

**STUDENTS LEARNING STYLE AND FACTORS AFFECTING
LEARNING STYLES IN LEARNING ENGLISH:
A CASE STUDY OF JUNIOR
HIGH SCHOOL**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

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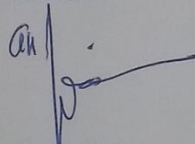
**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2023**

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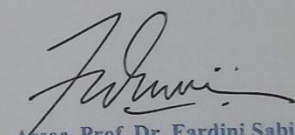
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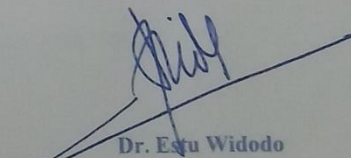
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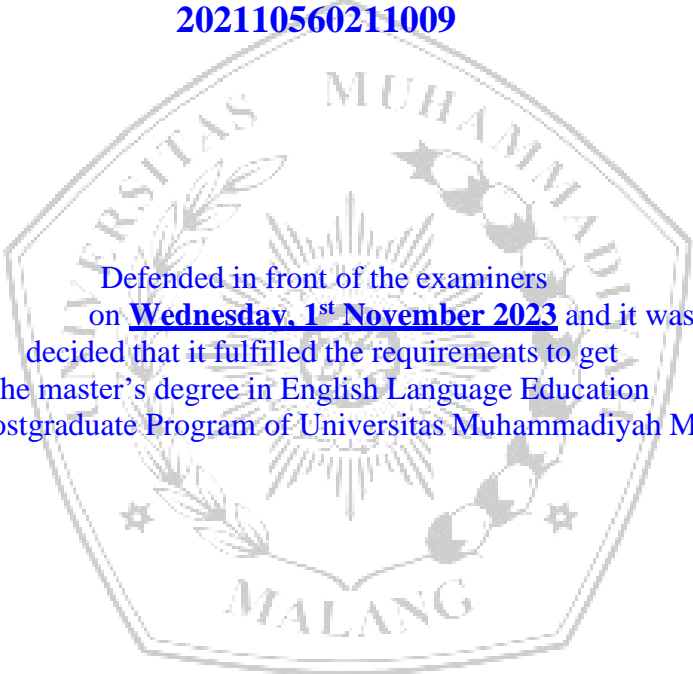

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Hereby, declare that :

1. The thesis entitled: **STUDENTS LEARNING STYLE AND FACTORS AFFECTING LEARNING STYLES IN LEARNING ENGLISH: A CASE STUDY OF JUNIOR HIGH SCHOOL** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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The Writer,


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Malang, 1st November 2023

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**STUDENTS LEARNING STYLE AND FACTORS AFFECTING
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ABSTRACT

This research aims to explain the students' learning styles and the factors that influence the students' learning styles in eighth grade at two junior high schools. This type of research is qualitative research in the form of a case study. The participants were 50 eighth-grade students in two junior high schools. Research data were obtained through questionnaires and interviews. The researcher analyzed the data taken from the questionnaire by using the Likert scale, then the interview was analyzed using a descriptive qualitative technique and presented the data narratively. The results showed that three types of learning styles are preferred by Students in Grade VIII, namely visual learning style, auditory learning style, and kinesthetic learning style. The kinesthetic learning style is the most prevalent one. Furthermore, the factors that influence student learning styles are divided into two factors, namely internal factors include physical and psychological, and external factors include family, school, and environment.

Keywords: Learning Styles, Factors Influence Learning Style

**GAYA BELAJAR SISWA DAN FAKTOR-FAKTOR YANG
MEMPENGARUHI GAYA BELAJAR DALAM PEMBELAJARAN
BAHASA INGGRIS: STUDI KASUS SEKOLAH MENENGAH PERTAMA**

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ABSTRAK

Penelitian ini bertujuan untuk menjelaskan gaya belajar siswa dan faktor-faktor yang mempengaruhi gaya belajar siswa kelas VIII di dua sekolah menengah pertama. Jenis penelitian ini adalah penelitian kualitatif dengan bentuk studi kasus. Pesertanya adalah siswa kelas VIII di dua SMP yang berjumlah 50 orang. Data penelitian diperoleh melalui kuesioner dan wawancara. Peneliti menganalisis data yang diambil dari kuesioner dengan menggunakan skala likert, kemudian wawancara dianalisis menggunakan teknik deskriptif kualitatif dan menyajikan data secara naratif. Hasil penelitian menunjukkan bahwa ada tiga jenis gaya belajar yang disukai Siswa Kelas VIII, yaitu gaya belajar visual, gaya belajar auditori, dan gaya belajar kinestetik. Gaya belajar kinestetik merupakan gaya yang paling banyak ditemui. Selanjutnya faktor-faktor yang mempengaruhi gaya belajar siswa dibedakan menjadi dua faktor, yaitu faktor internal meliputi fisik dan psikis, dan faktor eksternal meliputi keluarga, sekolah, dan lingkungan.

Kata Kunci: Gaya Belajar, Faktor-faktor yang Mempengaruhi Gaya Belajar

A. INTRODUCTION

The teaching and learning process is the core of the education process and involves two active actors: teachers and students. In the learning process, not all students are interested in participating in learning, maybe they are bored, lazy, or the method used by the teacher is monotonous. Students tend to favor various to prefer different methods of dealing with, processing, and interacting with information when they are learning. These methods or preferences are referred to as learning styles. Therefore, students must recognize their learning styles because each individual's learning style is a capital that can be used when studying.

In many instances, learning style develops naturally and goes unnoticed. The word "learning styles" in psychology refers to the learner's preferred overall method of learning, this also covers the process of absorbing, processing, and remembering new information. Language learners' preferred language acquisition method is their language learning style when discussing the process of learning a second language. Students can employ a variety of learning techniques to acquire any language (Fauzan et al., 2020), including English.

Learning style is the way students learn. Each individual does not only have one learning style but can have more than one learning style. The student's learning styles are adapted to their habits and preoccupations which are by listening, reading, and so on. In this instance, learning style is the main variable affecting students' learning. Understanding that each person has a different learning style whether visual, auditory, or kinesthetic is important for understanding what influences learning success (Fauzan et al., 2020). Lack of awareness of learning styles is problematic because it may negatively impact students' learning. Learning styles belong to the structural factors (learning approaches) and are infected by several physical, emotional, sociological, and environmental factors that can influence a person's level of success in learning (Ridzal, 2022).

The problems of the students in learning especially in English learning are some students are slow in the learning process, such as those who are unable to remember some vocabulary and don't understand the material conveyed by the teacher during the learning process, the teachers still use the lecture method in the English learning process because the learning media facilities and infrastructure are inadequate, students who are less active in learning, and don't do assignments properly. Some students prefer to read while moving, some prefer to learn by changing seats such as in group study, and some students prefer to play while learning. Besides that, most students do not recognize their learning styles and some difficulties arise during the learning process. In many cases, most students have difficulty expressing their ideas in words. Some of the students prefer to keep silent rather than be active in the classroom. It is because of many factors, one of which is learning style, which can influence students' abilities. Therefore, in the learning process so that the material presented, especially English learning material can be fully understood by students, a teacher must know and understand how the characteristics of each learner's learning style absorb and understand the subject matter. So that the teacher will find it easier to adjust and apply a method that is appropriate to the material to be taught.

Many researchers conducted research on students' learning styles, including Arsyad (2018) revealed that those who were effective at learning a language typically have a variety of learning styles, but they all prefer the learning style they like. This research used experimental research with two sets instrument of questionnaires. Visual learners were the most prevalent, followed by auditory learners and kinesthetic learners, in each regency's distribution of students' learning styles, with kinesthetic learners being the least prevalent. The topics discussed in the learning materials were familiar to and interesting to the students so students will be inspired to read and talk about the subjects covered in the learning materials in English with their classmates if they were familiar with them and find them interesting. The majority of the student samples found the local-oriented and learning style-based English supplemental learning

materials to be interesting and appropriate yet fairly challenging. Therefore, if grouping students according to their chosen learning styles was not practicable, what should be done to make teaching and learning English as a foreign language effective was to alter teaching and learning materials and teachers' teaching strategies.

According to Fauzan et al. (2020), learning style related to students' achievement in English learning becomes very important for students' success. Their research used a survey study of students at the English Department at IAIN Samarinda. There were two main findings from this study. The first was that students in the English Department at IAIN Samarinda exhibited all three types of learning styles, whether they were visual, auditory, or kinesthetic. The second finding indicates that, out of the three learning methods, most of the English Department's high achievers preferred visual learning at IAIN Samarinda. They specifically comprehend more when they read the lecturer's instructions and see and also read the display of the lecturer's explanations. High achiever students' study preferences and everyday learning practices were closely related. In this study, in particular, high achiever students use various social media sites, such as Twitter, Facebook, Instagram, YouTube, and more platforms, to find and share content or information in English. Other researchers who research the learning style, namely Dayanti et al. (2021) investigated the 2020–2021 academic year's fifth, seventh, and ninth semester students enrolled in PGRI Palembang's English Education Study Program. This study examines the relationships between the predictor variables (learning styles, economic status, and parents' educational backgrounds) and the criterion variable (English proficiency) to determine whether there were any significant correlations between learning styles (visual, audio, and kinesthetic) and English proficiency, economic status and English proficiency, and parents' educational backgrounds and English proficiency (English proficiency). The result shows that the student's proficiency level was not correlated with learning styles or economic status. The correlation coefficient level revealed that only the educational backgrounds of the parents were significantly

correlated and might aid in improving their children's English proficiency. To help students achieve the necessary level of English proficiency, teachers and lecturers should still be aware of different learning styles. So that the lecturers and teachers can understand the unique learning styles of their students.

To better meet students' learning styles, lecturers or teachers need to develop their teaching strategies. In addition, each student has all three learning styles, but typically just one dominates how he or she can learn. Because of this, it would be simpler for the teacher to combine teaching habits using various strategies and approaches if the teacher understood each student's characteristics and learning styles. One of the teachers at SMA Negeri 04 Palembang identified two issues with learning to speak in Rahayu et al. (2022) mini-observation. These issues were students' lack of confidence in speaking in class and their lack of creativity in developing speaking skills, both of which may be caused by a variety of factors, not to mention the teacher's technique. The purpose of this study was to determine whether learning style and eleventh-grade students' speaking ability significantly contributed. Consequently, correlation research was used in this study. So, the results of this study speaking proficiency among SMAN 4 Palembang students in the eleventh grade was significantly correlated with learning style. The average of the students' interviews and the average of the oral exam they took in virtual classrooms regarding the most stunning location they have ever been can both demonstrate this. Likewise, Haryono & Tukiyo (2022) investigated the pupils from Kartasura's Al-Islam Junior High School, this study's sample consisted of 100 students chosen using a basic random selection procedure. The study aimed to evaluate the proposed hypothesis of the mobile learning-based team game tournament learning model influence on the recount text writing ability: The Role of Learning Style as a Moderating Variable using quantitative research methodologies and causality models. The analytical method used is called structural equation modeling (SEM), and the Smart PLS program controls it. The findings demonstrate that the Team Game Tournament learning model had a considerable favorable impact on the students' ability to create

recount texts and that their learning style had a positive impact as well. Additionally, it's critical to consider each participant's learning style into account when developing the recall text writing skills for the team game competition.

This study aims to explain the students' learning styles and the factors that influence the student's learning styles. This aim is to expand the findings of previous research on the student's learning style. Fauzan et al. (2020) found that the English Department students at IAIN Samarinda have a variety of learning styles, including visual, aural, and kinesthetic. Rahayu et al. (2022) from the student interviews and the oral exam results, found that at SMAN 4 Palembang, there was a significant correlation between the learning style and the students' speaking ability in the eleventh grade. Both researchers were conducted at college and senior high schools using interview instruments and oral tests. Meanwhile, this present research conducted on eighth-grade students at junior high school using learning style theory from Walter Burke Barbe's theory (learning modality). It is important to conduct this research because does not only focus on student learning styles but also determines the factors that influence student learning styles in learning English with the English method qualitative design to investigate this problem. The research results will be useful to recognize, understand, and develop learning styles that are owned by students to maximize the process of absorbing knowledge during the learning process. By knowing their learning style, students can create pleasant and comfortable conditions and atmospheres during the learning process.

B. RESEARCH PROBLEMS

The research questions proposed are aligned with the main objective of the study on learning styles and the factors. The research questions are as follows:

1. What are the student's learning styles in learning English at junior high school?
2. What are the factors that influence the students' learning styles in learning English at junior high school?

C. RESEARCH OBJECTIVE

The objectives of this research are:

1. To explain the student's learning style in learning English at junior high school.
2. To explain the factors that influence the student's learning styles, particularly in learning English at junior high school.

D. LITERATURE REVIEW

a. Learning Styles

Learning environments must consider learning styles because every student has a different learning style and a different level of intelligence. Studying learning styles is crucial since recent studies have shown that a match between teaching and learning styles helps to motivate students' process of learning (Adnan & Marlina, 2017). Awareness of learning styles could help students understand how they learn and empower them to take ownership of their learning so that they persevere and succeed in education. The incoming information would be compared to the information previously stored in the mind before being understood. Whether or not further information is required will depend on how well a learner comprehends the new information. Learning styles can change over time, so it is important to take this into account when planning the teaching materials, classroom setting, methods, and strategies. Instead of expecting the students to adjust to their environment, this will be far more effective as the learning experience for the students will be enhanced (Shamsuddin & Kaur, 2020).

A learning style is multidimensional. Its elements can be classified into five stimulus categories: Environmental (sound, light, temperatures, and design), emotional (motivation, persistence, and responsibility), physical (perception, intake, time, and mobility), sociological (self, partner, team, mentor, varied), and psychological (global/analytical, impulsive/reflective) (Oluremi, 2015). In addition, Reid argues that learning styles have six fundamental characteristics, including 1) Each

person, including students and teachers, has a learning style, as well as learning strengths and limitations; 2) Despite being characterized as opposites, learning styles can range across broad continuums; 3) Learning styles are value-neutral, meaning that no one's style is superior to another's; (4) students must be motivated to "stretch" their learning styles; (5) frequently, students' learning strategies are linked to their learning styles; and (6) teachers should allow their students to recognize their learning strengths and weaknesses (Fauzan et al., 2020).

The most important thing to be concerned about in teaching is that all students are unique and each of them has their own learning style, there is no better or worse or wrong and right learning style. A style of learning refers to an individual's preferred way to absorb, process, comprehend, and retain information (Arjulayana, 2016). Students can organize efficient learning strategies in their learning process by choosing the appropriate learning style to use. Its main goal is to provide educators with the knowledge they need to help students meet their current learning needs and help them acquire the "qualities of graduateness" (Khairy, 2018). Understanding a learner's learning style, according to Gilakjani and Ahmadi, can help students learn how to learn (C. B., 2022). In addition, Students will choose the finest learning strategies and accelerate their academic development if they are aware of their different learning styles. (Dayanti et al., 2021). As a result, while teachers serve as facilitators, students take on a more central role in the learning process and have more influence over it. When instructing students, teachers shouldn't sacrifice their tried-and-true methods to satisfy each student's preferred learning style.

Students' performance in English classes was unaffected by their learning styles, but learning style affects their skill in English speaking. In addition to how students acquire knowledge, learning style also refers to how they communicate the knowledge they have learned during the teaching-learning process. Each learner's chosen learning style can be

modified, but it can only be enhanced by including activities that correspond to that learning style. Learning styles have a significant role in the lives of individuals. They will successfully learn more quickly and readily when they are aware of their preferred learning style and incorporate it into their learning process. A student who majors in a subject unrelated to their learning style may lack confidence, be less effective, and get frustrated as a result (Isda et al., 2016). In conclusion, each learner has the force to accept and make use of these stimuli during the learning process. Every student had the easiest way to absorb, manage, and process information in learning styles. They frequently employ various approaches to comprehend knowledge, whether they are actively learning or not, which generally refers to learning style. It makes no difference if they have a different learning style because that is how they learned it.

b. Learning Modalities

Learning style as a combination of learning modality and brain domination always becomes a student's barometer in their learning objectives (Arjulayana, 2016). The first stage in learning VAK, according to DePorter & Hernacki (1999), referenced in (Hardiana & Suyata, 2018), is to determine a person's modalities, such as their visual, auditory, or kinesthetic modalities. Each person has the option of using one of these three modalities, although most are more likely to be one of these three. This method focuses on giving students a hands-on learning experience. Learning is directly accomplished through the senses of sight (visual), learning by listening (auditory), and learning with motion and emotion (kinesthetic). To make it simple to explain and comprehend learning styles, educational psychologist Walter Burke Barbe and his colleagues developed three learning modalities: visual, auditory, and kinesthetic (C. B., 2022).

a. Visual

Visual learners more focus on their ability to look, which means concrete things should be able to show the learner to

understand the information process. Visual learners will absorb the lesson through picture descriptions because they have high sensitivity in memorizing color and have a good understanding of art (Arjulayana, 2016). The explanation above in line with Isda et al., (2016), stated to make learning easier for visual learners, there should be some visual clues and color codes. To help them remember and prepare for the following task, they need to construct some lists or make some points. This statement is in line with Alberta et al., (2021), students who have a visual learning style will quickly learn and understand the information or subject matter presented in writing.

Visual learners have some characteristics that are always neat performance, speaking quickly, paying attention to detail, valuing appearance, having good analytical thinking, and finding it simpler to remember what is seen than what is heard (Arjulayana, 2016). According to Adnan & Marlina (2017), in their result research, stated that students who have visual styles as dominant learning styles will be more successful in understanding learning materials in the following ways: using all the learning materials (images, colors, maps, videos, posters, etc.), using color markers to mark important things, reconstruct images in different ways such as creating different spatial arrangements, redrawing pages from memory, replace words with symbols or initials, viewing pages, and illustrates the existing ideas into the picture.

b. Auditory

Hearing the explanation from the teachers or listening to the radio, and a group of learners called with auditory style. Although they can work in teams or just with classmates in the classroom, they prefer to study in groups (Isda et al., 2016). By listening to the news on the radio, television, and tape recorder,

they may obtain all the information they need. In the English classroom, students also enjoy listening to what their conversation partners have to say. This is in line with the opinion of Vaishnav (2013) which states that auditory learners may use word association, record teachers, listen to videos, have group discussions, taping of notes, etc.

Ariastuti & Wahyudin (2022) state that auditory learning styles can process information through the ear/hearing. Students with an auditory learning style can learn more quickly by engaging in verbal conversation and listening to what the teacher says. Auditorial students have strong musical sensitivity and excel in oral activities, they talk in a rhythm and typically speak fluently, and describe things in depth. The noise quickly distracts students with this learning style.

c. Kinesthetic

Kinesthetic learners learn best within teams, with team leaders, and through active participation (Stephenson, 2019). In addition, in Isda et al. (2016) research, Kinesthetic learners would rather participate actively in a discussion, speech, or role-play than concentrate on listening theory. When students actively participate in activities, field trips, and role-playing in the classroom, they retain material better.

The kinesthetic learner exhibits unique traits such as speaking slowly, feeling uneasy in noisy environments, utilizing touch to signal attention, remembering information by moving and looking, using body language, and being unable to sit still for an extended period (Arjulayana, 2016).

Those modules represent the input medium for information gathering. Barbe suggests that these modalities can work independently or

mixed. However, their usage may change due to other circumstances that affect the individual's learning style (Mohd Yunos & Husin, 2021).

c. The Role of the Classroom Teacher

The quality of the teaching and learning process at the school can be improved when the teachers understand and consider the characteristics and learning of the students in choosing methods, techniques of teaching, and teaching materials that are suitable for the variety of students' learning styles. The students will learn more and will enjoy the class experience and the environment when they can use their preferred learning styles (Adnan & Marlina, 2017). To enhance student accomplishment, educators must take learning styles and learning strategies into account when choosing and designing learning resources.

There are some characteristics that learning styles are founded on. The first is that each individual, whether a student or a teacher, has a unique learning style and learning strengths and weaknesses. Teachers can enhance their students' learning by utilizing their different learning styles. Teachers can assist their students by comprehending or being aware of their students' preferred learning styles. To put it another way, an effective learning environment encourages students to develop their strengths and increase their ability to learn in a variety of ways. Therefore, teachers need to understand the many learning styles in the classroom (Fauzan et al., 2020).

Learning activities can be adapted to each student's chosen learning style when educators are aware of different learning styles and how to offer students options. To understand and accommodate these individual variations, educators must offer a variety of learning methodologies to their students to be effective leaders. Teachers can alter their classes to ensure that all students have an equal chance of success by thoroughly understanding how children learn interact with and process information (Allen et al., 2010). According to Teevan, Michael, and Schlesselman, understanding students' learning styles can make it easier for teachers to

use the best teaching strategies and methods to support their academic progress (Magulod Jr., 2019). Additionally, this will give teachers and students positive feedback on their accomplishments and areas for improvement in the teaching and learning process. Similar to how learning styles can have an impact on curriculum design, understanding them can help teachers apply learner-centered curriculum models in the classroom.

Learning style, which can be considered one of the approaches used to identify individuals, will help teachers get to know the group of students in front of them and pave the way for them to become significantly more effective (Isda et al., 2016). It might be argued that for a teaching-learning process to be successful, teachers need the students' assistance in understanding the material using their methods of learning, such as how they comprehend the teacher's explanations during the learning process.

Today's teachers must be able to recognize and define different learning styles. There isn't just one type of learning style for students. The brain functions in a variety of ways. Depending on the situation, teachers employ a variety of learning approaches. Teachers can utilize this knowledge to create education specific to the learning styles represented in their classes and manage their classrooms in abusive styles if they can re-recognize learning styles.

d. Factors Affecting Students' Learning Styles

In learning style, there are a lot of factors that influence the success and the failure of the learning process. The success of the learning process may be indirectly impacted by ignorance about learning styles, which makes it an issue. A person's level of learning success can be influenced by a variety of physical, emotional, social, and environmental factors, all of which can affect their learning style. Learning styles are classified as structural factors (learning approaches) (Ridzal, 2022).

According to Rita Dunn, pioneers in other learning styles have found a lot of variables that influence student learning styles, there are physical, psychological, sociological, and environmental (Ghania, 2013).

For example, several people can learn well if bright, and some people enjoy learning in discussion groups, learning with listening to music as the background, and else. Meanwhile, David Kolb stated that student learning styles are influenced by personality type, and habit, and evolve with time and experience (Idkhan & Idris, 2021).

A variety of factors can affect how students learn and how they acquire it. Students' learning is influenced by two types of factors: internal and external factors. Internal factors are those that come from within the students and have an impact on their learning. External factors are those that originate from outside of the person and have an impact on their learning (Maryanai et al., 2017).

a) Internal Factors that Influence the Learning Style of Students

Internal factors can be divided into two parts: physical factors and psychological factors.

1. Physical Factors

The learning process is impacted by physical factors such as health, visual and physical defects, nutrition, and physical development (Abante et al., 2014). In addition to being exhausted, less enthusiastic, easily dizzy, and sleepy when the body is weak, there is a blood shortage, or there is any interference with the senses and body, learning will be affected if a person's health is compromised. Defects include blind, half-blind, deaf, half-deaf, broken legs, paralyzed, and others. Such a state of disability also affects a person's learning activities.

2. Psychological Factors

The psychological factors that affect learning include at least seven different factors. These include maturity, readiness, talent, interest, intelligence, attention, and

motivation. Psychological factors are how learners absorb and process new knowledge (Oluremi, 2015).

b) External Factors that Influence the Learning Style of Students

External factors, which include family factors, school factors, and environmental factors, are those that affect learning that exist outside the individual (Maryanai et al., 2017).

1. Family Factors

In family factors, a person who learns will be influenced by their family in the way of educating children, relationships between family members, household atmosphere, and family economic situation.

2. School Factors

The school factor is one of the factors that affect learning style because, in their capacity as teaching managers, teachers have a part to play in establishing the conditions necessary for students to learn effectively and efficiently. The learning process will be more successful and efficient if students have learning styles that work for them.

3. Environment Factors

Environmental factors might impede children's mental development. The disorder could result from emotional distress, activities of learners in the community, mass media, social friends, and community life forms. Based on experience can be seen that an untoward environment can affect the student learning process (Kunhardianto, 2017).

E. METHOD

Research Design

This research is a type of qualitative research in the form of a case study to explain the students' learning styles and the factors that influence students' learning styles, particularly in learning English in junior high school. Case studies are qualitative research that aims to explore real objects, then collect data in detail by involving many sources of information, and at the end is a descriptive report (Creswell, 2014).

Participants

The research was undertaken in two schools of junior high schools. The participants were 50 eighth-grade students in junior high school, consisting of 25 students of SMPI al-Azhar 2 and 25 students of SMPN Kadur 1. This sample was chosen because in these schools some students were slow learners in the learning process such as they were unable to remember and didn't understand the material conveyed by the teacher during the English learning process, students who are less active in learning, and don't do their assignments properly. So, the teacher must know and understand how the characteristics of each learner's learning style absorb and understand the subject matter.

Research Instrument

There are two types of instruments used in this study namely a questionnaire and an interview.

a. Questionnaire

The researcher adapted Achmad Rizqi's (2013) questionnaire, consisting of 18-item statements. The researcher used a closed questionnaire with a rating scale. The degree of agreement was graded on a five-point scale: strongly agree, agree, undecided (neutral), disagree, and strongly disagree.

b. Interview

The researchers used a semi-structured interview with the students in the form of questions referring to factors that influence

the learning style of junior high school eighth-grade students in learning English.

Data Analysis

1. Questionnaire

The researcher analyzed the data taken from the questionnaire by using the Likert scale (Creswell, 2012), to assess how subjects agreed with each item. The questionnaire was distributed to all 50 students in VIII grade at two junior high schools to collect information related to the use of Visual, Auditory, or Kinesthetic learning styles, which consisted of 18 statements that were divided into 3 parts. The questionnaire was in the form of a checklist containing statements that must be answered and were grouped into five categories on the Likert scale (Table 1). After the student has filled out the questionnaire, the next step is to recapitulate the questionnaire to determine the learning styles used by each student during the learning.

The answers of respondents who answered were given a score as follows:

Category	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Table 1. Student Satisfaction Likert Scale

2. Interview

Interviews are used to obtain direct information from sources related to factors that influence student learning styles in English learning, expressed in the form of interviews. The researcher conducted direct interviews with 12 students in VIII grade at two junior high schools with a duration between 15 to 20 minutes for each student consisting of 20 questions. The tools used by researchers are in the form of question sheets

which consist of two factors, namely internal factors and external factors, and also researchers use other writing tools such as pen and paper. Then, the interview was analyzed using descriptive qualitative technique and presented the data narratively.

F. FINDINGS

The Student's Learning Style in Learning English

The student's learning styles, particularly in learning English at junior high school, are shown in the following table.

Table 2. Response of The Student's Learning Style in Learning English at Junior High School

No	Item	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	It is easier for me to understand the lesson if I read it well	23 46%	24 48%	2 4%	1 2%	0
2	It is easier for me to understand written messages than messages explained in words	9 18%	14 28%	20 40%	7 14%	0
3	Pictures, diagrams, posters, and wall charts help me remember and understand lessons	16 32%	23 46%	10 20%	1 2%	0
4	I prefer to read story books than listen to stories	11 22%	7 14%	21 42%	10 20%	1 2%
5	I am not disturbed by sound when I am studying	6 12%	9 18%	8 16%	21 42%	6 12%

6	Prefer written assignments rather than having to explain in words	12 24%	22 44%	10 20%	6 12%	0
7	It is easier for me to understand the subject matter if I hear the explanation of the material well	24 48%	21 42%	4 8%	1 2%	0
8	It is easier for me to understand messages explained verbally than written messages	17 34%	18 36%	15 30%	0	0
9	Reading books aloud and repeatedly is the best way for me to remember them easily	9 18%	14 28%	17 34%	9 18%	1 2%
10	Listening to stories is much more enjoyable than reading storybooks	15 30%	20 40%	12 24%	3 6%	0
11	I can only study well when I am in a calm environment	22 44%	21 42%	7 14%	0	0
12	I am easily distracted by noise when I am studying	16 32%	20 40%	11 22%	2 4%	1 2%
13	I learn well when using a variety of equipment and media	18 36%	23 46%	8 16%	1 2%	0

14	I enjoy learning through practice more than learning material	20 40%	24 48%	4 8%	2 4%	0
15	I prefer to use my finger as a guide when reading	8 16%	13 26%	23 46%	6 12%	0
16	I remember very well what I learned through practice in class	12 24%	29 58%	8 16%	0	1 2%
17	I feel bored sitting in class for too long	15 30%	28 56%	6 12%	1 2%	0
18	I often do things like tap pens or chew candy while studying	10 20%	19 38%	10 20%	10 20%	1 2%

From Table 2, it is clarified that the majority of responses to comments about the student's learning style in learning English are positive with 58% choosing to agree. This demonstrates that students remember well what they learn through practice in class and almost all of them choose the kinesthetic learning style. The least common response to items presented to pupils is 0% strongly disagree.

Furthermore, from general information about the student's learning style in learning English, the following is the explanation:

a. Visual Learning Style

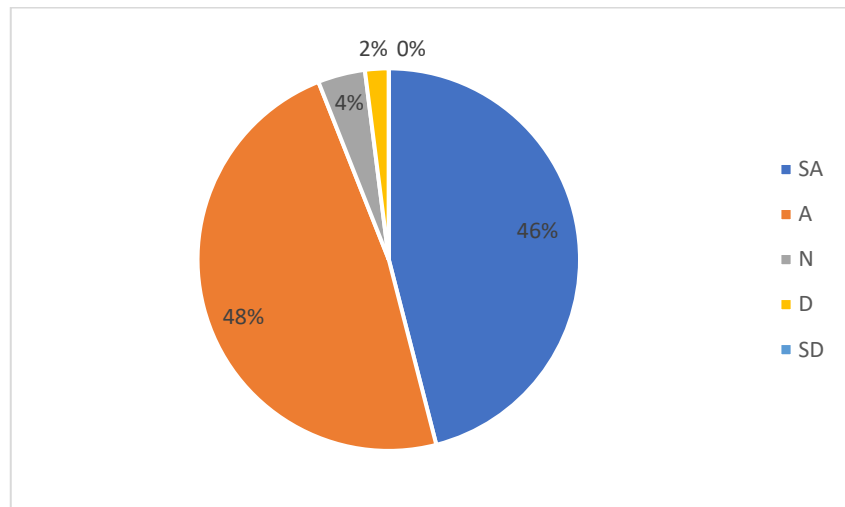


Figure1. Visual Learning Style

Based on data processing from the questionnaire results, 46% (23 students) chose strongly agree and 48% (24 students) agreed with the statement that "It is easier for me to understand the lesson if I read it well". Some students chose neutral with a percentage of 4% (2 students), which means they doubted this statement because not all students like to read lessons well. There is 1 student who chose disagree, meaning that only 2% of 50 students feel it is not easy to understand the study by reading it well.

b. Auditory Learning Style

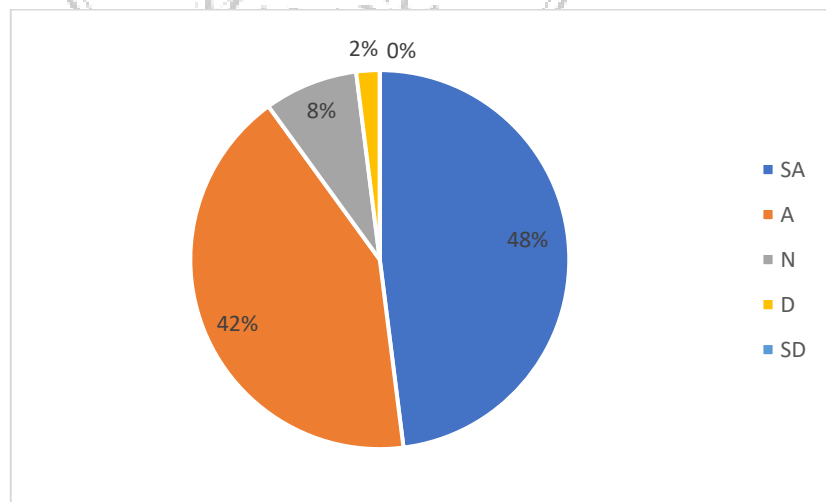


Figure2 Auditory Learning Style

Students with a percentage of 48% (24 students) of the statement that "It is easier for me to understand the subject matter if I hear the explanation of the material well" strongly agree and 42% (21 students) chose to agree, the teacher must be more active in the teaching and learning process by using various learning methods so that students more easily understand the explanation from the teacher. However, 8% (4 students) felt doubtful about understanding the lesson, only listening to the teacher's explanation properly. Furthermore, 2% of students may feel bored if they only listen to the teacher explaining in front of the class without involving students in the learning process so they choose Disagree in the statement.

c. *Kinesthetic Learning Style*

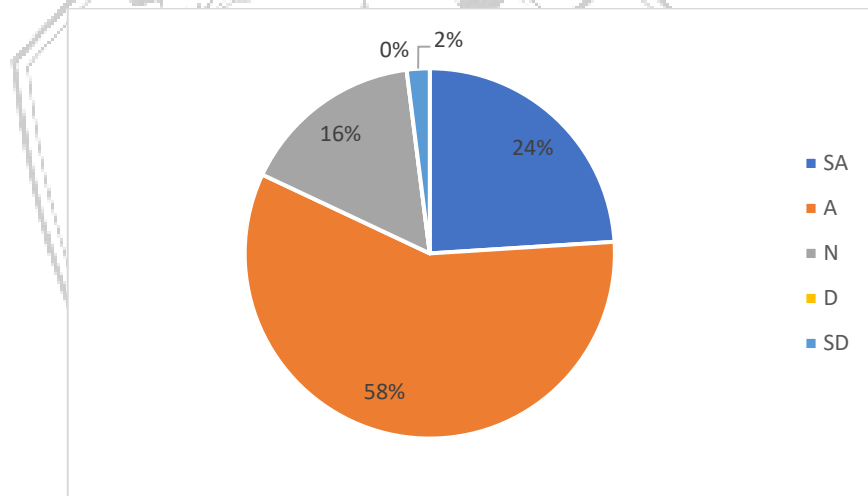


Figure3. Kinesthetic Learning Style

Most students with a percentage of 24% (12 students) chose strongly agree and 58% (29 students) chose to agree because practice in the learning process can increase student motivation in learning so that students remember well what they learned in class. Furthermore, 16% (8 students) chose neutral to express doubts about the use of the practice in class to remember well the lessons that have been learned. Interestingly, 2% of students were very

unsure that with practice in class, they could remember the lesson well.

The Factors That Influence Student's Learning Styles

Based on the results of interviews regarding The Factors that Influence the Student's Learning Styles in Learning English at Junior High School, two factors influence student learning styles: internal factors and external factors.

Internal factors are factors from within students, such as physical and psychological. The results of interviews conducted by researchers in two junior high schools stated that 10 out of 12 students answered that they were always enthusiastic when learning English. In addition, 6 out of 12 students responded that they were always ready when starting learning and 7 out of 12 students felt motivated and interested in participating in English learning in class. Then 10 out of 12 students who answered never felt tired in class because students were always eager to take part in learning.

External factors are related to family, school, and environmental factors. Some students said that students lacked support from their parents due to the busyness of their respective parents. However, 9 out of 12 students answered the same thing that the communication that exists between children and parents supports their children to learn. 6 out of 12 students said the class conditions were good and very helpful, and 6 out of 12 students said the class conditions were not good because the students were disturbed by the commotion of their friends. Furthermore, 7 out of 12 students thought that the community had not provided learning support to students, but 5 out of 12 students had less interaction with their environment.

G. DISCUSSION

The Student's Learning Style in Learning English

Learning style is a character that describes a student's preferred method of learning as well as an instructional technique that influences the cognition, environment, and subject matter of learning (Fauzan et al., 2020). To explain learning styles, researchers used a questionnaire containing 18 statements as a reference for researchers in explaining students' learning styles. In this

research, researchers used Walter Burke Barbe's theory (learning modality). Learning modality is an effective way of learning for students because learning modality consists of an easy way for students to understand their style in absorbing much information and applying their abilities (Arjulayana, 2016). Walter Burke Barbe and colleagues proposed three learning modalities: visual, auditory, and kinesthetic.

Based on the student's learning styles related to visual learning styles, the researcher found that VIII-grade students learning English students preferred to learn by seeing. Based on the explanation above (Figure 1), it can be concluded that the type of visual learning style preferred by VIII-grade students is related to students' vision and memory in receiving the English learning process. This is in line with the findings of Fauzan et al. (2020) that the English Department students at IAIN Samarinda learn more when they read the lecturers' directions and the explanations that are shown for them to see and read. The everyday learning habits of high-achiever pupils are closely tied to their learning styles. High-achieving students use a variety of social media platforms to practice their English, including YouTube, Twitter, Facebook, Instagram, and other sites. They also use these sites to exchange and seek information in English.

Auditory learners learn by listening to teachers and reading (Vaishnav, 2013). Related to students who learn by listening and remembering what is delivered, based on the observation that students learn more easily by listening to the teacher in front of the class. In the process of learning English in VIII grade, almost all students like to listen to the teacher's explanation in front of them (Figure 2). This can be seen when the teacher is reading the book in front of the students and then listening carefully. The finding of this study is contradictory to the one found by Arsyad (2018) in which he found from his senior high schools in Bengkulu province student respondents that the learning activities for students with auditory learning styles are reading aloud activities, oral discussion, listening to CD, repeating texts activity, following verbal directions, and listening to pictures activity. Students learn through listening

and verbalizing, and auditory learners are more likely to be natural listeners who prefer to have things explained verbally rather than reading written information.

Kinesthetic, that are learning by moving, touching, and paying attention to the lesson directly. It can be seen from the results of the interviews that in learning English VIII grade, the students like practical learning, in VIII grade almost all students like learning that involves movement (figure 3), meaning that in VIII grade the students need practice in addition to reading books. On the other hand, the finding by Dayanti et al. (2021) claimed that students with kinesthetic learning styles are likely to grasp English better and become proficient if teachers and students themselves can consider this when teaching and learning planning.

From the explanation above, it can be concluded that the most prominent learning style used by the VIII grade in two schools of Junior High School students is the kinesthetic learning style, namely by understanding the material through practical activities. This is because students prefer to learn by practice and demonstration learning and have the ability to remember information through their body activities. In the learning process, kinesthetic learning styles are better using learning methods such as practicum and experiments because they are very suitable for students with kinesthetic learning styles.

The Factors That Influence Student's Learning Styles

Lou Russell says that two factors can influence student learning styles (Abante et al., 2014), which are:

- a. Internal factors include physical and psychological

Based on the results of student interviews related to their physical condition, students think that they don't have vision problems related to visual learning styles, hearing related to auditory learning styles, and physical disabilities related to kinesthetic learning styles. Besides that, students always show enthusiasm when learning the English language. It can be concluded that the results of

the study of the three types of student learning styles, physical factors do not affect students' learning styles in learning English, which means that the physical condition of good students supports their learning style and student enthusiasm when learning takes place.

According to Lou Russel, psychological factors are related to intelligence, demand, talent, motivation, and student readiness in learning (Abante et al., 2014). The results of interviews with the majority of students about English subjects show they think that they like English lessons, this shows that there is motivation and interest in learning English. However, some students don't like English lessons, so their interest and motivation in learning English are low. Meanwhile, readiness relates to students' self-conditions. Readiness here is not only seen from students preparing books and others but can also be seen from the way students receive lessons and are ready to take lessons. Student learning styles that are not followed by high interest, motivation, and learning loneliness from students then make students unable to absorb lesson information properly, so their learning style cannot be maximized.

b. External factors include family, school, and environment

The family factor is very influential on the preferred learning style of students. To find out what family factors can influence student learning styles, the researchers conducted interviews with 12 class VIII students in two junior high schools, each school consisting of 6 students. From the results of the interviews, students thought that their parents paid little attention to their preferred learning style because the majority of the backgrounds of VIII grade students came from villages with low awareness of learning, the mindset of students was not creative, and the majority of parents fully surrendered their children to study at school. Parents don't provide full supervision and guidance to their children because parents are

busy working to meet family needs and 9 out of 12 students also answered that their parents always support their children in learning by guiding their children to study at home.

School factors can affect student learning styles such as teacher attention to students. From the results of student interviews, they thought that they had a good relationship with the English teacher so that during the learning process, students felt enjoyable and were also motivated to learn English well.

Environmental factors have a very big influence on learning which includes the family environment, namely, students lack motivation to learn so they are too lazy to study at home. In the school environment, namely, the teacher doesn't use the media in teaching, the teacher only uses lecture, discussion, and question-and-answer methods. While the community environment, namely the lack of community support for student learning so that students are free to play and hang out with their friends makes students have no awareness of independent learning at home.

H. CONCLUSION

Based on the results of research that has been conducted on Student Learning Styles in English Subjects in Grade VIII at two Junior High Schools, three types of learning styles are preferred by Students in Grade VIII, namely visual learning style, auditory learning style, and kinesthetic learning style. The kinesthetic learning style is the most prevalent one. This is because students prefer to learn by touching or doing something that provides information so students can remember subject matter such as practice, learning demonstrations, and so on.

Furthermore, the factors that influence student learning styles are divided into two factors, namely internal factors and external factors. The internal factor from the results of the interview was that 10 out of 12 students answered about student enthusiasm, 6 out of 12 students answered about student readiness, 7 out of 12 students answered about student motivation and interest,

and 10 out of 12 students answered about student condition. Regarding external factors, from the results of the interview that are some students said that students lacked support from their parents, 9 out of 12 students answered about parental attention, 6 out of 12 students answered about class conditions, 6 out of 12 students answered the class conditions were not good, 7 out of 12 students answered about community attention and 5 out of 12 students answered about interaction in environment.

I. SUGGESTION

Based on some of the conclusions above, the researcher then submits suggestions that can be used as material for consideration of related parties for the results of this research:

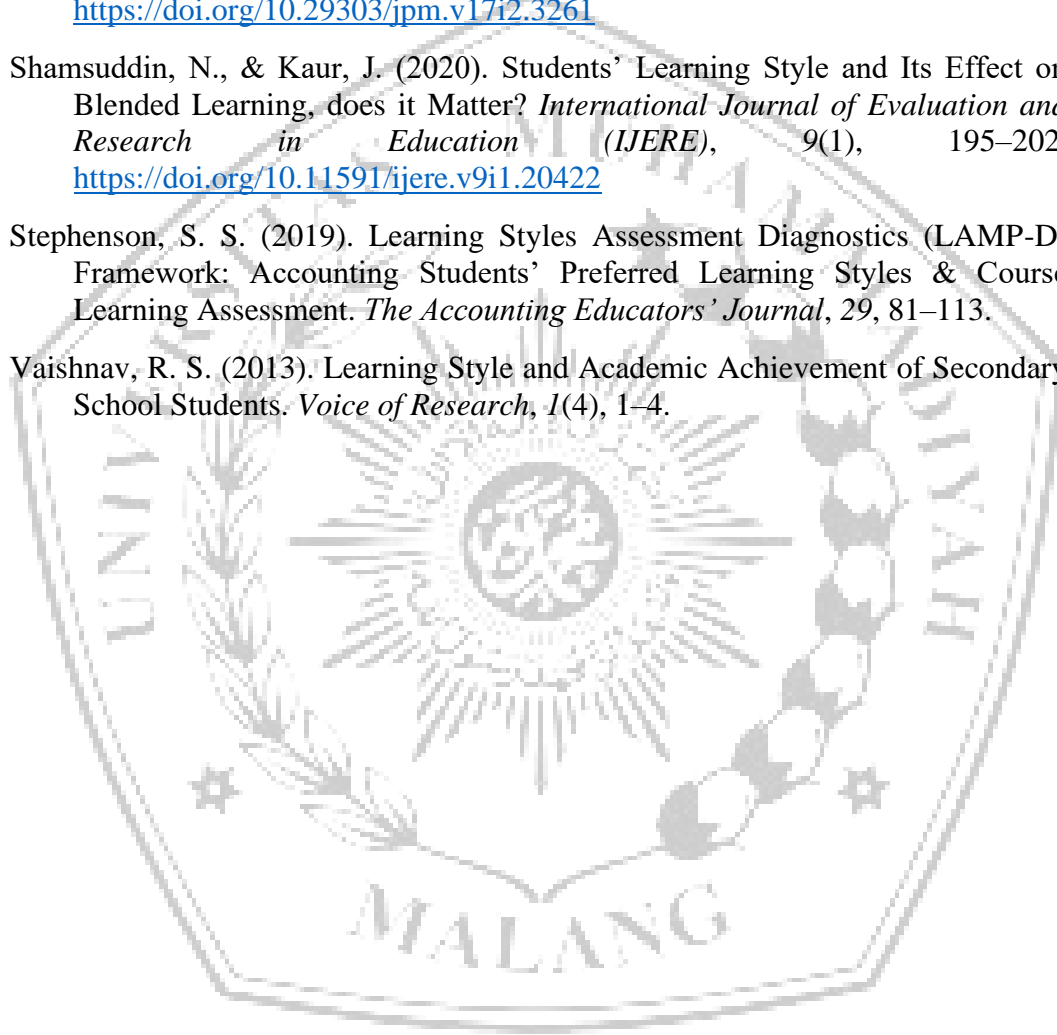
1. For students it is hoped that the results of this research can help students choose and determine a good learning style during the learning process to obtain good and satisfying learning outcomes.
2. For teachers, the results of this research can be useful in implementing learning activities with the aim of teachers being able to find out which learning styles are preferred by students and adjusting to different circumstances or student learning styles.
3. For the Headmaster, the headmaster as a learning facilitator in schools should be able to understand the learning needs of students to provide good learning facilities.
4. For further research, this research found three learning styles of students and factors that influence student's learning styles in learning English. This researcher only focused on visual, auditory, and kinesthetic learning styles. Further researchers can research other learning styles and compare them with other aspects and subjects.

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APPENDIX I: STUDENTS' QUESTIONNAIRE

Name:

Class:

The following statements are about learning styles. There is no wrong or right answer. Please read statements carefully and select (✓) the choice corresponding to the degree of your agreement or disagreement.

Students' Learning Styles at Junior High School

(Adapted from

No	Statements	SA	A	N	D	SD
1	It is easier for me to understand the lesson if I read it well					
2	It is easier for me to understand written messages than messages explained in words					
3	Pictures, diagrams, posters, and wall charts help me remember and understand lessons					
4	I prefer to read story books than listen to stories					
5	I am not disturbed by sound when I am studying					
6	Prefer written assignments rather than having to explain in words					
7	It is easier for me to understand the subject matter if I hear the explanation of the material well					
8	It is easier for me to understand messages explained verbally than written messages					
9	Reading books aloud and repeatedly is the best way for me to remember them easily					
10	Listening to stories is much more enjoyable than reading storybooks					

-
- 11 I can only study well when I am in a calm environment
-
- 12 I am easily distracted by noise when I am studying
-
- 13 I learn well when using a variety of equipment and media
-
- 14 I enjoy learning through practice more than learning material
-
- 15 I prefer to use my finger as a guide when reading
-
- 16 I remember very well what I learned through practice in class
-
- 17 I feel bored sitting in class for too long
-
- 18 I often do things like tap pens or chew candy while studying
-

Information:

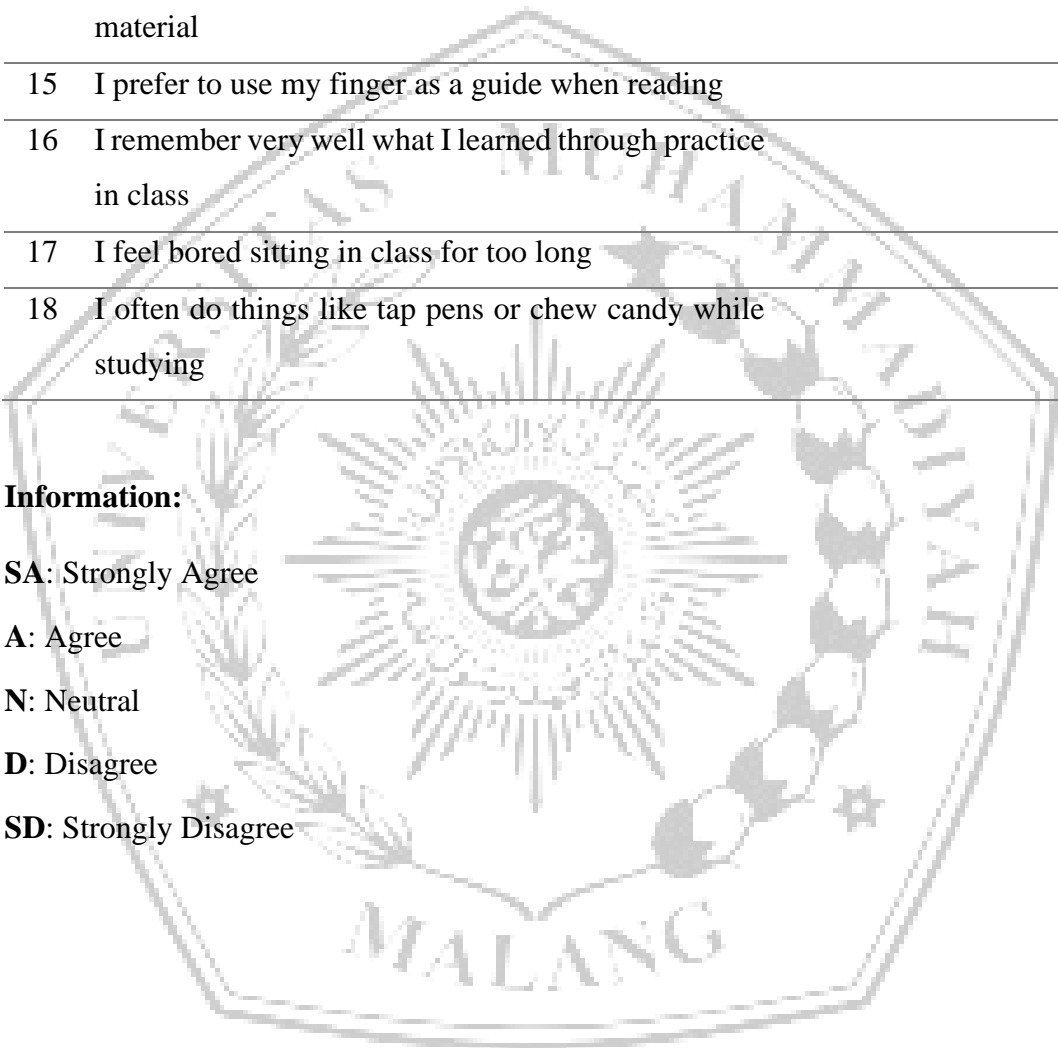
SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree



APPENDIX II: STUDENT INTERVIEW GUIDELINES

The Factors That Influence Student Learning Styles in Learning English

No	Variable	Aspect	Indicator
1	Internal Factor	Physical Factor	1.1. Students' responses to vision conditions. 1.2. Student responses to hearing conditions. 1.3. Students' responses to the physical condition of their bodies. 1.4. Students' responses to enthusiasm for learning 1.5. Students' responses to health
		Psychological Factor	1.6 Students' responses to interest and motivation in learning English 1.7 Student responses to readiness in English lessons
2	External Factor	Family Factor	2.1 Student responses to attention from parents/family 2.2 Student responses to their relationship with parents/family
		School Factor	2.3 Student responses to attention from the teacher 2.4 Student responses to their relationship with the teacher 2.5 Student responses to conditions in the classroom during the learning process
		Environment Factor	2.6 Student responses to conditions in the classroom during the learning process 2.7 Student responses to activities in the community 2.8 Student responses to conditions of social friends

APPENDIX III: ORIGINALITY REPORT

Tesis St Semhas (Shofiyatul Fikriyani) 4

ORIGINALITY REPORT

7 %	7 %	3 %	3 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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