffective for others. Most people have learning-style preferences, but individuals' preferences differ significantly. From the statements above, students have different characteristic strengths and preferences in the ways they take in and process of the information. Right now, there is a new way or effort to improve the quality of English that is

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<sup>4</sup> Rita Dunn Shirley and Shirley A Griggs, *practical approaches to using learning style in higher education*, (United States of America: Library of Congress Cataloging-in-Publication Data, 2000).

bilingual program. Bilingual program has become breakthrough, encouraging the use of English in Non English subjects.<sup>5</sup>

However, bilingual class as facility in acquiring the second language and EFL (English as Foreign Languages), many things should be done to run this program. Learning in the classroom can occur as a combination of student's personal effort to study the material which is the teacher attempts to present the material and does interaction with the students. Unfortunately, most teachers are not aware of the ways their students prefer to learn the language , or even they

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<sup>5</sup> Tugba Kafadar, *Learning Strategies and Learning Styles Used by Students in Social Studies International Journal of Academic Research*, (Turkey: Library of Congress Classification, 2013), 259.

are, they pay little attention of them.<sup>6</sup> Teachers need to discover their students preferred way of learning the language learner. Language learning success is associated with a range of factors including age, gender, motivation, intelligence, anxiety level, learning strategies and the last is learning style.<sup>7</sup>

MTsN 2 Ponorogo is the one of Favorit School in Ponorogo. This school is not classified as elite school but many parents enroll their children to this school, because in this school there are many programs that can students join in each of them. The programs are as follows: acceleration class program but now this program has change its name to PDCI stands for Peserta Didik Cerdas

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<sup>6</sup> Andi Asrifan. *Analysis of English student's learning style in bilingual class International Journal of Literature and Arts*. (South Sulawesi: Science Publishing Group, 2015), 34.

<sup>7</sup> Andi Asrifan. *Analysis of English student's learning style in bilingual class International Journal of Literature and Arts*. (South Sulawesi: Science Publishing Group, 2015), 34.

Istimewa, bilingual class program, and regular class program.

Bilingual class is a class that uses two languages, Indonesian and English as instructions in the provision of learning materials. The teachers who teach in this class have to use an English language and Indonesian language to convey their material, bilingual is implemented in all lessons.<sup>8</sup> Bilingual class program in MTsN 2 Ponorogo is the only program that very advanced and developed in this school.<sup>9</sup> In bilingual class program, there are many activities that students can join. Before the students join to this bilingual class they should do the test first, and the test that used in this

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<sup>8</sup> Andi Asrifan. *Analysis of English student's learning style in bilingual class International Journal of Literature and Arts..* (South Sulawesi: Science Publishing Group, 2015), 34.

<sup>9</sup> Interview with English Teacher in Bilingual Class Program of MTsN 2 Ponorogo on 1<sup>st</sup> of December 2018

bilingual class is an IQ (Intelligence Quotient) test, and the program that held in this bilingual class program are “Language camp, language adventure, language out bond, storytelling, news reading, and also speech”. In this school especially in this bilingual class program works with many institutions, and that institutions are English program works with the department of IAIN Ponorogo Arabic program with University of Darussalam Gontor.

The researcher interested to examine what the students learning style and strategies employed by students in bilingual class program in MTsN 2 Ponorogo. The researcher conducted an interview to English teacher also the committee in this bilingual class on 1<sup>st</sup> of December 2018. The teacher is Mrs. Siti Fatkhul. She teaches at MTsN 2 Ponorogo and she is the

committee of bilingual class program. She said that her students in bilingual class are very enthusiastic in participating in this bilingual class program, because her students in bilingual class can memorized vocabulary more than her students in regular class, the researcher can know it when Mrs Fatkhul tells the activities of her students in language camp that held in last November ago, in that activities her students are fluently when they do the conversation and also speech. The researcher is interested to analyze the students learning style and strategies in bilingual class program in MTsN 2 Ponorogo.<sup>10</sup>

Based on the explanation above, the researcher is interested to conduct a case study research entitled “AN ANALYSIS OF STUDENT’S LEARNING STYLE

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<sup>10</sup> Interview with English Teacher in Bilingual Class Program of MTsN 2 Ponorogo on 1<sup>st</sup> of December 2018

AND STRATEGIES IN BILINGUAL CLASS PROGRAM AT EIGHT GRADE STUDENTS OF MTSN 2 PONOROGO IN ACADEMIC YEAR 2018/2019”.

## **B. Research Focus**

This research will focused on student’s learning style and strategies in bilingual class program in MTsN 2 Ponorogo. The problem is limited at the students learning style and strategies that employed by eight grade students of bilingual class in English subject.

## **C. Statements of the Problems**

The researcher intends to focus on how to find out the answer of the following questions:

1. What kind of learning style employed by the student’s bilingual class program?

2. What kind of learning strategies employed by the student's bilingual class program?
3. What are the factors that influencing student's learning style and learning strategies in bilingual class program?

#### **D. Objectives of the Study**

The research formulated the objectives of the study are:

1. To know what kind of learning style employed by the student's bilingual class program
2. To know what kind of learning strategies employed by the student's bilingual class program
3. To know what are the factors that influencing student's learning style and learning strategies in bilingual class program.

## **E. Significances of the Study**

### **1. Theoretical Significance**

This study is expected by teacher, students, and other elements of education to improve their discourse about students' learning style. This study is also expected to give more knowledge that learning style and strategies is very important factor in education that should be considered by all elements of education. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

### **2. Practical Significance**

#### **a. For the teacher**

The researcher hope that the teacher is able to understand the students' learning style and strategies and also understand the

differences among students, so they can choose the best strategies and they can develop the material based on learning style of the students.

b. For the students

The result of this study can help that the students are able to understand their own learning style and learning strategies.

c. For the readers

The researcher hope that this study can give more knowledge to the readers, particularly at students of IAIN Ponorogo.

d. For the researcher

This research hopefully gives and adds the researcher's knowledge especially as the

candidate of teacher so that as the teacher is ready to entry to the education world.

## **F. Organization of the Thesis**

As descriptions of the researcher idea design that is poured in this thesis, the researcher organizes the organization of the thesis that is divided into five chapters, as follow:

Chapter I is introduction contains background of the study, research focus, statement of the problem, objectives of the study, and significances of the study and organization of the thesis.

Chapter II discusses about review of related literature and previous research findings.

Chapter III discusses about research method. There are research approach and design, researcher's role, research setting, sources of data, technique of data

collection, technique of data analysis, checking validities and research procedure.

Chapter IV is discussion. This chapter discusses about the solving problem of the student using of learning style and strategies that employed by students in eight grade students in bilingual class in MTsN 2 Ponorogo in academic year 2018/2019.

Chapter V is closing. This chapter is design to give an ease for reader who takes summary from the thesis; this chapter consist of conclusion and recommendation.



## **CHAPTER II**

### **PREVIOUS RESEARCH FINDINGS AND THEORITICAL BACKGROUND**

The review of related literature has a goal of providing previous study and information concerning with the research problem including overviews of previous research findings, theoretical background and review of related literature.

#### **A. Previous research findings**

Before the researcher did the study, the researcher checked other studies to find whether there are some similar studies or not. The researcher takes reviews from the following research findings:

The first study was presented by Andi Asrifan and the title is “Analysis of Students Learning Style in

Bilingual Class”. The research employed qualitative approach and case study method. The research focused on describing students’ learning style in bilingual class which consist of visual, auditory, kinesthetics, global, analytical, introvert and extrovert are involved in it. The students’ dominant style is extrovert. The researcher analyzed the data using descriptive qualitative research method and also selects a case study design. He took the data from 20 students of SMA Negeri 5 Parepare as participant. The result of this study is there was no effect between learning style and student language achievement especially in reading and grammar, but in vocabulary, and the researcher found that learning style effect students’ vocabulary achievement.<sup>11</sup>

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<sup>11</sup> Andi Asrifan. *Analysis of English student’s learning style in bilingual class International Journal of Literature and Arts..* (South Sulawesi: Science Publishing Group, 2015)

The similarity of this previous research and this research is about the analysis of students' learning style that employed in bilingual class. Whereas, the differences between this previous research and this research are that the previous research described the most dominant learning style that students uses in bilingual class while this research will observe the students' learning style that employed by students in bilingual class.

The second relevant study was presented by Ismi Berliantika Iskandar by the title of "Analysis of English Learning Strategies Used by the deaf student in bilingual class Karya Mulia Surabaya". This research employed qualitative approach and case study method. This research focused on describing about the deaf student's learning strategies. She conducted the interview to the two deaf students (male and female) and also a teacher. The result

of this study shows that memory strategies are the most common strategy used by respondents whereas affective strategies are the least strategy used.<sup>12</sup>

The similarity of this previous study and this research is about the analysis of students learning strategies that employed by the students in bilingual class. Whereas, the differences between this previous study and this research is in the participant or respondent. In this previous research is learning strategies that employed by deaf student in bilingual class, but in this research is the learning strategies that employed by the normal students in bilingual class.

The third relevant study was presented by Ceren Eteke and the title is “Language Learning Strategies in Bilingual Context” This research employed qualitative

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<sup>12</sup> Iskandar, Ismi Berliantika. *Analysis of English Learning Strategies Used by the Deaf Student in Bilingual class Karya Mulia Surabaya*. (Malang: University of Brawijaya, 2014)

approach and also used case study method. She conducted the interview to investigate the language learning strategies employed by 118 students in high school level, ranging between 14 – 18 years old and they also receiving bilingual education. The results of this research revealed that memory cognitive strategies are the most common strategies use, but compensatory and affective strategies are the least preferred strategies used.<sup>13</sup>

The similarity of this previous study and this research is about the analysis of students language learning strategies that employed by students in bilingual class, that includes cognitive strategies and also affective strategies. Whereas, the differences between this previous study and this research is in the participant or respondent. In this previous study the respondents is

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<sup>13</sup> Ceren, Eteke. *Language Learning Strategies in Bilingual Context*. (University of Ankara, 2017)

depending on their ages, gender, grade level and also proficiency level, but in this research is the respondents only in one class eight grades students level.

## **B. Theoretical Background**

### 1. Learning Style

#### a. Definition of Learning

Learning is acquisition or getting something. A search in contemporary dictionaries reveal that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. A more specialized definition might read as follow: learning is realtively permanent change in a behavioral tendency and is the result of reinforced practice.<sup>14</sup>

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<sup>14</sup> H. Douglas Brown, *Principle of Language learning and teaching*: fourth edition, Longman: San Francisco state University, 2000, 7.

Learning also defined is knowledge gained by study. The factor that can have an effect on learning are : Environment, mood, self-esteem, motivation, teaching style, learning style, task/task expectation, supports and also materials.

Based on the statement above can be concluded that learning is a process in a getting some knowledge and increase an ability. Thus, learning can influence if human try to apply their knowledge in every activities. In the other word, by learning human get knowledge and practice their knowledge in their activities.

b. Definition of learning style

Learning style can be defined as the preferences students' exhibit in their learning. According to Felder and Silverman, a learning

style is defined as the characteristics, strenghts, and preferences in the way people receive and process information. Besides, learning style refers to any individuals preferred ways of going about learning.<sup>15</sup> Based on the statement above can be concluded that learning style is the way that is used by a teacher educator in the learning process that includes receiving and getting the information.

According to Keefe, learning style might be taught as “cognitive, affective, and psychological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.”<sup>16</sup> Styles refers to the

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<sup>15</sup> David Nunan, *Language teaching methodology* (UK: Practice Hall International, 1991). 168

<sup>16</sup> H Douglas Brown. *Principles of language Learning and Teaching*. (NY: Addison Wesley Longman, 2000), 120.

habitual use of a class of similar strategies; for example, an analytic style could include the use of strategies such as breaking the problem into sections, writing down known information, using algebra and arithmetic, and so on.<sup>17</sup>

Willing also states that learning style is the individual's perception of her/his own strength and weakness. Learning style refers to any individual's preferred ways of going about learning. Its generally considered that one's learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and

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<sup>17</sup> Ronald Ray Schmeck, *Learning strategy and Learning Style*, : Library of Congress Cataloging in Publication Data, 1988), 231.

educational experiences.<sup>18</sup> Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Style are those general characteristics of intellectual functioning that pertain to you as individual, and that differentiate you from someone else.<sup>19</sup>

### c. Kinds of Learning Style

According to Dunn in Gunes learning style is the ways in which each person absorbs and retains information and/or skills. The term 'learning preferences' has been used to refer to the conditions, encompassing environmental, emotional, sociological and physical conditions,

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<sup>18</sup> David Nunan, *Language teaching methodology* (UK: Practice Hall International, 1991). 168.

<sup>19</sup> H Douglas Brown. *Principles of language Learning and Teaching*. (NY: Addison Wesley Longman, 2000), 119.

that an individual learner would choose, if they were in a position to make a choice.<sup>20</sup> Dunn conducted studies to determine whether there is any relationship between cognitive dimension and students' characteristics that appeared to be more or less responsive to environmental, emotional, sociological, psychological stimuli.<sup>21</sup>

Fleming tells us that when people gather information from the world around us, which includes the information that people need for learning, they make use of all of our senses. Some of us, though, employ one sense more than

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<sup>20</sup> Alan Pitchard. *Ways of learning, learning theories and learning style in classroom*. ( USA, Canada: Library of Congress Cataloging in Publication Data, 2009), 42.

<sup>21</sup> Andi Asrifan. *Analysis of English student's learning style in bilingual class International Journal of Literature and Arts..* (South Sulawesi: Science Publishing Group, 2015), 35.

others. The V-A-K system assesses how much people rely on: visual, auditory, kinesthetic.<sup>22</sup>

### 1) Visual Learning Style

Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information.<sup>23</sup> Besides that, visual learners

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<sup>22</sup> Alan Pitchard. *Ways of learning, learning theories and learning style in classroom*. ( USA, Canada: Library of Congress Cataloging in Publication Data, 2009), 42.

<sup>23</sup> Alan Pitchard. *Ways of learning, learning theories and learning style in classroom*. ( USA, Canada: Library of Congress Cataloging in Publication Data, 2009), 44.

tend to prefer reading and studying chart, drawing, and other graphic information.<sup>24</sup>

There are some characteristic for students who love this style of learning:

- a) neat and orderly
- b) speak quickly
- c) thorough and detailed
- d) accentuating performance
- e) it is easier to remember what is seen rather than what is heard
- f) remember things based on visual association
- g) has the ability to spell the letters very well
- h) they are not easily disturbed by the noise or sound noisy when they are learning

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<sup>24</sup> Douglas Brown, *Principle English Language and Teaching*: Fourth edition, Longman: San Fransisco state University, 2002), 129.

- i) difficult to received verbal instructions
- j) a fast reader and diligent
- k) often answer question with short answer  
“Yes” or “No”
- l) Forgot to deliver verbal message to  
other.<sup>25</sup>

Therefore, visual learning style refers that learning style focus in seeing something information. Visual learners have tendency to describe everything that they see in the term of appearances.

## 2) Auditory Learning Style

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures,

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<sup>25</sup> Bobbi de Porter, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), 116.

interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements.<sup>26</sup>

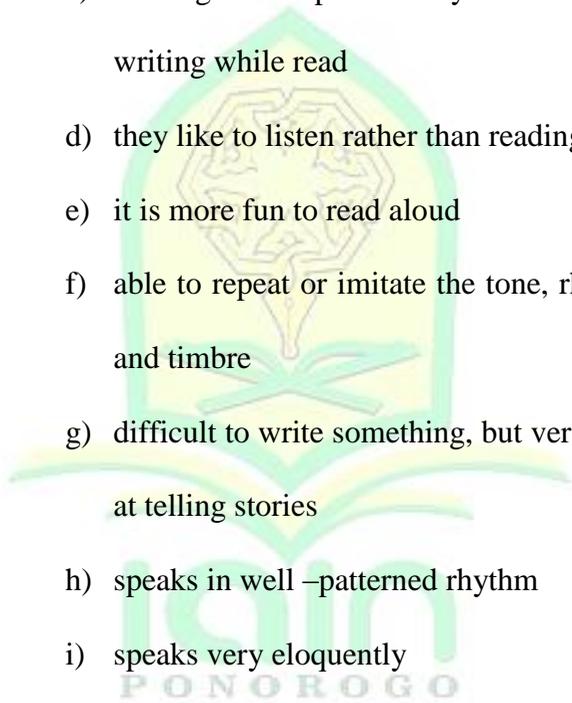
The truly auditory learners will be content to listen to the words and the tale being told with only the minimal amount of visual input or picture.<sup>27</sup> Auditory learners, they may have difficulty with reading and writing tasks.

The characteristics of people who have this learning style are:

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<sup>26</sup> Alan Pitchard. *Ways of learning, learning theories and learning style in classroom*. ( USA, Canada: Library of Congress Cataloging in Publication Data, 2009), 44.

<sup>27</sup> Caroline T Linse, *Practical English Language Teaching: Young Learners*, 25

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- a) often talk to themselves while at work  
(learning)
- b) easily disturbed by the noisy
- c) moving the lip and say uttering and  
writing while read
- d) they like to listen rather than reading
- e) it is more fun to read aloud
- f) able to repeat or imitate the tone, rhythm,  
and timbre
- g) difficult to write something, but very good  
at telling stories
- h) speaks in well –patterned rhythm
- i) speaks very eloquently
- j) more like the art or music than the others  
art

- k) learn to listen and remember what discussed rather than what is seen
- l) love to talk discuss and explain to length
- m) have difficulty if it should be faced with the task related to visualization
- n) more clever to spell or pronounce the words with harder than writing
- o) Rather than verbal humor joke book humor or comics. <sup>28</sup>

Therefore, auditory learning style is a learning style focus in hearing something information. They often do better talking to a colleague or tape recorder and hearing what said.

### 3) Kinesthetic Learning Style

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<sup>28</sup> Bobbi de Porter, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), 118.

Kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities.<sup>29</sup>

The characteristics of people who have this learning style are:

- a) speak slowly
- b) respond to a physical concern
- c) touch other people to get their attention
- d) stand close when talking with others
- e) involve physical movement

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<sup>29</sup> Alan Pitchard. *Ways of learning, learning theories and learning style in classroom*. ( USA, Canada: Library of Congress Cataloging in Publication Data, 2009), 45.

- f) has the initial development of large muscles
- g) learn through hands – on or manipulation
- h) memorize things by walking or seeing directly
- i) use a finger to point to word that are read when reading
- j) Involve body language.<sup>30</sup>

Therefore, a kinesthetic learner refers it better able to remember information in condition where to involve physic and movement.

#### d. Factors Influencing Learning Style

Rita Dunn as a Pioneer in the scope of learning style, has found many variables that

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<sup>30</sup> Bobbi de Porter, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), 118.

affect students' learning style. These factors include : physical factors, emotional factors, sociological factors, and environmental factors.<sup>31</sup>

The environmental factors that influencing students' learning style are:

a. Sounds

Every students has a different reaction to sound, some of them like to learn by listening too soft music, loud music or atching television. There are also those who like learning in a quiet atmosphere and there are also those who

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<sup>31</sup> Bobbi de Porter, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), 110.

like learning in a crowded atmosphere in a group learning.

b. Lighting

Light is a factor that has less influence than the influence of sound. This can be easily arranged and the lighting that students' need to be able to concentrate in learning.

c. Temperature

Every student also has different ways of learning. Some of them like learning in the cold temperature/place, and some of them are prefer to learn in warm temperature/place.

d. Design of learning

There are two kinds of learning design, namely formal learning design and informal

learning design learning. Formal design, for example learns at a study on the desk with the complete tools, while abnormal design is the enjoy learning, sitting on the floor or lying down.

## 2. Learning Strategies

### a. Definition of Learning Strategies

According to Wenden, Learner strategies refers to language learning behaviors learners actually engage in to learn and regulate the learning of a second language what they know about the strategies they use what they know

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about aspects of their language learning other than the strategies they use.<sup>32</sup>

According to Weinstein and Mayer, Learning Strategies are the behaviors and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process.<sup>33</sup> *Strategies* are the means of selecting, combining, or redesigning those cognitive routines. Skills range from *knowledge skills*, the accessing by stimulus patterns of stored representations and associations to *action skills*, the transforming of input information to obtain desired results. Skills can also be either specific or general. Skills are fundamentally related to

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<sup>32</sup> Ernesto, Macaro. *Learning Strategies in Foreign and Second Language Classroom*. (New York: British Library Cataloguing-in-Publication Data, 2001), 17.

<sup>33</sup> *Ibid*, 17.

*abilities*, to the extent that the latter sets some sort of upper limit to the development of the former. In this sense abilities represent some preexisting level of "potential" (the product of constitutional and experiential factors), which limits the level which skills can attain or the speed with which those levels can be attained. Strategies, on the other hand, involve choice or decision-making. The strategy domain consists of tactics, strategies, and styles. A *tactic* is the decision to employ a certain skill.<sup>34</sup>

A *strategy* is a combination of tactics, or a choice among tactics, that forms a coherent plan to solve a problem (e.g., deciding to use algebra

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<sup>34</sup> Ronald R Schmeck. *Learning Strategies and Learning Style*. ( New York: Library of Congress Cataloging in Publication Data, 1988), 230.

and arithmetic to solve a word problem). Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.<sup>35</sup> According to Faerch and Kasper Learning Strategies are the mental processes, which learners employ to learn and use the target language.<sup>36</sup>

#### b. Types of Learning Strategies

Learning strategies are specific means that learners use to learn or improve their language. There are many kinds of learning strategies, depending on the context and task.

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<sup>35</sup> H Douglas Brown. *Principles of language Learning and Teaching*. (NY: Addison Wesley Longman, 2000), 113.

<sup>36</sup> David Nunan, *Language teaching methodology* (UK: Practice Hall International, 1991). 168

There are three kinds of learning strategy depending on the level or type of processing involved.<sup>37</sup>

Learning strategies have been differentiated into three categories. The first is metacognitive strategy. Metacognitive strategy are higher order executive skills that may entail selective attention, planning, monitoring and evaluating.

The second strategy is social affective strategy. It operate directly on incoming information, manipulating it in ways that enhance learning. It can be subsumed to rehearsal, summarizing, induction, imagery, auditory representation, making inferences, using

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<sup>37</sup> J. Michael O'Malley, Anna Uhl Chamot. *Learning Strategies in Second Language Acquisition*, 44.

resources, organization, note talking, and elaboration of prior knowledge.<sup>38</sup>

The third strategy is social effective strategy. It represents a board grouping that involves either interaction with another person or ideational control over affect. Three categories in this strategy there are cooperation, clarifying, self-talk.<sup>39</sup>

**Table 8.1**

**The Classification of Learning Strategy**

<b>Learning Strategy</b>	<b>Definition of Strategy</b>
<b>Metacognitive Strategies</b>	
Selective Attention	Paying attention to key information. Focusing on special aspect of learning task, as in planning to listen for key word or phrase.

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<sup>38</sup> J. Michael O'Malley, Anna Uhl Chamot. *Learning Strategies in Second Language Acquisition*, 44.

<sup>39</sup> Ibid, 44.

Planning	<p>Previewing main ideas.</p> <p>Making plans to accomplish task</p> <p>Seeking out and arranging for conditions to promote successful learning</p>
Monitoring	<p>Self-checking one comprehension.</p> <p>Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.</p>
Evaluating	<p>Developing the ability to determine how well one has accomplishes the task.</p> <p>Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.</p>
<b>Cognitive Strategies</b>	
Rehearsal	<p>Repeating the name of items or object t remembered.</p>
Summarizing	<p>Saying or writing the main idea</p>
Induction	<p>Figuring out the rules from sample of language.</p>
Imagery	<p>Being able to visualize a picture and use it to learn new information.</p>

Auditory representation	Mentally replaying a word, phrase, or piece of information.
Making inferences	Using information in the text to guess the meaning
Using resources	Developing the ability to use reference materials
Organization	Classifying word, terminology, quantities, or concept.
Note taking	Writing down key word and concept in verbal, graphic, or numerical form.
Elaboration of prior knowledge	Relating new to known information and making personal associations.
<b>Social/Affective Strategies</b>	
Cooperating	Learning how to work with peers completing a task, pooling information, solving a problem, and obtaining feedback
Clarifying	Learning how to ask question to get additional explanation or verification from the teacher or someone else who might know the answers.

Self-talk	Reducing anxiety by talking positively to oneself. Using mental control to use oneself that a learning activity will be successful or to reduce anxiety about task.
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Strategies must first be identified as important to a given task, and then, they are purposely taught. For example, a common task teacher use is to ask students to make a written summary of information acquired from listening to or reading text. The task is to say or write the main idea. This is a cognitive strategy known as summarizing.<sup>40</sup>

c. Factors that Influencing Learning Strategies

Each student has different learning strategies. They have their own characteristic in

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<sup>40</sup> David Nunan. *Practical English Language Teaching*, 268.

their learning, include their learning strategies.

There are some factors that influencing students' learning strategies.

### 1). Motivation

More motivated students tended to use more strategies than less motivated student, and the particular reason for studying the language.

### 2). Gender

Female reported greater overall strategy use than males in many studies (although sometimes males surpassed female in the use of particular strategy).

### 3). Culture Background

Rote memorization and other forms of memorization were prevalent among some

Asian students that among students from other culture backgrounds. Certain other culture also appeared to encourage this strategy among learners.

#### 4). Attitudes and beliefs

These were reported to have profound effect on the strategies learner choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

#### 5). Types of task

The nature of the task helped determine the strategies naturally employed to carry out the task.

## 6). Age and language stage

Students of different ages and stages of language learning used different strategies, with certain strategies often being employed by order more advance students.

## 7). Learning style

Learning style refers to any individual's preferred ways of going about learning. It is generally considered that one is learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience.<sup>41</sup> The students who are study in the classroom have different characteristics.

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<sup>41</sup> David Nunan, *Language Teaching Methodology A Textbook Teacher* (New York: Practice Hall International, 1991). 168.

They have individual learning strategy to understand the materials.

#### 8). Tolerance of ambiguity

Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than the students who were tolerant of ambiguity.

Learning strategy used to facilitate the students by their own ways. It is different with each student. They used the learning strategy by depend on their strength and their weakness. For willing stated, that an individual's perceptions of his/her own strength and weakness will also have an effect. He also suggests that some aspects of

an individual's learning style may be alterable while others may not.<sup>42</sup>

### 3. Bilingual

#### a. Definition of Bilingual

According to Webster's dictionary, bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker' and bilingualism as 'the constant oral use of two languages.'<sup>43</sup>

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<sup>42</sup> David Nunan, *Language Teaching Methodology A Textbook Teacher* (New York: Practice Hall International, 1991). 168

<sup>43</sup> Josiane F Hamers and Michel H. A. Blanc. *Bilinguality and bilingualism*: Second edition (United Kingdom: Cambridge University Press. 2004). 6.

From the explanation above, it can be concluded that the bilingual is a learning system that the bilingual is a learning system that delivery uses two languages. In education context, dualism this language used in teaching and learning good activities neither by the students nor by teachers. Most subjects in the school are implementing bilingual is delivered with two languages. There are Indonesian and English languages. Macnamara proposes that a bilingual is anyone who possesses a minimal competence in only one of the four language skills, listening comprehension, speaking, reading, and writing, in a language other than his mother tongue.<sup>44</sup>

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<sup>44</sup> Josiane F Hamers and Michel H. A. Blanc. *Bilinguality and bilingualism*: Second edition (United Kingdom: Cambridge

## b. Bilingual Class

Bilingual education program is an education program for children whose native language is not English. Children are taught for some portion of the day in their native language, with the goal of moving them into mainstream English classes as quickly as possible.

Santoso in his paper argued some of benefit of bilingual education in Indonesia; bilingual education enables students to use of various strategies to foster their understanding, bilingualism does not mean that the role of the first language is neglected and totally ignored.<sup>45</sup> In learning two languages some fundamental notion should be remembered, they are first

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University Press. 2004), 6.

<sup>45</sup> Teguh santoso. *The Benefit of Bilingual Education and its Applications in Indonesia*. *Jurnal Pendidikan Penabur*. (2006)

language literacy, educational background, age, learning style, motivation, and larger sociolinguistics and educational context surrounding the school.<sup>46</sup>

c. Bilingual Class Program of MTsN 2 Ponorogo

Bilingual class program in MTsN 2 Ponorogo has been established since 2011 years ago. In this school there are three programs, there are acceleration program, bilingual class program and also regular class program. Bilingual class is the only program that very advanced and developed in this school.

In bilingual class program, there are many activities that students can join. Before the students join to this bilingual class they should do

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<sup>46</sup> John field. *Pshycolinguistics The Key Concept*. (France: Taylor and Francis E-Library, 2005)

the test first, and the test that used in this bilingual class is an IQ (Intelligence Quotient) test, and the program that held in this bilingual class program are: “Language camp, language adventure, language out bond, story telling, news reading, and also speech”. In this school especially in this bilingual class program works with many institutions, and that institutions are English program works with the department of IAIN Ponorogo and Arabic program with University of Darussalam Gontor.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methodology that used in this study. The existence of the research methodology has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research approach and design, researcher's role, research setting, sources of data, technique of data collection, technique of data analysis, checking validities and research procedure.

#### **A. Research Design**

In this research, the researcher applied descriptive qualitative research method. There is no universal definition of qualitative research. In the

literature of social science and applied professional fields, such terms as interpretive, naturalistic, constructivist, ethnographic, and fieldwork are variously employed to designate the broad collection of approaches that we call simply qualitative research.<sup>47</sup> Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. It is related with data, which is usually not in the form of numbers. Qualitative is an inductive approach and its goal is to gain a deeper understanding of a person's or group's experience.<sup>48</sup> For qualitative researchers, life is not a dress rehearsal; it is the real thing.<sup>49</sup>

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<sup>47</sup> Sari wahyuni. *Qualitative research method: theory and practice* ( Jagakarsa Jakarta selatan: penerbit salemba empat, 2012), 1.

<sup>48</sup> Ibid, 1.

<sup>49</sup> Robert R Sherman, Rodman B Webb, *Qualitative Research in Education: Focus and Methods* (London and New York: Routledge Falmer, 2005), 4.

In this research, the researcher selects a case study design. According to Robert K. Yin “Case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident and in which multiple source of evidence are used.”<sup>50</sup>

P.V. Young also suggest “Case study is a method of exploring and analyzing the life of a social unit - be that unit a person, a family, institution, culture group, or even an entire community.”<sup>51</sup>

In this research, the data is collected naturally by observing the student’s learning style and strategies that employed by the students in bilingual class program in

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<sup>50</sup> Sari wahyuni. *Qualitative research method: theory and practice*,10.

<sup>51</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology* (New Delhi: New Age International (P) Ltd., Publishers, 2006), 148.

MTsN 2 Ponorogo in academic year 2018/2019. This research will conduct interview with five students of VIII A class of bilingual class program.

## **B. Researcher's role**

The researcher plays a role as an observer and interviewer in the class and then the details analyzed and presented in form of description. The characteristics of qualitative research is the intense and prolonged researched contact with a field or situation. Its role or purpose to obtain a systematic and integrated overview of the data under study. It's the researcher function as the key research instrument and its analysis that are in form of words.<sup>52</sup>

In this research, the researcher becomes an observer and as passive participant, the researcher get

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<sup>52</sup> Mathew B. Miles and Michael Huberman. *An Expanded Sourcebook Qualitative Data Analysis* (California: SAGE, 1994), 6.

interaction with the subject's activity to collect data and organizes it well. The collection of the data will be analyzed, interpreted, and reported by the researcher as a result. Therefore, the research does not merely observe or completely participants in this research, but the researcher only record what happens in the setting by writing field notes and collecting other kinds of documentary evidence.

### **C. Research Setting**

The research chose MTsN 2 Ponorogo, which located at Jl. Ki Ageng Mirah No.79, Pelampitan, Setono, Jenangan, Ponorogo. The reasons of selecting this school are as follows:

1. MTsN 2 Ponorogo is one of Junior high school in Ponorogo which hold up this bilingual class program

2. MTsN 2 Ponorogo has professional team teachers (committee) which support this bilingual class program
3. The researcher want to know what are the learning style and strategies that employed by the students in bilingual class program.

#### **D. Source of data**

1. Primary data

Primary sources are original documents (correspondence, diaries, reports, etc.), relics, remains, or artifacts. These are the direct outcomes of events or the records of participants.<sup>53</sup> The source of data for this research is all information that the researcher got from the subjects. The information can get from field note of the observation, transcript

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<sup>53</sup> Ari Donald. *Introduction to research in education*. (United States: Wadsworth, 2010), 467.

of interview and data audio or video recording as the primary data.

This information related with the data of the students learning style and strategies in bilingual class program in MTsN 2 Ponorogo.

## 2. Secondary data

With secondary sources, the mind of a non-observer comes between the event and the user of the record. If a newspaper reporter has been present at a school board meeting, the published report is a primary source. If the reporter relies on the minutes of the meeting or an interview with a participant to prepare the report, then the published report is a secondary source. Common examples of secondary sources are history books, articles in encyclopedias,

and reviews of research. Historians seek to employ primary sources whenever possible.<sup>54</sup>

To support the primary data, the researcher use documents, books related to the learning style and strategies that employed by the students in bilingual class program in MTsN 2 Ponorogo

#### **E. Techniques of Collecting Data**

There are many kinds of collection data technique such as interviews, observation, questionnaire, documentation and test. In this research the researcher used observation, documentation and interview as the methods of collecting data.

Qualitative research tend to collect data in the field at the site where participants experience the issue or problem under the study.<sup>55</sup>

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<sup>54</sup> Ari Donald. *Introduction to research in education*. (United States: Wadsworth, 2010), 467.

## 1. Observation

According to Mason, observation usually to “methods of generating data which involve the researcher immersing in a research setting and systematically observing dimensions of that setting interactions, relationships, actions, and events.”<sup>56</sup>

Observation is used as technical term in research with specific meaning. The researcher uses the term of observation to describe a specific of data collection strategy that can be applied across many kinds of qualitative studies. The researcher will observe the research objects to reach the objective of the study. The data taken from the observation are

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<sup>55</sup> John W Creswell. *Research design: Qualitative, Quantitative, and Mixed methods approaches* (Los Angeles: SAGE, 2014), 234.

<sup>56</sup> Alison Mackey, et al., *Second Language Research Methodology and Design*. (London Lawrence Erlbaum Associates, publishers 2005). 175.

the location of the school, the structure of school organization, the condition of the teacher and students, the method used by the teacher and the school facilities. In this case, the data as fact in the field to complete the data of the research are collected and recorded.

In this observation, The researcher wants to find out about the student's learning style and strategies in class VIII A of bilingual class program. The researcher directly observes what student's learning style and strategies were used in learning English during the teaching and learning process. The researcher observes all activities from the beginning till the end of the teaching and learning process in bilingual class program.

## 2. Questionnaire

Questionnaire is a list of questions that are distributed through sheets to be filled out by respondents and returned to the researcher again. In this questionnaire sheet consist of two kinds of questionnaires, the first questionnaire is the questionnaire about learning style that consist of 14 statements filled by students and not circled if it is not in accordance with themselves. The second is the questionnaire about learning strategies that consist of 15 statements filled by students by check mark (√) if it is accordance with themselves. This questionnaire sheet was given to researcher in class eight of D students on English subjects to find out students learning style and strategies.

### 3. Interview

One of the most elementary forms of data collection is interview which involves asking people question and receiving answer from them.<sup>57</sup> The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words.<sup>58</sup>

The researcher uses in depth interview. Miles and Huberman states that one of the common pitfalls in analyzing of the data and interpret the meaning of the rich data they have collected, it is recommended to

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<sup>57</sup> Amir B Marvasti. *Qualitative research in sociology* (New Delhi: SAGE. 2004), 14.

<sup>58</sup> Ari Donald. *Introduction to research in education*, 438.

implement the following actions.<sup>59</sup> In order to get and gather the data maximally the researcher gives some questions intensively about the students learning style and also learning strategies in bilingual class. In performing interviewed, the first must be collected is a list of person that will be interviewed. They give the information dealing with the problems statements. The data which gathered from the interview are:

- 1). Eight students of Eight Grade Students of A in Bilingual class program in MTsN 2 Ponorogo. The students consist of the students that got 1st until 4th winner in the class, and 4 last winner students in that class. The interview is about to know what are their learning style and strategies

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<sup>59</sup> Sari wahyuni. *Qualitative research method: theory and practice* ( Jagakarsa Jakarta selatan: penerbit salemba empat, 2012), 48.

employed and also the factors that influencing their learning style and learning strategies.

#### 4. Documentation

Documentation is the method to collect data based on the document, the researcher used the factual data to support the idea of the research. A document text-based file that may include primary data collected by researcher or secondary data collected and archived or published by others as well as photographs, charts and other visual materials. Documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents.<sup>60</sup>

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<sup>60</sup> Ari Donald. *Introduction to research in education*, 442.

During the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspaper, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).<sup>61</sup>

In this research, the researcher will use documents of technique used to collect the data includes document and record. The data taken from the documentation will be vision, mission, and also school profile of MTsN 2 Ponorogo.

## **F. Technique of Data Analysis**

Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time consuming and difficult

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<sup>61</sup> John cresswell, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 223.

process because typically the researcher faces massive amounts of field notes, interview, transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted. Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The researcher must organize what he or she has seen, heard, and read and try to make sense of it in order to create explanations, develop theories, or pose new questions.<sup>62</sup>

Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis

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<sup>62</sup> John Cresswell, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 481.

consists of three current flows of activity: data reduction, data display and data verification.<sup>63</sup>

e. Data Reduction

In data reduction, the researcher needs to separate the accurate data from inaccurate ones. Through the data reduction, the researcher may focus on the data that will be reduced is about the student's learning style and strategies in bilingual class. Data reduction is stage of summarizing, classifying, and focusing on essential things.

1) Summarizing

In this stage, the researcher summarized the broad data into some specific data related with the student's learning style and strategies in bilingual class in MTsN 2 Ponorogo.

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<sup>63</sup> Mathew B. Miles and Michael Huberman. *An Expanded Sourcebook Qualitative Data Analysis* (California: SAGE, 1994), 10.

## 2) Classifying

The researcher classified the data into some point related to the student's learning style and strategies in bilingual class in MTsN 2 Ponorogo.

## 3) Focusing

The researcher selected the data that only focus on the specific data related to the student's learning style and strategies in bilingual class in MTsN 2 Ponorogo.

## f. Data Display

Data display is a stage of organizing the data into pattern of relationship. The data display can make the collected data easier to be understood.

g. Conclusion Drawing and Verification

Final conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding; storage, and retrieval methods used; the sophistication of the researcher; and the demands of the funding agency, but they often have been prefigured from the beginning, even when a researcher claims to have been proceeding “inductively”.

Conclusion drawing are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst’s mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop “inter subjective consensus”,

or with extensive efforts to replicate a finding in another data set.<sup>64</sup>

The conclusion is the answer of the research problem the researcher's strategies in teaching English to student with visual impairment at inclusive school which have been formulated.

### **G. Checking of Data Validity**

Qualitative research may increase the credibility of their research findings by drawing from evidence taken from variety of data sources.<sup>65</sup> To get the valid and credible data, researcher uses the triangulation technique. The triangulation was put forward as a way to increase the measure of validity or to strengthen the credibility of research findings by comparing the results

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<sup>64</sup> Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis*, (London: Sage Publications, 1994), 11.

<sup>65</sup> Lisa M. Given. *The Sage Encyclopedia of QUALITATIVE RESEARCH METHODS: Volume 2* (Thousand oaks: SAGE, 2008), 893.

of different approaches to single unit of study.<sup>66</sup> There are triangulation of methods of data collection, investigator triangulation, theory triangulation (including methodological variations that account for between-method and within-method approaches), and triangulation of data sources.<sup>67</sup>

Triangulation in qualitative research has come to mean a multi method approach to data collection and data analysis. Triangulation is most commonly used in data collection and data analysis techniques, but it also applies to sources data.<sup>68</sup> In this research, the researcher uses triangulation technique with the data source. The researcher uses triangulation technique to investigate

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<sup>66</sup> Lisa M. Given. *The Sage Encyclopedia of QUALITATIVE RESEARCH METHODS*: Volume 2 (Thousand oaks: SAGE, 2008), 892.

<sup>67</sup> Ibid, 893.

<sup>68</sup> Ibid, 892.

data from the analysis of the student's learning style and strategies in bilingual class in MTsN 2 Ponorogo.

Though qualitative researchers can never capture an objective “truth” or “reality,” there are a number of strategies that you as a qualitative researcher can use to increase the “credibility” of your findings. Probably the most well known strategy to shore up the internal validity of a study is what is known as *triangulation*.<sup>69</sup>

According to Denzin's in which he proposes four types of triangulation: the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings.<sup>70</sup>

The researcher selected the use of multiple methods and multiple sources of data in checking the

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<sup>69</sup> Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation* (San Francisco: Jossey-Bass, 2009), 215.

<sup>70</sup> *Ibid*, 215.

accuracy of the findings. The use of multiple methods of data collection. For example, what someone tells you in an interview can be checked against what you observe on site or what you read about in documents relevant to the phenomenon of interest. You have thus employed triangulation by using three methods of data collection; interviews, observations, and documents.

Triangulation using multiple sources of data means comparing and cross-checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people.

## H. Research Procedure

In this research, there are some procedures that must be done to execute the research. There are planning, application, and reporting.<sup>71</sup>

### a. Planning

This research began with arranging the research plan, choosing the research setting, the participant, organizing permission, observing, and using information, preparing instrument, and other's needed to plan the research.

Before doing the research activity, the researcher prepared the research material. The preparation in this research activities are:

1. Pre research phrase, those are arranging structure of the research, choosing the place of

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<sup>71</sup> C. R Kothari, *Research Methodology Methods and Techniques* (New Delhi: New Age International (P) limited, Publisher, 1990), 11.

the research, licensing latter, observing condition place of the research, choosing and using informant, preparing equipment of the research.

2. Research phase, those are understanding background of the research, and method with collection of the data.
3. Data analysis phrase, it is the analysis of collected data.
4. Writing of research report.

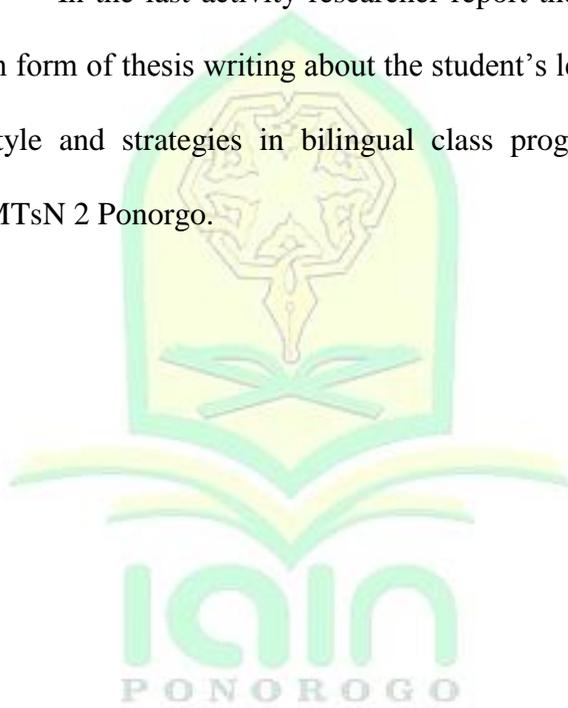
b. Application

The next stage is applicate qualitative research, with observing data of the student's learning style and strategies in bilingual class program in MTsN 2 Ponorogo. The data will be

analyzed, then the researcher will make conclusion and suggestion about research data.

c. Reporting

In the last activity researcher report the result in form of thesis writing about the student's learning style and strategies in bilingual class program in MTsN 2 Ponorgo.



# **CHAPTER IV**

## **RESEARCH FINDINGS**

### **A. The Description of General Data**

The description of general data explain the short information about profiles of research location include historical background, location, vision, missions, objectives, achievements and excellent program of MTsN 2 Ponorogo.

#### **1. The History of Establish MTsN 2 Ponorogo**

In Ponorogo Regency there are 6 (six) MTsN namely MTsN Jetis, MTsN Ngunut, MTsN Kauman, MTsN Pulosari, MTsN Sampung and MTsN Ponorogo. MTsN Ponorogo is located at Jl.Ki Ageng Mirah 79

Japan, Babadan, Ponorogo. The beginning of this Madrasah was based on the Decree of the Minister of Religion of the Republic Indonesia Number: 27 of 1980 dated May 31, 1980 concerning Relocation of Public Madrasah and Teachers of Religion affairs and supported by an Operational Permit from the Office of the Ministry of Religion Ponorogo Regency number: MTs / 2283/2010 on July 1, 2015.

Since November 2016 through the Decree of the Minister of Religion of the Republic Indonesia Number 673 Year 2016 dated November 17, 2016, the name of MTsN Ponorogo has changed into MTsN 2 Ponorogo. Since the establishment of MTsN 2 Ponorogo

until now it had experienced the change of leadership of great figures as follows:

1. H. Muslim, BA
2. Drs. Abdullah
3. H. Kustho, BA
4. Drs. Sumardi Al Basyari
5. Drs. H. Imam Asngari, SH, MPd.
6. Drs. H. Sutarto Kerim
7. Drs. Moch Haris, M. Pd. I
8. Drs. Tarib, M.Pd.I

Under the leadership of the principals of the madrasah above, MTsN 2 Ponorogo showed an increase in quality and existence in religious and education character, all of the leadership hope that with increasing age, it will be able to make the best contribution to the greatness of

Islam and the progress of science and technology based on Imtaq's stability. Over time this madrasah continues to make efforts to improve quality. One form of effort to improve the quality of education and teaching in MTs N Ponorogo is the development of facilities and infrastructure in Madrasah with the sharing of quality improvement programs, madrasah can improve the form of educational services to all students, both regular, intelligent and special talents, while being able to optimize all the potential possessed by the students of MTsN 2 Ponorogo.<sup>72</sup>

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<sup>72</sup> Look at documentation transcript number: 01/D/10-IV/2019.

## 2. Vision, Missions and Purposes of MTsN 2

### Ponorogo

#### a. Vision

“Indonesian muslim formation who has good manners, *iman* and *taqwa*, global-minded, intelligent, skilled, and have technological knowledge”.

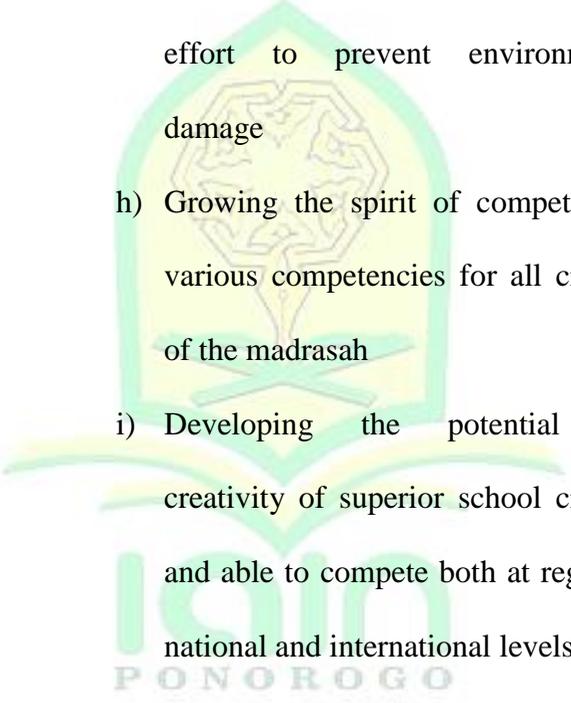
#### b. Missions

To realize the vision above, MTsN 2 Ponorogo’s missions are as follows:

- a) Developing Islamic attitude and behavior as well as cultural values in real life
- b) Developing an international standard curriculum for MIPA, English and Arabic languages by adopting or

adapting curriculum from developed countries

- c) Carrying out learning by utilizing various sources (multi resources) and based on information and communication technology (TIK)
- d) Carrying out the learning process actively, innovatively, creatively, effectively, cooperatively, communicatively, and inspiring students
- e) Cultivating the spirit of concern for the social environment, physical environment, and instilling frugal life in environmental conservation efforts

- 
- The logo of IAIN Ponorogo is a large, semi-transparent watermark in the background. It features a green and yellow color scheme. At the top is a green archway containing a yellow geometric pattern. Below this is a yellow banner with the text 'IAIN' in green. Underneath the banner is a green book icon with the text 'PONOROGO' in yellow below it.
- f) Applying a culture of clean living in order to prevent environmental pollution in everyday life
  - g) Familiarizing polite behavior in an effort to prevent environmental damage
  - h) Growing the spirit of competing in various competencies for all citizens of the madrasah
  - i) Developing the potential and creativity of superior school citizens and able to compete both at regional, national and international levels
  - j) Implementing Madrasah-Based School Management (MSBM) in a professional manner and leading to

standardized education quality management involving all members of the madrasah and other relevant institutions in the form of MoU

k) Establishing partnerships with superior schools / madrasahs and tertiary institutions as institutions for developing institutions, human resources, curriculum and teaching and learning activities in the form of MoU

l) Caring, cultured and environmentally friendly, being polite towards the environment by implementing caring in everyday life.

c. Purposes

Based on the vision, missions above, the purposes of MTsN 2 Ponorogo are as follows:

- 1) Find the needs of students who possess specific characteristics in terms of cognitive and effective development
- 2) Find the rights of students according to their educational needs
- 3) Find intellectual interests and future perspectives of students
- 4) Find students' self-actualization needs
- 5) Considering the role of students as community assets and community needs for filling roles

- 6) Preparing students as future leaders
- 7) Producing higher quality output and outcomes for MTsN 2 Ponorogo
- 8) Giving opportunities for students who have high abilities to complete their study program faster.<sup>73</sup>

### **3. Madrasah's Achievement**

#### **a. Madrasah Achievement**

MTsN 2 Ponorogo is a Literacy Class proven by the Bilingual Class Final Project and PDCI, composing a written work in the form of a novel.

#### **b. Teacher's Achievement**

One of the Mathematics teachers, Hefin Dwi Rivia Julianti, S.Pd received an

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<sup>73</sup> Look at documentation transcript number: 02/D/10-IV/2019.

award as an Outstanding Teacher at Ponorogo Regency in 2016.

c. Student Achievement

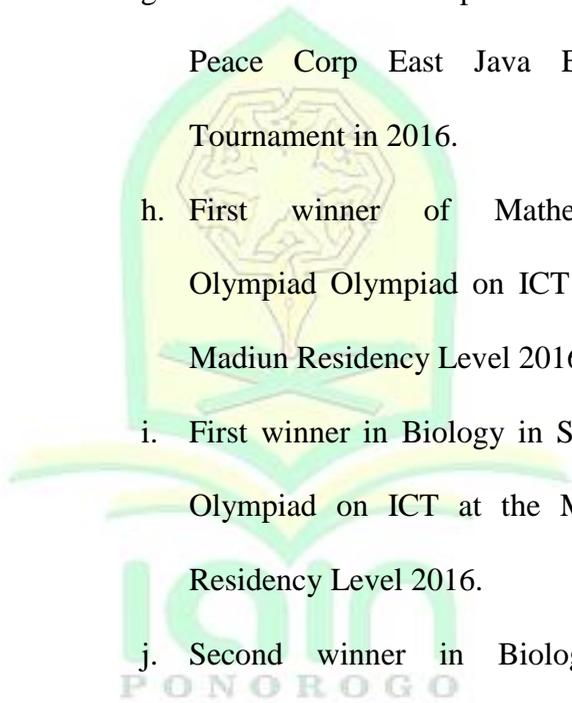
a. First winner in Taekwondo National Work in 2016.

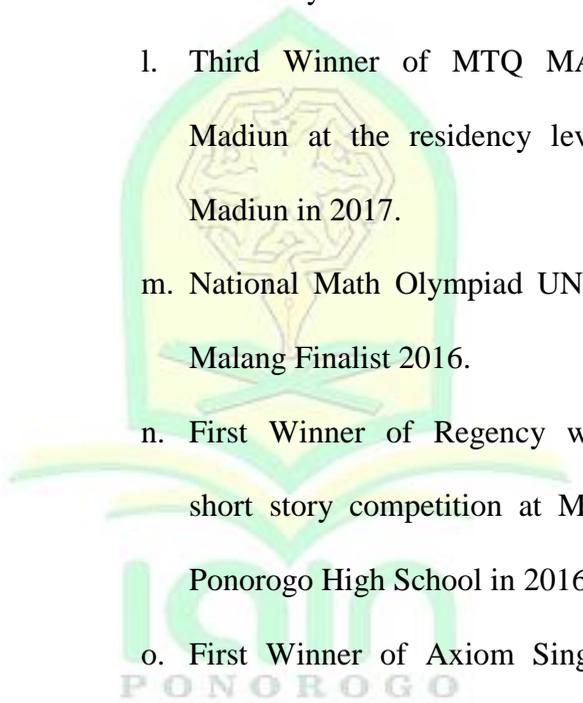
b. First Winner of the Chairperson of the National Level Junior High School MTs.

c. Finalist for the 11th Realistic Nalaria Mathematics Competition (KMNR) in Indonesia in 2016.

d. Finalist for 2016 National Fakhruddin Ar-Razy.

e. First winner of the English Warrior English Language Debate Competition in East Java in 2016.

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- f. Second winner in the English Language English Warrior Smart Quiz Contest in 2016 in 2016.
- g. First winner in Speech Contest Peace Corp East Java English Tournament in 2016.
- h. First winner of Mathematics Olympiad Olympiad on ICT at the Madiun Residency Level 2016.
- i. First winner in Biology in Seventh Olympiad on ICT at the Madiun Residency Level 2016.
- j. Second winner in Biology in Seventh Olympiad on ICT at the Madiun Residency Level 2016.

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- k. Second Winner of the English Language Olympiad in Seventh Olympiad on ICT Madiun Residency Level 2016.
- l. Third Winner of MTQ MAN 2 Madiun at the residency level of Madiun in 2017.
- m. National Math Olympiad UNIBRA Malang Finalist 2016.
- n. First Winner of Regency writing short story competition at Muhipo Ponorogo High School in 2016.
- o. First Winner of Axiom Singer in 2016.
- p. First Winner of Axiom Biology 2016.

q. First Winner of Wallpaper Magazine Competition (Madiun Residency) at PCC Mall Ponorogo in 2016.<sup>74</sup>

#### **4. Geographical Location of MTsN 2 Ponorogo**

Location of MTs N 2 Ponorogo is at Ki Ageng Mirah street. The phone numbers 0351 461 227 79, Japan, Babadan Ponorogo. Madrasah located not far from the road in front of SMK Negeri 1 Jenangan very easily accessed by public transportation.<sup>75</sup>

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<sup>74</sup> Look at Documentation transcript number: 03/D/11-IV/2019.

<sup>75</sup> Look at Documentation transcript number: 04/D/11-IV/2019.

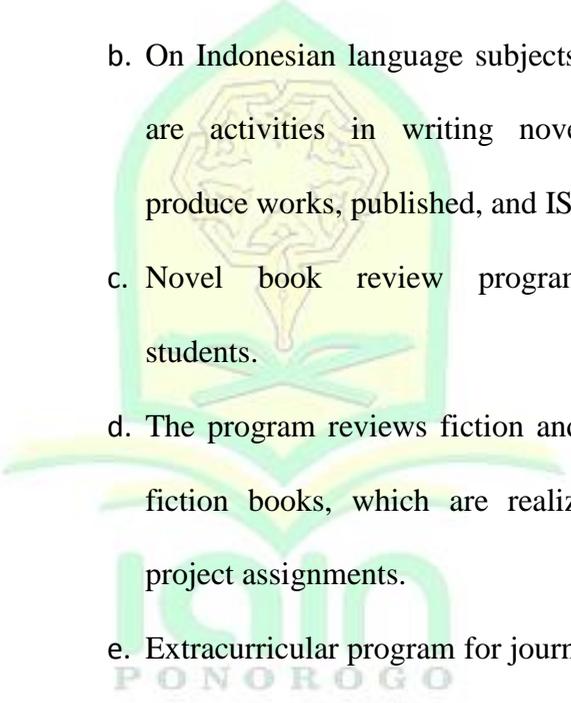
## **5. Excellent Program of MTsN 2 Ponorogo**

Madrasah Tsanawiyah Negeri 2 Ponorogo has an excellent program namely Student Literacy program. Literacy is an activity of seeking information both oral and written. Lately the interest in reading the younger generation has receded along with the development of technology in the form of cellphones in which written communication developed rapidly with the presence of short messages, so that accustomed the decline of interest in reading books to the younger generation.

## **6. Literacy Program of MTsN 2 Ponorogo**

Capturing those matter above, the Minister of Education made a literacy movement program at all of school levels, from kindergarten to university. This is implemented in K13 curriculum and confirmed in K13 syllabus. Finally, school literacy was created. MTsN 2 Ponorogo implements the school literacy movement with various programs in various lines, including in the library program and all subjects and extracurricular activities at MTsN 2 Ponorogo.

All the program in the library, all subjects, and all the program of extracurricular are as follows:

- 
- a. Implementation of literacy programs at the library with a program of reading visits twice a week for students in each class.
  - b. On Indonesian language subjects there are activities in writing novels to produce works, published, and ISBN.
  - c. Novel book review program by students.
  - d. The program reviews fiction and non-fiction books, which are realized in project assignments.
  - e. Extracurricular program for journalistic training.
  - f. There is a school bulletin.

g. Combined three subjects (English, Arabic, and Javanese) are implemented in bilingual programs on teaching and learning and evaluation.

In addition to the literature program of MTsN 2 Ponorogo has superior classes including:

a. Semester Credit System (SKS)

Semester Credit System (SKS) is a form of education that students determine the amount of learning and subject followed each semester according to their talents, interests, and abilities / speed of learning. While the holding of credits at MTs N 2 Ponorogo was held for 4 semesters.

The implementation of credit allows students to gain learning opportunities and achieve optimal levels of ability according to their talents, interests, and abilities / speed of learning.

b. Bilingual Program

The Bilingual Program is a Learning Program in class using 2 (two languages), namely Indonesian and English. Bilingual education has two different goals. The first is the development of academic English for the success of the Teaching and Learning Activities (KBM) process. And the second is to preserve language heritage. A good education program

will achieve both goals. But the main focus of the Bilingual Program is the first.

c. Regular Class

The Regular Program is a program that focuses on the *Khitobah* namely Lectures / speeches that are attended by all students.<sup>76</sup>

**B. The Description of Specific Data**

The description of specific data explains about the most employed learning style, learning strategy, and also factors that influencing student's learning style and strategy.

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<sup>76</sup> Look at Documentation transcript number: 05/D/11-IV/2019.

## **1. The Most Employed Learning Style by Eight Grade Bilingual Class of MTsN 2 Ponorogo in Academic Year 2018/2019.**

The researcher conducted an analysis of student's learning style in bilingual class at eight grade students of MTsN 2 Ponorogo in academic year 2018/2019. In this study, the researcher chose the subject of research that is VIII of D class. In this class there are 28 students. It consists of 15 male students and 13 female students. When the researcher conducted this research in the class, there were two of the students absent and only 26 students that followed the lesson. The data was gathered by using questionnaire, and observation.

The questionnaire was used to collect the data related to the most employed learning style in Bilingual class of VIII D. The researcher distributed the questionnaire to all students of VIII D Bilingual class program at MTsN 2 Ponorogo. The distribution of questionnaire was in a form of multiple choices which consist of choices A, B and C which will determine the type of learning style of each student. In these choices the answer of (A) is the types of Visual learning style, then the choices answer of (B) is the types of Auditory learning style and the last choices the answer of (C) is the types of Kinesthetic learning style.

The types of learning style that most employed is known from the results of the

calculation of the questionnaire. If the most chosen answer is A, it means the students learning style is visual type. And if the most chosen answer is B, it means the student's learning style is an auditory type. While most chosen answer is C, it means that the student's learning style is kinesthetic type. The data of questionnaire below showed the most employed learning style by 26 students in eight grade of D. The data are as follows:

**Table 1.1**

**List of the students' learning style of VIII D in Bilingual class**

No	Name of Student	A (Visual)	B (Auditory)	C (Kinesthetic)
1.	Ahdi Firdaus	√		
2.	Arya Pradipta	√		
3.	Asyifa Dzaky M	√		
4.	Atha Zhalifunnas			√

5.	Desty Ayu P			√
6.	Dewi Anggraini		√	
7.	Dhani Dimas Bayu	√		
8.	Ditrian Ranu P	√		
9.	Fahmi Asshidiqi	√		
10.	Firstyan Ferdi F		√	
11.	Fitria Salya R			√
12.	Ganendra Sakti			√
13.	Izzah Firdausy		√	
14.	Levin Ardhania	√		
15.	Muhammad Nauval	√		
16.	Nadia Dayu A			√
17.	Rahma Khoirunnisa	√		
18.	Rangga Yudha	√		
19.	Rayhan Naafi'	√		
20.	Rifandi Nur F			√
21.	Risda Mufti I	√		
22.	Riska Anggraini	√		
23.	Rizqy Fathu A			√
24.	Salsabila Istna	√		
25.	Sinta Hemalia P			√
26.	Syafрила Chandra	√		

From the table above, It indicated that the most employed learning style in VIII D Bilingual class is visual learning style than auditory and kinesthetic. The amount of students who employ

visual learning style are 15 students, the amount of students who employ auditory are 3 students, while the amount of students who employ kinesthetic learning style are 8 students. From the calculation above, the most employed learning style is visual learning style.

After distributing the questionnaire, the researcher also conducted an observation. The researcher found the information related to the what researcher seen during the observation of students learning style in teaching English at eight grade bilingual class students of MTsN 2 Ponorogo. The researcher italized the data of observation from each of learning activity. The result of the data was as the following:

- a. The first observation was conducted on Monday, 08 April 2019.<sup>77</sup>

The researcher revealed that the teacher employed lecturing method during the lesson. When the teacher explained the material in front of the class, Atha and Desty were still concerning to the teacher's explanation in front of the class. However, *their hands are never stop to play the ruler.* Several students not only play the ruler but also look bored and sometimes put their heads on the table, they are Nadia and Sakti who *listened to the teacher's explanation by biting the pen.* When the teacher asked the students to read the material from each

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<sup>77</sup> Look at Observation transcript number: 01/O/08-IV/2019.

student, the researcher found that there are seven students *spelled the letters very well*, they were Rahma, Riska, Risda, Rangga, Arya, Asyifa and Ahdi. After that, the teacher continued to explain the material. Salsabila and Syafrila *read the book when the teacher explained* the material. After finishing in explaining the material in front of the class, the teacher asked the students to write the material that have done to be discussed in front of the white board. The researcher found Dewi *whispering or uttering while writing* the material. After a while, suddenly Levin's phone was ringing, then Izzah immediately told him to turn off the phone, she said "*Levin, turn off your*

*phone please, I can't concentrate well". In the end of the lesson, the researcher found one students who didn't write the material he only made the scribbles in his book, he was Nauval.*

Based on the first observation, the researcher found that the characteristics of each learning style that categorized as follow:

a) Visual learning style

- 1) Read the book when the teacher explain the material.
- 2) Spell the letters very well.
- 3) Make the scribbles in the book

b) Auditory learning style

- 1) Izzah said “Levin, turn off your phone please, I can’t concentrate well”.
  - 2) Move the lip and said uttering and writing while read.
- c) Kinesthetic learning style
- 1) The hand never stop to play the ruler.
  - 2) Listen to the teacher’s explanation by biting the pen.

b. The second observation was conducted on Tuesday 09 April 2019.<sup>78</sup> The results of the observation was in the following:

In the second observation, the researcher revealed that the teacher

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<sup>78</sup> Look at observation transcript number: 02/O/09-IV/2019

employed lecturing method during the lesson. The first learning activity, the teacher asked the students to *read* the material in the book. There were several students looked *playing the ruler while reading* the books likes Sakti, Atha, Risda, and Sinta. After reading the book, Rifandi *hit the pen on the table*. Dewi, directly told to Rifandi by emotional tone “*Rifan, you’re so noisy, can you silent please? I can’t concentrate well*”.

When the teacher continued to explain the material, there was a student namely Rahma *she wrote the teacher’s explanation*. After explaining the material, the teacher asked to the students to do the task in their own book. There were several students that *made a*

*jokes with their friends then continued to do the task* they were Sakti and Rifandi. There were also the students that *did the task in a group discussion*, they are Fristyan, Izzah and Arya. After finishing the teaching and learning process, the teacher asked to the students *to write the material* that have been discussed in the white board.

Based on the second observation, the result below indicated the characteristics of each learning style that can be categorized as:

a) Visual learning style

- 1) Read.
- 2) She write the teacher's explanation.
- 3) To write the material.

b) Auditory learning style

1) Dewi said “ Rifan, you’re so noisy, can you silent please? I can’t concentrate well”.

2) Did the task in a group discussion.

c) Kinesthetic learning style

1) Play the ruler while read the book.

2) Hit the pen on the table.

3) Make jokes with the other friends.

From the result of the questionnaire and observation above, the researcher concluded that the most employed learning style in VIII D Bilingual class is visual learning style. It can be seen from the observation when the students read the book while the teacher explain the material, made the scribbles in the book, spelled the letters

very well, read the book, wrote the teacher's explanation, wrote the material during the lesson. Beside, visual learning style as the most employed learning style can be known from the result of questionnaire where the amount of students who have visual learning style are 15 students. From that, the result of questionnaire and observation showed the same result.

## **2. The Most Employed Learning Strategies by Students In Eight Grade Bilingual Class of MTsN 2 Ponorogo in Academic Year 2018/2019.**

The researcher also conducted an analysis of student's learning strategies in bilingual class at eight grade students of MTsN 2 Ponorogo in academic year 2018/2019. The subject of this

learning strategies were the students of eight grade bilingual class that consists of 26 students. The data was gathered by using questionnaire, and also interview.

The questionnaires was used to collect the data related to the most employed learning strategies in bilingual class of VIII D, the researcher distributed the questionnaires to all students of VIII D bilingual class program at MTsN 2 Ponorogo.

In the distributed questionnaire, there are 15 statements. The most chosen answer from the statement number 1-5 indicated to metacognitive strategy, the most chosen answer from the statement number 6-10 indicated to cognitive strategy and the most chosen answer from the

statement number 11-15 indicated to socio/affective strategy. The students only answer these statements by checking mark (√) in the column of “yes” or “no” related to their own characteristics.

The types of learning strategy that mostly employed is known from the results of the calculation of the questionnaires. The data of questionnaire below showed the most employed learning strategies by 26 students in VIII of D.

The data are as follows:

**Table 2. I**  
**List of the students' learning strategy of VIII D in Bilingual class**

No	Name of Student	Metacognitive	Cognitive	Affective
1.	Ahdi Firdaus Fana			√

2.	Arya Pradipta			√
3.	Asyifa Dzaky	√		
4.	Atha Zhalifunnas			√
5.	Desty Ayu P	√		
6.	Dewi Anggraini		√	
7.	Dhani Dimas	√		
8.	Ditrian Ranu P			√
9.	Fahmi Asshidiqi	√		
10.	Firstyan Ferdi			√
11.	Fitria Salya R			√
12.	Ganendra Sakti			√
13.	Izzah Firdausy		√	
14.	Levin Ardhania			√
15.	Muhammad Nauval			√
16.	Nadia Dayu A	√		
17.	Rahma Khoirunnisa			√
18.	Rangga Yudha			√
19.	Rayhan Naafi'			√
20.	Rifandi Nur F	√		
21.	Risda Mufti I			√
22.	Riska Anggraini			√
23.	Rizqy Fathu A	√		
24.	Salsabila Istna			√
25.	Sinta Hemalia P	√		
26.	Syafri Chandra	√		

From the table above, the researcher knew that the most employed learning strategy in VIII

D is socio/affective learning strategy than metacognitive and cognitive strategy. The amount of students who employ socio/affective learning strategy are 15 students, the amount of students who metacognitive strategy are 9 students, while the amount of students who employ cognitive strategy are 2 students. From the calculation above, the most employed learning strategy is socio/affective learning strategy. And the least employed learning strategy is cognitive learning strategy.

After distributing the questionnaires, the researcher also conducted an interview on Saturday – Thursday, 11<sup>th</sup> – 16<sup>th</sup> May 2019.<sup>79</sup> The researcher found the information related to the

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<sup>79</sup> Look at Observation transcript number: 01/O/08-IV/2019.

students learning strategies in teaching English at eight grade bilingual class of MTsN 2 Ponorogo. The data below are the result of interview that has been done by the researcher with the students who have socio/affective learning strategy. There were 4 students Fitria Salya, Riska Anggraini, Atha Zhalifunnas, and also Ganendra Sakti.

The first interview was conducted on Saturday, 11<sup>th</sup> May 2019 with Fitria Salya. Based on her argument the researcher conclude that she has socio/affective learning strategy. Moreover, she also got highest English score in the class. She stated:

I prefer to study together with my friends in the class, because when we learn together with the other friends we can discuss about new information that we did not know before, and if we make a discussion with

the other friends, we will get the new knowledge and information directly.<sup>80</sup>

From the interview above, the researcher can conclude that the student prefers to learn together with their friends because they can discuss together about new information that they didn't know before. They also can get new knowledge and new information if they learn or do anything with pairs or with team work.

And the second statement comes from Riska Anggraini. She also has socio/affective strategy and got highest English score in the class. The researcher conducted this interview on Monday, 13<sup>th</sup> May 2019. According to Riska Anggraini:

In the class, I can get new information from my friends, that's why I like learning

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<sup>80</sup> Look at interview transcript number: 01/I/11-V/2019.

together with my friends. Because in my feeling, when I learn together with my friends I can ask to my friend that might be know the answer and from it we can share what we know to others.”<sup>81</sup>

Based on the interview above, the researcher can conclude that this student also prefers to learn together with the other friends, because they can ask to someone that might be know the answer. In addition they also can share everything to others.

The third statement also comes from students who got lowest English score that has socio/affective learning strategy, the researcher conducted this third interview on Tuesday 14<sup>th</sup> May 2019. According to Atha Zhalifunnas as follow:

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<sup>81</sup> Look at interview transcript number: 02/I/13-V/2019.

In teaching and learning process in the class, I like to learn together with my friends, because when we learn together we directly force to think. If we have some problems we can solve it with the other friends, and I will make sure if we learn alone we only feel bored and also sleepy.<sup>82</sup>

Based on the statement of interview above, the students that their learning strategy is socio/affective is the student that like to learn together with pairs or team. And this student stated that learning with pairs or solving some problems with the other friends can force their brain to thought about the discussion. In addition, they felt that learning alone only make them sleepy and bored.

The last statement from the student who also got lowest English score in the class, the

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<sup>82</sup> Look at interview transcript number: 03/I/14-V/2019.

researcher conducted the last interview on Thursday, 16<sup>th</sup> May 2019. According to Ganendra Sakti, as follows: “In the learning activity, I like to study together with my friends, because if we always learn together or learn in pairs it can train us to interact with other friends, that’s the reason why I like learning together with my friends.”<sup>83</sup>

From the interview above, the researcher concluded that the student who prefers to learn together with the other friends can train the students to interact with the other friends.

Based on the all of interview’s results, the researcher concluded that the students who choose the socio/affective strategy because they

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<sup>83</sup> Look at interview transcript number: 04/I/16-V/2019.

can discuss together about new information that they didn't know before, they also can get new knowledge and new information, they can ask to someone that might be know the answer, they can solve some problems, they can force their brain to thought about the discussion, and they can train the students to interact with the other friends. These reasons supported to the result of questionnaire that showed the most employed learning strategy is socio/affective learning strategy with the amount of students 15 students.

### **3. Factors Influencing Students Learning Style and Strategies in The Class.**

In the classroom, teaching and learning process were not run smoothly and on controlled manner. There will always be factors that

interfere the teaching and learning process. The researcher was conducted an interview to determine the factors which affected students learning styles towards their learning style and strategies. The researcher conducted an interview on Saturday – Tuesday, 11<sup>th</sup> – 13<sup>th</sup> May 2019.

a. Factors influencing students learning style.

The researcher conducted an interview to analyze the factors that influenced student's learning style. The researcher took 6 subjects of students to dig the data up. It consists of 3 students who have higher score in English lesson, 3 others are the students who have lower score in English lesson.

The first interview was on Saturday, 11<sup>th</sup> of May 2019. It's according to the

students who have higher score in English subject. Fitria Salya stated : “ I like studying by sitting on the bench by lean, I ever tried studying by lying on the floor but I cannot consent”<sup>84</sup>.

From the interview above, she likes to study by sitting on the chair. Because sitting on the chair or formal condition will make her concentrate. But every student has their comfort zone.

The second interview was comes from Riska Anggraini, students who have higher English score in the class. The researcher conducted an interview on Sunday, 11<sup>th</sup> of May 2019. According to Riska: “In this class

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<sup>84</sup> Look at Interview transcript number: 05/I/11-V/2019.

sometimes the lamp is too dark, then I like studying in the brighter, it make me able to concentrate more. In addition to keep my eyes' health. And if studying in the dark, sometimes it can interfere my concentration".<sup>85</sup>

From the interview above, the student likes to study in the brighter light because she felt comfort, can concentrate well and can keep her eyes' health.

The third interview was conducted on Monday, 13<sup>th</sup> of May 2019. According to Ganendra Sakti students who have lower English score in the class, he stated:

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<sup>85</sup> Look at Interview transcript number: 06/I/11-V/2019.

When studying, I can not concentrate in a crowded place because the crowded disturb my concentration. Therefore, I usually study in the silence place for keeping my concentration. The way for keeping my concentration when examination, I usually looking for the place that there is no one person.<sup>86</sup>

The forth interviewer, According to Arya Pradipta, he stated: “ I like studying in the silence place than in the crowded or by music, because studying in the silence place can improve my concentration. If I study in the crowded may cause distraction”.<sup>87</sup>

The fifth interview was conducted on Tuesday, 14<sup>th</sup> of May 2019. According to Atha Zalifunnas: “One of the factors that make me not too consent in learning process

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<sup>86</sup> Look at Interview transcript number: 07/I/13-V/2019.

<sup>87</sup> Look at Interview transcript number: 08/I/13-V/2019.

is the condition of this class, because sometimes the Air Conditioner (AC) in this class is broken. So that, the class become too hot temperature and the service school not repair it as soon as possible”.<sup>88</sup>

And the last interview comes from Desty Ayu Pratiwi stated: “I like to study in the cold weather as my concern. Then, I like to study in this class because of the Air Conditioner is cold. However, I do not like to study in the heat temperature, because it make me sleepy and not comfort ”.<sup>89</sup>

From the interview above, the student likes to study in the cold temperature, because she feels comfort and can

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<sup>88</sup> Look at Interview transcript number: 09/I/14-V/2019.

<sup>89</sup> Look at Interview transcript number: 10/I/14-V/2019.

concentrate well while studying. In the contrary, the students did not like to study in the hot air, because they can't concentrate well and they feel sleepy while study in the hot air.

Based on the result of interview above, the researcher found some factors that influenced students' learning style, the result as follows:

- a) The students likes studying by sitting on the chair. Because sitting on the chair or formal condition will make her concentrate.
- b) The student likes studying in the brighter light because they felt comfort, can

concentrate well and can keep her eyes' health.

c) The students like studying in the silence place than crowded place, because it can make them concentrate well.

d) The student likes studying in the cold temperature, because they feels comfort and can concentrate well while studying.

In the contraty, the students did not like to study in the hot air, because they can't concentrate well and they feel sleepy while study in the hot air.

b. Factors Influencing Students Learning Strategies in The Class.

The researcher conducted an interview to analyze the factors that influencing

student's learning strategies. The researcher took 6 subjects of students to dig the data up. These students consists of 3 students who have higher score in English lesson, 3 others are the students who have lower score in English lesson.

The researcher conducted the first interview on Saturday, 11<sup>th</sup> of May 2019. It was according to the students who got higher score in English subject. Fitria Salya stated :  
“When I see my friends always study hard and read book everyday. The first thing that makes me have a motivation to learn is the stiff competition between students. Besides

that, my family and my teacher also give me motivation ”.<sup>90</sup>

From the interview above, the student always find motivations from her father to study hard, that’s why she always got higher english score in the class.

The second interview on Saturday, 11<sup>th</sup> of May 2019. According to the students that also got higher score in english subject. Riska Anggraini stated : “I want to be the best. I am motivating my self to learn hard to make competition with my friends”.<sup>91</sup>

The third interview on Monday, 13<sup>th</sup> of May 2019. According to Ganendra Sakti

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<sup>90</sup> Look at Interview transcript number: 11/I/11-V/2019.

<sup>91</sup> Look at Interview transcript number: 12/I/11-V/2019.

students who got lower English score in the class, he stated: “My parents always motivated me and supported me to study hard, because they always told me that to be success man I need to learn and learn hard, no matter how hard it is. That’s why I think that motivation from family that affected more my learning”.<sup>92</sup>

The forth interview on Tuesday, 13<sup>th</sup> of May 2019. According to Atha Zalifunnas stated: “My father always give me advise, support, and motivated me to study hard. So, I should study hard to make him proud of my achievement in this class”.<sup>93</sup>

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<sup>92</sup> Look at Interview transcript number: 13/I/13-V/2019.

<sup>93</sup> Look at Interview transcript number: 14/I/13-V/2019.

The fifth interview on Monday, 14<sup>th</sup> of May 2019. According to Arya Pradipta, he stated: “Motivation from my self is affected my learning, because the first things that I should knew is the way I learn in the class”.<sup>94</sup>

And the last interview was conducted on Tuesday, 14<sup>th</sup> of May 2019. According to Muhammad Naufal stated: “The big things that affected my learning is motivation from my self, because I have to encourage my self to study hard not only in the class but also in the home and everywhere”.<sup>95</sup>

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<sup>94</sup> Look at Interview transcript number: 15/I/14-V/2019.

<sup>95</sup> Look at Interview transcript number: 16/I/14-V/2019.

Based on the all of interview above, the researcher concluded that the students were motivated by their friends, teachers, or their family. But the big motivation was coming from themselves. Because motivation from themselves can encourage them to study hard. And the students that also wanted to be the best could make their parents proud of them. So that, the researcher found that the factor that influenced students' learning strategy is motivation.



## **CHAPTER V**

### **DISCUSSION**

In this chapter, the researcher discussed the result of research which have been done in MTsN 2 Ponorogo. The discussion gives explanation for the problem of research that has been stated in chapter I. The result of the data explained as follow:

#### **A. The Most Employed Learning Style by Eight Grade Bilingual Class of MtsN 2 Ponorogo in Academic Year 2018/2019.**

Learning is something that happens quite naturally and goes by quite unnoticed in many cases. Every people has their own learning style and also learning strategy, if every people know their own they can develop it by themselves.

Learning style can be defined as the preferences students' exhibit in their learning. According to Felder and Silverman, a learning style is defined as the characteristics, strengths, and preferences in the way people receive and process information. Besides, learning style refers to any individuals preferred ways of going about learning.<sup>96</sup>

In VIII D bilingual class of MTsN 2 Ponorogo, there are 28 students. It consists of 15 male students and 13 female students. The researcher tried to analyze the most employed learning style in this class. Based on the result of this research, the most employed learning style in

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<sup>96</sup> David Nunan, *Language teaching methodology* (UK: Practice Hall International, 1991). 168

VIII D bilingual class was visual learning style.

The results are in the table below:

**Table A.I**  
**The percentages of most employed learning style in VIII D**

No	Students' Learning Style	The amount of students	Percentage
1.	Visual	15	57,69 %
2.	Auditory	3	11,53%
3.	Kinesthetic	8	30,76%
	Total	26	100 %

Based on the table above, it can be known there are three types that the most employed learning style in eight grade bilingual class in MTsN 2 Ponorogo, there are visual learning style, auditory learning style, and

kinesthetic learning style. The percentages from the amount of students can be known that visual learning style is the highest style that most employed in VIII D bilingual class, the result was 57,69 % (15 students). While the result of kinesthetic learning style was 30,76 % ( 8 students), and the lowest learning style is auditory type, the percentage was 11,53 % (3 students).

The researcher also found the characteristics of visual learning style in VIII D bilingual class that categorized as follow:

- a. Read the book when the teacher explain the material.
- b. Spell the letters very well.
- c. Make the scribbles in the book

- d. She write the teacher's explanation.
- e. To write the material.

The results above were appropriate with the theory that was stated by Bobi de Porter regarding to the characeristics of visual learning style, such as:

- a) Neat and orderly.
- b) Speak quickly.
- c) Thorough and detailed.
- d) Accentuating performance.
- e) It is easier to remember what is seen rather than what is heard.
- f) Remember things based on visual association.
- g) Has the ability to spell the letters very well.
- h) They are not easily disturbed by the noise or sound noisy when they are learning.
- i) Difficult to received verbal instructions.
- j) A fast reader and diligent.
- k) Often answer question with short answer "Yes" or "No."
- l) Forgot to deliver verbal message to other.<sup>97</sup>

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<sup>97</sup> Bobbi de Porter, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), 118.

The characteristics of auditory learning style in VIII D bilingual class that categorized as follow:

- a. Izzah said “Levin, turn off your phone please, I can’t concentrate well”.
- b. Moving the lip and say uttering and writing while read.
- c. Dewi said “ Rifan, you’re so noisy, can you silent please? I can’t concentrate well”.
- d. Do the task in a group discussion.

The results above were appropriate with the theory that was stated by Bobi de Porter regarding to the characeristics of auditory learning style, such as:

- a) Often talk to themselves while at work (learning).
- b) Easily disturbed by the noisy.

- c) Moving the lip and say uttering and writing while read.
- d) They like to listen rather than reading.
- e) It is more fun to read aloud.
- f) Able to repeat or imitate the tone, rhythm, and timbre.
- g) Difficult to write something, but very good at telling stories.
- h) Speaks in well –patterned rhythm.
- i) Speaks very eloquently.
- j) More like the art or music than the others art.
- k) Learn to listen and remember what discussed rather that what is seen.
- l) Love to talk discuss and explain to length.
- m) Have difficulty if it should be faced with the task related to visualization.
- n) More clever to spell or pronoun the words with harder than writing.
- o) Rather than verbal humor joke book humor or comics.<sup>98</sup>

The characteristics of kinesthetic learning style in VIII D bilingual class that categorized as follow:

- a. The hand never stop to play the ruler.

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<sup>98</sup> Bobbi de Porter, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), 118.

- b. Listen to the teacher's explanation by biting the pen.
- c. Playing the ruler while read the book.
- d. Hit the pen on the table.
- e. Make jokes with the other friends.

The results above were appropriate with the theory that was stated by Bobi de Porter regarding to the characteristics of kinesthetic learning style, such as:

- a) Speak slowly.
- b) Respond to a physical concern.
- c) Touch other people to get their attention.
- d) Stand close when talking with others.
- e) Involve physical movement.
- f) Has the initial development of large muscles.
- g) Learn through hands – on or manipulation.
- h) Memorize things by walking or seeing directly.
- i) Use a finger to point to word that are read when reading.

j) Involve body language.<sup>99</sup>

In addition, the results of research conducted by the researcher can be concluded that almost all of students in VIII D bilingual class using three types of learning style. Based on questionnaire and observation that have been conducted, the most employed learning style in this class was visual learning style.

### **B. The Most Employed Learning Strategies by Students in Eight Grade Bilingual Class of MTsN 2 Ponorogo**

In VIII D bilingual class of MTsN 2 Ponorogo, there are 28 students. It consist of 15 male students and 13 female students. The

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<sup>99</sup> Bobbi de Porter, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), 118.

researcher tried to analyze the most employed learning strategy in this class. Based on the result of this research, the most employed learning strategy in VIII D bilingual class was socio/affective learning strategy. The results are in the table below:

**Table B.I**  
**The percentages of most employed learning strategy in VIII D**

<b>No</b>	<b>Students' Learning Strategy</b>	<b>The Amount of Students</b>	<b>Percentage</b>
1.	Metacognitive Strategy	9	34, 61 %
2.	Cognitive Strategy	2	7, 69 %
3.	Socio/Affective Strategy	15	57, 69 %
	Total	26	100 %

Based on the table above, it can be known there are three types of learning strategies that most employed by students in eight grade bilingual class in MtsN 2 Ponorogo namely metacognitive strategy, cognitive strategy, and socio/affective strategy. The percentages from the amount of students can be known that socio/affective learning strategy is the highest strategy that most employed in VIII D bilingual class, the result was 57,69 % (15 students). While the result of metacognitive strategy was 34, 61 % (9 students), and the lowest employed learning strategy in eight grade bilingual class is cognitive strategy the result was 7, 69 % (2 students).

From the result above, learning strategies are specific means that learners use to learn or improve their language. There are many kinds of learning

strategies, depending on the context and task. There are three kinds of learning strategy depending on the level or type of processing involved.<sup>100</sup>

Learning strategies have been differentiated into three categories according to J. Michael O'Malley. *The first*, is metacognitive strategy. Metacognitive strategy are higher order executive skills that may entail selective attention, planning, monitoring and evaluating. *The second strategy* is social affective strategy. It operate directly on incoming information, manipulating it in ways that enhance learning. It can be subsumed to rehearsal, summarizing, induction, imagery, auditory representation, making inferences, using resources, organization, note taking, and elaboration of prior

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<sup>100</sup> J. Michael O'Malley, Anna Uhl Chamot. *Learning Strategies in Second Language Acquisition*, 44.

knowledge.<sup>101</sup> *The third strategy* is social effective strategy. It represents a board grouping that involves either interaction with another person or ideational control over affect. Three categories in this strategy there are cooperation, clarifying, self-talk.<sup>102</sup>

**Table B.2**  
**The Classification of Learning Strategy**

<b>Learning Strategy</b>	<b>Definition of Strategy</b>
<b>Metacognitive Strategies</b>	
Selective Attention	Paying attention to key information. Focusing on special aspect of learning task, as in planning to listen for key word or phrase.
Planning	Previewing main ideas. Making plans to accomplish task Seeking out and arranging for conditions to promote successful learning.

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<sup>101</sup> J. Michael O'Malley, Anna Uhl Chamot. *Learning Strategies in Second Language Acquisition*, 44.

<sup>102</sup> *Ibid*, 44.

Monitoring	Self-checking one comprehension. Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.
Evaluating	Developing the ability to determine how well one has accomplished the task. Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.
<b>Cognitive Strategies</b>	
Rehearsal	Repeating the name of items or object to be remembered.
Summarizing	Saying or writing the main idea
Induction	Figuring out the rules from sample of language.
Imagery	Being able to visualize a picture and use it to learn new information.
Auditory representation	Mentally replaying a word, phrase, or piece of information.
Making inferences	Using information in the text to guess the meaning
Using resources	Developing the ability to use reference materials
Organization	Classifying word, terminology, quantities, or concept.
Note taking	Writing down key word and concept in verbal, graphic, or numerical form.

Elaboration of prior knowledge	Relating new to known information and making personal associations.
<b>Social/Affective Strategies</b>	
Cooperating	Learning how to work with peers completing a task, pooling information, solving a problem, and obtaining feedback
Clarifying	Learning how to ask question to get additional explanation or verification from the teacher or someone else who might know the answers.
Self-talk	Reducing anxiety by talking positively to oneself. Using mental control to use oneself that a learning activity will be successful or to reduce anxiety about task.

From the result above, the students who have the characteristics likes: they can discuss together about new information that they didn't know before, they can get new knowledge and new information, they can ask to someone that might be know the answer, they can solve some problems, they can force their brain to thought

about the discussion, and they can train the students to interact with the other friends. These characters were included to the socio/affective learning strategy. It was supported with the theory which was stated that socio/affective strategy has three categories, there are cooperation, clarifying, and self-talk. The definition of *Cooperating* strategy is learning how to work with peers completing a task, pooling information, solving a problem, and obtaining feedback. While the definition of *clarifying* is learning how to ask question to get additional explanation or verification from the teacher or someone else who might know the answers. And the definition of *self talk* is reducing anxiety by talking positively to oneself.

Using mental control to use oneself that a learning activity will be successful or to reduce anxiety about task.<sup>103</sup>

### **C. Factors Influencing Students Learning Style and Strategies in The Class.**

In the classroom, teaching and learning process were not run smoothly and on controlled manner. There will always be factors that interfere the teaching and learning process. Here are the both factors :

#### **a. Factors Influencing Students Learning Style.**

Based on the findings in VIII D bilingual class, the researcher found some factors that influenced students' learning style, the results are as follows:

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<sup>103</sup> J. Michael O'Malley, Anna Uhl Chamot. *Learning Strategies in Second Language Acquisition*, 44.

- 1) The students likes studying by sitting on the chair. Because sitting on the chair or formal condition will make her concentrate.
  - 2) The student likes studying in the brighter light because they felt comfort, can concentrate well and can keep her eyes' health
  - 3) The students like studying in the silence place than crowded place, because it can make them concentrate well.
  - 4) The student likes studying in the cold temperature, because they feels comfort and can concentrate well while studying.
- In the contraty, the students did not like to study in the hot air, because they can't

concentrate well and they feel sleepy while study in the hot air.

The results above were appropriate with the theory that was stated by Rita Dunn as a Pioneer in the scope of learning style, has found many variables that affect students' learning style.<sup>104</sup>

These factors include : physical factors, emotional factors, sociological factors, and environmental factors. The researcher found the environmental factors based on the results of the discussion above. The environmental factors in VIII D bilingual class were:

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<sup>104</sup> Bobbi de Porter, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*, terj. Alwiyah Abdurrahman (Bandung: Kaifa, 2003), 110.

1. The design of seat
2. Lighting
3. Sounds
4. Temperature

b. Factors Influencing Students Learning Strategies.

Based on the results of interview in VIII D bilingual class, the researcher concluded that the students were motivated by their friends, teachers, or their family. But the big motivation was coming from themselves. Because motivation from themselves can encourage them to study hard. And the students that also wanted to be the best could make their parents proud of them. So that, the researcher found that the

factor that influenced students' learning strategy is motivation.

The results above were supported with the theory that was stated that there are some factors influencing students' learning strategies.

#### 1) Motivation

More motivated students tended to use more strategies than less motivated student, and the particular reason for studying the language.

#### 2) Gender

Female reported greater overall strategy use than males in many studies (although sometimes males surpassed female in the use of particular strategy).

#### 3) Culture Background

Rote memorization and other forms of memorization were prevalent among some Asian students that among

students from other culture backgrounds. Certain other culture also appeared to encourage this strategy among learners.

4) Attitudes and beliefs

These were reported to have profound effect on the strategies learner choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

5) Types of task

The nature of the task helped determine the strategies naturally employed to carry out the task

6) Age and language stage

Students of different ages and stages of language learning used different strategies, with certain strategies often being employed by order more advance students.

7) Learning style

Learning style refers to any individual's preferred ways of going

about learning. It is generally considered that one's learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience.<sup>105</sup> The students who are study in the classroom have different characteristics. They have individual learning strategy to understand the materials.

8) Tolerance of ambiguity

Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than the students who were tolerant of ambiguity.

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<sup>105</sup> David Nunan, *Language Teaching Methodology A Textbook Teacher* (New York: Practice Hall International, 1991).

## CHAPTER VI

### CLOSING

#### A. Conclusion

Based on the findings which explained in the discussion about the most employed learning style and strategies, then the factors influencing students' learning style and strategies in VIII D bilingual class at MTsN 2 Ponorogo. The researcher then drew the conclusion. The conclusion covers all of the research question of this study.

1. Based on the results of students' learning style that showed in VIII D bilingual class in English subject, visual learning style are the most employed in this class, that showed by

the characteristics likes: Read the book when the teacher explain the material, Spell the letters very well, Make the scribbles in the book, she write the teacher's explanation, to write the material.

2. The results of students' learning strategies that showed in VIII D bilingual class in English subject, socio/affective learning strategy are the most employed in this class, and the students who have the characteristics below are the students that have socio/affective learning strategy : They can discuss together about new information that they didn't know before, they can get new, they can ask to someone that might be know the answer, they can solve some problems,

they can force their brain to thought about the discussion, they can train the students to interact with the other friends.

3. Factors Influencing Students' Learning Style and Strategy.

- a. Factors influencing students learning style in this class were environmental factors, includes : The student likes to study by sitting on the chair. Because sitting on the chair or formal condition will make them concentrate well. The student likes studying in the brighter light because they felt comfort, can concentrate well and can keep her eyes' health. The students like studying in the silence place than crowded place,

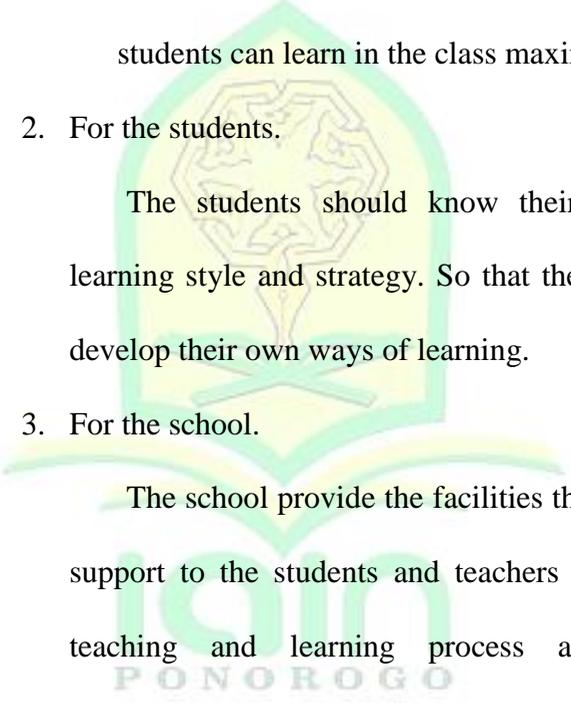
because it can make them concentrate well. The student likes studying in the cold temperature, because they feels comfort and can concentrate well while studying.

- b. Factors Influencing Students Learning Strategy is Motivation.

## **B. Suggestion**

Based on the discussion above, the researcher suggested some suggestion as follow:

1. For the teachers.
  - a. The teacher is suggested to know the students' learning style and strategy in the class. So that, the teacher can convey the information that can be understood well by the students.

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- b. The teacher is suggested to use the method, strategy, and learning's model that appropriate with the students' learning style and strategy. In order to the students can learn in the class maximally.
2. For the students.
- The students should know their own learning style and strategy. So that they can develop their own ways of learning.
3. For the school.
- The school provide the facilities that can support to the students and teachers in the teaching and learning process at the classroom activity.

4. For the readers.

This study is expected to give contribution to the readers, especially the students of IAIN Ponorogo.



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