CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning is process that a result new experience, knowledge and new things. Alan explained that " Learning is something which we all have an understanding and all participants"[1]. It means that teacher who intended to develop activities that will have the potential to lead to effective learning taking place in the classroom. It is not only related to participant but also related to setting, purpose and learning style.

Learning style is students' way in the process of learning. The students usually have their own learning style as preference way of organizing and thinking about information in learning process. The individuals should know what their own learning styles to take responsibility for their own learning. It will be more helpful for them in learning process, which has an important bearing on how learning process for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom.

According to Dunn, "Learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult

[1]Gavin Reid, *Learning Styles and Inclusion*, (London: Paul Chapman Publishing, 2003), p.1

academic information."[2] It means that students own way in learning to acquire amount information based on how they learn best manner and become different learning style as preference and performance. Each individual will adopt an approach to learning with which they are most comfortable and in doing so leave behind the approaches with which they are less comfortable. They know what they want to do and how to identify their aims.

In addtional, it is one of the most important individual processes that occur in organizations, higher education, and training programs. Kimble and Garmezy added in Ronald hat "learning is defined as a relatively permanent change in an attitude or behavior that occurs as a result of repeated experience"[3]. It is one of important thing that should be understood by teacher in choosing the appropriate teaching strategy to create in learning process.It can be seen by understanding of the teacher to students' learning styles, it will help them in choosing the appropriate teaching strategy and designing the classroom activities. For example, the teacher's explanation should be supported by the suitable with students' preference way.

Besides, the teacher should be supported by the suitable media based on dominant of students' learning style. Learning style awareness

[2]Rita Dunn and Shirley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education,* (London: Bergin&Gaevey,2000),p.8

[3]Ronald R. Sims &Sebrenia J. Sims, *The Importance of Learning Styles: understanding the implication for learning, course design, and education*, (London: Greenwood Press, 1995), p.19

should make an impact on pedagogy and should help teachers to a better understanding of the needs of learners, as well as to an awareness of the need to appropriate strategies, media or material. For example, while there most of them are students' visual learner that teacher can teach by using visual media such as diagram, picture, images etc. The students' learning style use all of their senses to take information, they seem to have preferences in how they learn best.

Based on explanation above learning style is individual's way or manner about how they process and understand the information which is gotten by them. It is so important for students if they are aware of their particular learning preferences in order that they can use an appropriate learning style to suit the particular learning. As teachers, they should achieve a match between teaching strategies and the students' unique leaning styles to improve students' overall learning result.

First, based on researcher's preliminary observation by using interviewed in February, 2017 on at SMK Pembina Bukittinggi for the some of teachers which related problem of students learning style. The teacher explained that they did not analyze optimally students' learning style. They will want to identify the students' learning style if the student has serious problem such as to complete student's data for considered scholarship. The teacher said that she did not analyze optimally students' learning style because students in vocational school more difficult to obtain than students in senior high school, Islamic school and other

school. Because most of them are hyperactive and difficult ton silent. Moreover, she has not much time to analyze students' learning style. As the result, the teachers did not match her/his teaching strategies with learning styles because the teachers have not knowledge about student's learning style. Whereas, the describing students' learning style so important for teacher as consideration to suit their strategy, use appropriate media based on students' learning style.

According to Keefe in Dunn that "knowledge about learning styles and brain behavior is a fundamental new tool at the service of teacher".[4]It means that teacher should understand about how estimate what students' need to learn and how they can learn it.Besides, the teacher can be easy to get information about student's strength and weakness. To be good teacher at least they should know or can identify dominance of student's learning style in their teaching class.

Second, based on researcher's experience during practical teaching (PPL) for 4 months and pre-observation in September until December, 2016 at SMK Pembina Bangsa Bukittinggi the researcher found some of problems. The Researcher found most of students could not concentrate to study when they were taught by teacher with unsuitable teaching style with their learning style. The teacher could not provide suitable teaching strategy with student's learning style when the teacher taught them in the class.

[4]Rita Dunn and Shirley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education,* (London: Bergin&Gaevey,2000),p.21

As the impact, student could not concentrate to study in learning process. For example they gossip, sleep, noisy and they were lazy to attention teacher's explanation. In addition, one of students said that she had unfocused if study just hear and write in teaching class. So, it is one of problems that have an impact for students.

Third, many of students could not get the good score in their learning English. Mark is one important element in the school as consideration to students' level and goals. Inappropriate analyze students' learning style can gave an impact on the students score result. The score which was gotten by school when researcher input data of the first semester. It showed that the students' score in first semester term was dissatisfied.

The data shows that in class X grade of ADP which consists of 23 students, only 3 of them reached the standard target and others were still under standard target (KKM).Likewise, there is no one could achieve standard target of MID-test in class TKJ and TBT. This problem not only happened in class X grade of ADP, TKJ and TBT but almost in all classes at SMK Pembina Bangsa Bukittinggi.

Based on explanation above, the researcher wants to help the teachers in SMK Pembina Bangsa Buktittinggi to analyze the students' learning style. The teacher later is helped in choosing the appropriate strategy in teaching English by matching with students' learning style. The researcher also hopes that it will increase the students' mark.

Therefore, the researcher is interested to conduct the research about **Students' Learning Style of the First Grade Students in SMK Pembina Bangsa Bukittinggi in Academic Year 2016/2017.**

B. Identification of The Problem

Based on the background of the problems the researcher found some problems that occurred to the students which can be identified that there are below:

1. The teachers did not analyze optimally students' learning style.
2. Most of students could not concentrate to study when they were taught by teacher with unsuitable teaching style with their learning style.
3. Many of students could not get the good score in their learning.

C. Limitation of The Problem

Based on problem mentioned above, this research is focused on analyzing of the students' learning style in learning English of the first grade students at SMK Pembina BangsaBukittinggi in academic year 2016/2017.

D. Formulation of The Problem

Based on the limitation of the problems above, the problem is formulated as: what is description of students' learning style in learning English of the first grade students at SMK Pembina Bangsa Bukittinggi?

E. Purpose of The Research

The purpose of this research can be stated as follows: to know and describe about students' learning style in learning English of the first grade students at SMK Pembina Bangsa Bukittinggi.

F. Significant of the study

The researcher hopes that the research finding will give contribution to some figures in educational aspects, as below:

1. The students.

   In this research, the researcher hopes that research will give information about identify their learning style for preference and consideration n studying for them.

2. The teacher.

   In this research, the researcher hopes that the research result will give benefit for the teachers to decide the appropriate strategy, methods, media or material which suits with the students' learning style in teaching English.

3. Next researcher.

   In this research, the researcher hopes that the research can support sources for the next researcher and references

4. College.

   In this research, the researcher hopes that the researchcan be used as an additional of educational literature and references.

G. Definition of the key terms

Definition of the key terms are necessary to be given in order to avoid misunderstanding and misinterpretation of the title, they are:

1. Learning Style is "the way students begin to concentrate on, process, internalize, and remember new ad difficult academic information."[5] It means that students own way in learning to acquire amount information based on how they learn best manner.
2. Cognitive style is how the individuals think, perceive and remember information. It means that an individual's way or best manner in which to get and process information.
3. Sensory style is how the individual response their environment. It means the sensory preferences refer to the individuals' senses such as the perceptual sense like eyes, ears or hands.
4. Personality style is the unique feature of every human being. It relates with characteristics, attitude and biological factor.

[5]Rita Dunn&Sherley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education, . . .* ,p.8

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Learning Style

a. Definition of Learning Style

Learning style is students' way in the process of learning. The students usually have their own learning style as preference way of organizing and thinking about information in the process of learning. According to Dunn, "Learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information."[6] It means that students own way in learning to acquire amount information based on how they learn best manner. On the other hand, Stenberg added" Learning style refers to qualitative differences among individual students' habits, preferences or orientation towards learning and studying."[7] It means that the students' own ways and habit to get, understand information in learning process. It is one of important thing that should be understood by teacher in choosing the appropriate teaching strategy to create in learning process.

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[6]Rita Dunn&Sherley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education, . . .*,p.8

[7]Des Hewitt, Understanding *Effective Learning Strategies for The Classroom*, (New York: Open University Press, 2008),p.50

For Example is the teacher's explanation should be supported by the suitable with students' preference way.

So, English teachers are also interested to conduct research about learning style to help them teach better by understanding the different of students' learning style.

b. Background of learning styles

The research of learning styles began in the twentieth century with the work of noted psychologist Carl Jung(1976) and Jean Piaget (1968).[8]During this time a number of learning style conceptswere proposed for consideration and application.After that, many the next experts have tried to describe about learning styles in their own words, identifying individual behavior they have observed from their countries. There is a distinct difference between North American learning styleresearch and Australian and European learning style research.TheNorth American researchers have developed learning style conceptsfrom their backgrounds in psychology and cognitive psychology andemphasized psychometric considerations from the beginning. Europeanand Australian researchers developed concepts based on the Europeanapproach to learning style research. This approach began with detailedobservations of learning behaviors of small numbers of learners(Curry, 1987).

[8]Alan Pritchard, *Ways of Learning*(New York: Routledge, 2009),p.41

Forexamples of the two approaches are: North American are Friedman and Stritter (1976), Kolb (1976), and Yando and Kagan(1970). European and Australian are Curry (1983) and Biggs (1979).[9]

In recent years, English language teachers are also interested to conduct research about learning styles. They think it will help them to teach better understanding the different of students' learning style. So, it is important for students to know their each leaning styles to develop and increase their performance in learning process. Besides, for the teachers have benefit as preferences to match teaching strategy, method, media or material with students' learning styles towards success goal in education.

Hence, learning styles' research is continually doing until the recent years to get new information about learning styles in order to give the positive contributions to many aspects like educational aspect. Actually, it gives the good contributions not only education but also another aspect like students' psychology of students.

[9]Ronald R. Sims &Sebrenia J. Sims, *The Importance of Learning Styles: understanding the implication for learning, course design, and education*, (London: Greenwood Press, 1995), p.44

c. The Categories of Learning Style

Experts classified the learning style differently based on their background, knowledge, necessary, educational, and purpose. Many experts had been discussed the learning style and it is accepted by society. Such as Nunan, Gavin reid, Ronald and other.

Nunan classified learning styles into 3 categories; cognitive style, sensory style, and personality style.[10]

Table 2.1: The Classifies of Learning Style

A. Cognitive style	B. Sensory style	C. Personality style
1.**Fielddependent:** learnersbestinformation is presented in context. They are often more fluent languange learners. 2.**Field independent:** learners most effectively step-by-step and with sequential instruction. They are often more accurate languange learners.	1. **Perceptual :** a. **Visual:** learners best when there is visual reinforcement such as charts, pictures, graps, etc. b. **Auditory:** learners more effectifely when listening to the information c. **Tactile:** learners more effectively when there is an opportunity to use manipulative resourches	1**. Tolerance of ambiguity:** refers to how a comfortable learnes is with uncertainty; some students do well in situations where there are several possible answers; other prefer one connect answers

[10]David, Nunan, *Practical English Language Teaching, . . .* , p.267

	d. **Kinesthetic:** learners more effectively when there is movement associated with learning	
3.**Analytic;** work more effectively alone and at his/her own pace 4.**Global;** works more effective in groups 5.**Reflective;**learners more effectively when theyhavetime toconsider new information before responding. 6.**Impulsive;**learners more effectively when they can respond to new information immediately.	2. **Environmental:** a. **Physical;** sensitive to learning environment, such as light, temperature, furniture. b. **Sociological;** sensitive to relationship within the learning environment	2.**Left-brain:** dominant learners tend to be more visual, analytical, reflective, and self-reliant. 3.**Right-brain;** Dominant learners tend to more auditory, global, impulsive ad interaction.[11]

Source : David Nunan, Practical English Language Teaching, (McgrawHill,2003),p.268

[11]David Nunan, *Practical English Language Teaching*, . . . , p.268

So, Nunan classified students' learning style into three broad categories; cognitive styles, sensory styles, and personality styles.They have categories also as below;

A. Cognitive style

Cognitive style is how the students think about learning. For instance, the students think that they will study effectively when they study in a group or some of students more comfortable if the will study alone. Raynor (1998) in Reid stated that cognitive style as an individual's preferred and habitual approach in organizing and representing information.[12] So, cognitive style relates to information processing.

The classifies of cognitive style are;

1. Field dependent

Field dependentlearners best information is presented in context. They are often more fluent languange learners.In a field dependent mode of perceiving, perception is dominated bythe overall organization of the surrounding field, and parts of the fieldare experienced as fused.[13]Brown added that field dependent is conversely, the tendency to be dependent on the total field.

[12]Gavin Reid, *Learning Styles and Inclusion*, (London: Paul Chapman Publishing, 2003), p.60

[13]Ronald R. Sims &Sebrenia J. Sims, *The Importance of Learning Styles: understanding the implication for learning, course design, and education*, . . . , p.68

It means that the learners learn best when the information is presented in context. For example, the students are more affected by criticism and learn best by using example. There some of characteristics field dependent learners;

1. The learners are sensitive to social cues without being alerted to them.
2. Theyare interpersonally oriented and rely heavily on external stimuli. Thismotivates them to look toward others for reinforcement of opinions andattitudes.
3. They rely upon theenvironment of the learning situation for structure.
4. The learner has a short attention span, iseasily distracted, and likes informal learning situations.

2. Field independent

Field independent learners most effectively stepbystep and with sequential instruction.In a field independent mode of perceiving,parts of the field are experienced as discrete from the organized ground.They are often more accurate languange learners. It means that students will understand the material if the teacher explain it clearly with sequential instruction.

For example, activities such as extensive reading, which learners can carry out alone.

There some of characteristics field independent learners;

1. The field independent learner does not rely on the learningenvironment for referents.
2. Field independent learners have aninternal structure that enables them to analyze information and solveproblems without outside assistance.
3. Field independentlearners appear to be more active, autonomous, self-motivated, andtask-oriented in their approaches to life.
4. These individuals have theability to analyze information from the learning situation and solveproblems independently.

3. Analytic

Analytic learners work more effectively alone and at his/her own pace. They tend to work on one task to completion, preferring to study a lone for long periods without interruption. For example, students are more effectively study quietly surrounding.

There are some of characteristics analytic; learnersrecognize/remember names, respond to verbal instructions, systematic and controlled whenexperimenting or learning, inhibited emotionally, dependent on words fomal meaning, it can produce logical ideas, process verbal stimuli, process information objectively, serious and systematic whensolving problems, task oriented, dislike improvising, it isnot psychic, rarely use metaphors and analogies, responsive to logical appeals, cope with one problem at a time, think sequentially, use language when thinking, and tend to be time conscious.

4. Global

Global learners work more effectively in groups. They tend to be bored by memorizing facts and prefer to relate learning to personal experience and stories. These learners may work better in groups than alone. For example, the students like study with discuss in group. There are some of characteristics global learners as, below;recognize/remember faces, respond to visual and kinesthetic instructions, playful and relaxed whenexperimenting or learning, responsive emotionally, interpret body language easily, produce unusual ideas,

process kinesthetic stimuli, process information subjectively, playful and non-conforming whensolving problems, people oriented, like improvising, highly psychic, frequently use metaphors andanalogies, responsive to emotionalappeals, cope with several problemssimultaneously, think holistically, use images when thinking, and tend to be time indifferent[14]

5. Reflective

Reflective learners work more effectively when they have time to consider new information before responding which is very methodic and slow type of learners.Reflective persons carefully examine each alternative beforefinally selecting what they believe is the correct one. On the other hand, they seem to be overtly focus and concentrations. For example, the students are often too much concerned and organized and selecting the answer that appears most nearly when they do exam or test.

6. Impulsive

Impulsive learners work more effectively when they can respond to new information immediately.

[14]Rita Dunn&Sherley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education,. . .* ,p.111

Most of them find concentrating and focusing on their lesson very difficult, they cannot pay attention to their lessons for long time. Besides, impulsives tend to give the first answer they canthink of even though it is frequently incorrect.[15] For example, they like to give very rapid answer rather than a right answer.

B. Sensory style

Sensory style learners prefer concrete, practical, and procedural information. It can identify that sensory learning has a big influence to the students' learning which make them learn more effective. It means that where the student accept the lesson by using their perceptual and environmental.

1. Perceptual

One part of sensory learning style is perceptual learning where is this learning setting emphasizes appreciation and understanding ofrelationships between events and concepts.

There are classifies of perceptual learning style as below;

a. Visual

Visual Learners whose primary perceptual preference is visual can recallwhat has been read or

[15]Ronald R. Sims &Sebrenia J. Sims, *The Importance of Learning Styles: understanding the implication for learning, course design, and education*, . . . , p.72

observed. When asked for information fromprinted or diagrammatic material, they often can close their eyes andvisually recall what they have read or seen earlier. [16] Visual learners best when there is visual reinforcement such as charts, pictures, graps, etc. Alan added Visual learners prefer to learn by seeing. [17] They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters, display. For example, the some students memorize some of vocabulary with guideline of diagram and picture.

b. Auditory

Auditory learners work more effectively when listening to the information. This perceptual area describes people who can learn best wheninitially listening to a verbal instruction such as a lecture, discussion, orrecording.[18]Alan added auditory learners prefer to learn by listening. [19] They have good auditory memory and benefit from, lectures, interviewing, hearing, stories and audio tapes. They like summary of report from reporter by use tape recorder.

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[16]Ronald R. Sims &Sebrenia J. Sims, *The Importance of Learning Styles: understanding the implication for learning, course design, and education*, . . , p.151

[17]Alan Pritchard, *Ways of Learning*, . . . , p.44

[18]Ronald R. Sims &Sebrenia J. Sims, *The Importance of Learning Styles: understanding the implication for learning, course design, and education*, . . . , p.151

[19]Alan Pritchard, *Ways of Learning*, . . . , p.45

c. Tactile

Tactilelearnerswork more effectively when they get opportunities to use manipulative resources. It means that the students like manipulating objects and they do not like formal class. Students with tactile perceptual preferences need to underline asthey read, take notes when they listen, and keep their hands busy,particularly if they have low auditory preferences.[20]

For example, they like take notes when they listen dialogue conversation or teacher's explanation.

c. Kinesthetic

Kinesthetic learners more effectively when there is movement associated with learning. Learners with kinesthetic preferences require whole body movementand real life experiences to absorb and retain material to be learned.[21] Alan also added it prefers 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 playing. For example, some of students like study about simple present continuous use pantomime action or drama activity.

[20]Ronald R. Sims &Sebrenia J. Sims, *The Importance of Learning Styles: understanding the implication for learning, course design, and education*, . . . ,p.151

[21]Ronald R. Sims &Sebrenia J. Sims, *The Importance of Learning Styles: understanding the implication for learning, course design, and education*, . . . , p.152

1. Environmental

Another part of sensory style is environmental which are have related with environment, working conditions, activities,motivating factors that would maximize individual output.There are some of parts environmental below as;

a. Physical

Physical learner work sensitive to learning environment, such as light, temperature, furniture. It means their environment have impact for them. For example, the students feel comfortable if they study with good light or appropriate temperature.

b. Sociological

Sociological learners have sensitive to relationship within the learning environment. They will feel comfortable if they study in good environment. For example, the students like if the study in good environment like high solidarity each other, respect each other and good relationship with teacher.

C. Personality

Personality style is the unique feature of every human being. It can be useful in developing strategies for more effective study, better time management, smoother

communications, it more successful relationships, selecting courses and majors, and developing our less-preferred ways of learning.For example, some of students have well logical when they solve problem or some of students have good intuitive when they solve problem. It is divided into tolerance of ambiguity, left-brain and right-brain hemisphere dominance.

The classifies of personality style are;

1. Tolerance of ambiguity

Tolerance of ambiguity refers to how a comfortable learners is with uncertainty. It means that, tolerance for ambiguity is manifest in a person's ability to operate effectively in an uncertain environment.For example,some students do well in situations where there are several possible answers other prefer one connect answers.

2. Left-brain dominance

Left-brain dominant learners tend to be more visual, analytical, reflective, and self-reliant. According to Torrance in Brown asked "the left hemisphere is associated with logical, analytical thought, with mathematical and linear processing of information".[22] It means that they work more focus and analytic. For example, the students are more easily remember names than

[22]Douglas Brown, *Principle of Language Learning and Teaching*, . . . , p.125

face when they meet someone else. There are some of left-brain characteristics as below; Intellectual, remembers names, it can respond to verbal instruction and explanation, experiments systematically and with control, makes objective judgments, planned and structure, prefer established, certain information, analytic reader, reliance on language in thinking and remembering, prefers talking and writing, prefers multiple-choice tests, control feelings, it is not good at interpreting body language, rarely uses metaphors, and favor logical problem solving.

3. Right-brain dominance

Right-brain dominant learners tend to more auditory, global, impulsive ad interaction. Torrance stated "the right hemisphere perceives and remembers visual, tactile and auditory images"[23]. It is more efficient in processing holistic, integrative, and emotional information. For example, the some students can answer questions spontaneously and fluently without long thinking. There are characteristics of right brain as below; intuitive, remember faces, responds to demonstrated, illustrated, or symbolic instructions, experiment randomly and with less restraint, made subjective judgments, fluid and spontaneous ,

[23]Douglas Brown, *Principle of Language Learning and Teaching*, . . . , p.125

> refers elusive, uncertain information, synthesizing reader, reliance on images in thinking and remembering, prefers drawing and manipulating objects, prefers open-ended questions, more free with feelings, good and interpreting body language, frequently uses metaphor, and favors intuitive problem solving.[24]

Nevertheless, based on explain above they construct help to define another useful learning style, it is important to remember as consideration to know individuals' strength and weakness.

Myers-Briggs Model (Briggs and Myers (1975) or Briggs(1980) classifiesindividuals according to their preferences on scales derived from the theories of psychologicaltypes developed by Carl Jung.[25] According to the model, learners may be:

1. Extrovert learners

Extroverts are the peoples who are happy to try things out and who focus on the world people or society.Extrovert learners like to:

a. talk to understand new information and ideas
b. work in groups
c. try something first and think about it later
d. see the results from a project

[24]Douglas Brown, *Principle of Language Learning and Teaching*,(Longman,2000), p.125
[25]Alan Pritchard, *Ways of Learning*, . . . ,p.43

e. see examples of how other people are doing the work

The Extroverts learn best when they can work with a friend and learn by trying something when they have difficulty withunderstanding, they benefit by talking about their ideas with others.

2. Introvert learners

Introverts who are more likely to think things through and focus on the world of ideas. Introvert learners like to:

a. study alone
b. listen to others talk and think about information privately
c. think about something first and try it later
d. listen, observe, write and read
e. take time to complete assignments.

Introverts learn best when they can find quiet places to work and have enough time to reflecton, redraft and improve their work. Introverts often like to make connections between schoolwork and their personal interests.

3. Sensing learners

Sensors that tend to be practical detail and focus on facts and procedures.Sensing learners:

a. like clear goals
b. are careful and pay attention to details
c. like taking one step at a time
d. have a good memory for facts

e. pay more attention to practical tasks and ideas.

Sensing learners learn best when they can ask their teacher to explain exactly what is expectedand when they can focus on skills and tasks that are important in their lives.They like to usecomputers, watch films or find other ways to see, hear and touch what they are learning.

4. Intuitive learners

Intuitors who are imaginative, concept-oriented ad focus on meaning. Intuitive learners:

a. like reading and listening
b. like problems that require the use of imagination
c. like variety
d. are more interested in big ideas than in little details
e. like starting on new projects rather than finishing existing ones.

Intuitive learners learn best when they can find ways to be imaginative and creative in school. They prefer to follow their instincts and understand the big picture before they begin schooltasks.Thinking learnersThinking learners:

a. want to be treated fairly
b. like teachers who are organised
c. want to feel a sense of achievement and skill
d. use clear thinking to work out problems
e. like clear and logical direction.

Thinking learners learn best when they have limited time to do their work and are able to putinformation in a logical order that makes sense to them.They succeed when they can focuson what they already know in order to make connections to new information.

5. Feeling learners

Feelers who are appreciative and tend to make decisions based on personal and more humanistic consideration. Feeling learners:

a. like to have a friendly relationship with teachers
b. learn by helping others
c. need to get along with other people
d. like to work with groups
e. like tasks with which they have a personal connection

Feeling learners learn best when they can work with a friend, find opportunities to choosetopics they care about and help others.

6. Judging learners

Judgers who set and follow agendas, seek closure and completeness even without having the full picture. Judging learners:

a. like to have a plan and stick to it
b. work in a steady, orderly way
c. like to finish projects
d. take school seriously
e. like to know exactly what is expected of them.

Judging learners learn best when they have short-term goals, when they are able to make aplan of action and find out from the teacher exactly what is expected.

7. Perceiving learners

Perceiver who adapts to changing circumstances and will defer completion until more is known. Perceiving learners:

a. are open to new experiences in learning
b. like to make choices
c. are flexible
d. work best when work is fun
e. like to discover new information.

Perceiving learners learn best when they find new ways to do routine tasks in order to generateinterest and to discover new information and ideas.They prefer being involved in projects that are open-ended without definite cut-off pointsand deadlines.

Studies show that many teachers are of the intuitive type, preferring abstract and theoreticalideas. This learning style preference is often reflected in how they plan for learning in theirclassrooms.The needs of their pupils, who will have a range of different learning types, are oftenneglected.

Other experts also classified students' learning style based on their perception and goal. Gavin and Reid also classified learning styles into some of categories as below:[26]

1. Social

Students with a social learning style will have preferences for working with others. This means thatstudents with this style will need to seek out others when about to tackle some challenging work,as they will find they need to talk about the task to others and in fact can be inspired by others.

2. Environmental

The type of learning environment selected (preferred) by students can make a difference to theoutcome of their learning. It is usually best for such students to try to study in an environmentin whichthey feel comfortable. Forsome students this can be the most important aspect.

3. Emotional/metacognitive

This relates to how aware students are of their own learning preferences. It also relates to awarenessof their emotions. These factors can be important for learning and for the studentdeveloping autonomy in learning.

4. Cognitive

[26]Gavin Reid, *Learning Styles and Inclusion, . . .* ,p.59

Cognitive relates to how students actually process information and think. Cognition means thinkingand it is important to establish students' most effective thinking style. Knowing this can helpstudents learn more efficiently.

Gavin reid also suggested that these instruments usually focus on factors that are seento have some influence over the learning process.[27] These factors include:

1. Modality preference: the preference for visual, auditory, tactual or kinaesthetic input
2. Personality types, such as intuitive, risk-taking, cautious and reflective
3. Social variables, including the need to work alone or with others
4. Cognitive processes, such as memory, comprehension and methods ofinformation processing
5. Movement and laterality, such as active learning and left- and righthemisphericactivities.
6. Emotional factors which can be incorporated in many of the above categoriessuch as personality and social preferences.

The classifications above have similarities and differences with Nunan's classifications but they both had been given good contributing for many peoples.

[27]Gavin Reid, *Learning Styles and Inclusion, . . .* ,p.63

Another classified of learning styles is found in Kolb's learning styles model[28] which are classifies as bellow;

1. Diverger

Diverging learners prefer to learn by observation, brainstorming and gathering information. They are imaginative and sensitive. For example, the students want to know about one of new material relates to their experience.

2. Assimilator

Assimilating learners prefer to learn by putting information in concise logical order and using reflective observation. They benefit if they are given reflection. For example, they will use logical order before accept information and using reflective observation.

3. Converger

Converging learners like to learn by solving problems and doing technical tasks, and are good at finding practical uses for ideas. They learn by trial and error in environment that allows them to fail safely. For example, the students like study in discussing error analysis in writing class.

4. Accommodator[29]

[28] Jeremi Harmer, The *Practice English Language Teaching*, (Cambridge: Longman, 2001), p.43

[29] Alan Pritchard, *Ways of Learning, . . .* ,p.50

Accommodating learners are people-oriented, hands-on learners and rely on feelings rather than logic. The students can respond well when they are able to apply new material in problem solving situation. For example, some of students effectively increase their speaking when they study in classroom activity such as debate, presentation or Sindra program.

There are many activities which can the students do in the classroom. Keith Willing in Harmer classified learning styles as below;[30]

1. Converger

Converger these are students who are by solidarity, prefer to avoid groups, and who are independent. They tend to be cool and pragmatic. It means thatthey more comfortable study a lone than in a group also analytic person. For example, the student is studying grammatical structure with analysis and study alone.

2. Comformist

Comformist these are students tend to be dependent on those in authority and they happy to work in non-communicative classrooms. It means that they act of matching attitudes, beliefs and behavior to group norms. For example, the students tend to follow social norms when discussion in group, even alone.

[30] Jeremi Harmer, The *Practice English Language Teaching*, (Cambridge: Longman, 2001), p. 43

4. Concrete

Concrete learners are they enjoy social aspects of learning and like to learn from direct experience. They are happy when they study with games and group work in the class. For example, the students enjoy if they use puzzle games in vocabulary class.

5. Communicative learners[31]

Communicative learners most interested in social interaction with other speakers of the language. It means that they more comfortable when they study with communicative than analytic.For example, the students like conversation or dialogue with their partner.

Dunnexplained that learning style preferences of learners, teachers put themselves in a far stronger position when they come to the task of planning learning approaches and classroomactivities that are most likely to take advantage of pupils' individual learning styles, which willin turn help them to achieve their learning goals.[32] So, the important point about learning styles is notto be concerned with how many styles are listed but which must be met if teaching is to be effective andlearning to take place.

Felder-Silverman classified learning style based on Modelofactivities how to teach to all types, which can also be described as 'appealing to a wide range of learningas below;

[31] Jeremi Harmer, The *Practice English Language Teaching*, (Cambridge: Longman, 2001), p. 43

[32] Alan Pritchard, *Ways of learning: learning theories and learning styles In the classroom, . . .* , p.87

1. For the sensing/intuitive continuum: balance concrete information, such as facts andexperimental results, with conceptual information like theories and models and ideas.
2. For the visual/verbal continuum: make use of graphs, diagrams, pictures and demonstrationsas well as spoken and written explanations of the same information; learners can make achoice of which resources to use.
3. For the inductive/deductive continuum: ask pupils to reason and attempt to explain a generalprinciple given only experimental observations to work with, as well as exploring principlesbased on their component parts.
4. For the active/reflective continuum: provide time for pupils to consider the materialpresented, possibly individually, as well as time for active participation in group work.
5. For the sequential/global learner: be sure to highlight the logical flow of material but alsomake connections to other lessons, topics and everyday experiences. Encourage both logical,linear thought patterns and the wider, sometimes referred to as ‘lateral’ patterns of thought.
6. There are other, similar sets of instructions which have been prepared for teachers to considerwhen making plans for learning.

The teacher should consideration and make varieties of teaching activities based on students’ learning. It is one of important thing that

should be understood by teacher in choosing the appropriate teaching strategy to create in learning process.

Lastly, there are counseling techniques that are appropriate for students withcertain learning-style strengths (Griggs, 1992).[33] Several of these techniquesare identified, described, and linked with compatible learning style characteristicsas follows:

1. Art therapyutilizes

   Art therapyutilizes activities, such as drawing, painting, clay modeling, and collageconstruction to provide emotional release and stimulate thinking. This technlqueis appropriate for individuals with tactual perceptual preference, low need forstructure, and varied sociological preferences.

2. Bibliotherapy

   Bibliotherapyinvolves the counselor in carefully selecting reading material for theclient based on that individual's age, emotional issues, and personality needs.Follow-up discussion is designed to increase the client's insight and selfunderstanding.This intervention is appropriate for persons with a visualperceptual preference, high need for structure, high degree of motivation andresponsibility, and preference for learning alone or with an adult present.

3. Pzzppetry

[33]Rita Dunn, *Practical Approaches to Using Learning Styles in Higher Education, . . .* , p.111

Pzzppetryis the technique of manipulating small-scale figures to create or re-enactsituations or events for therapeutic purposes.This strategy is compatible withwho report kinesthetic and visual perceptual preferences, a low need forstructure, and a global cognitive style.

4. Autohiopaphical writing

   Autohiopaphical writing involves the client in writing about self, including values,interests, goals, family constellation, and significant past events. The paper isshared in a counseling session. This approach is congruent with the person's exhibitingstrong tactual and auditory preferences, high need for structure, highresponsibility, and being a self-learner.

5. CharadeHames

   CharadeHames are used in a group counseling setting in which students act outtheir feelings in relation to specific theme areas (anger, failure, jealousy, guilt)while other group members try to guess the message. This strategy is used withindividuals who are peer-oriented, global processors, with kinesthetic and visualperceptual preferences.

B. Review of Related Studies

In this subchapter, the researcher would like to review some previous studies that support researcher's view about the students'learning styles English learning.

First,astudy done by Mutua MeshackNzeisei from University of Nairobi Department of Psychology in 2005 year. Her study is about "A correlation Study between Learning Styles and Academic Achievement among Secondary School Students in Kenya". The data of her study were obtained through the quantitative data collection of students' bio data, learning style preference, and academic achievement in class. There are results of students' Kenya; Majority (39.6%) of the high school students are multimodal learners (visual, auditory and kinesthetic learning style model). Followed by the bimodal learners preferring visual and auditory learning style with (363.3%), unimodal learners preferring only visual learning style dimension. The last, the single kinesthetic learning style dimension which had preference of (0,6%) among high school students. Conclude, she found that there is a positive relationship learning style and academic achievement.

Second, a study done by Nurmaliza (2010), she did the research about "Learning Style of secondary school on Academic Performance. The technique of collecting data was questioner, interview and documentation. She found that students of IPA class the diverged and accommodator with high categories. Besides, she found most of accommodating learners is Female.

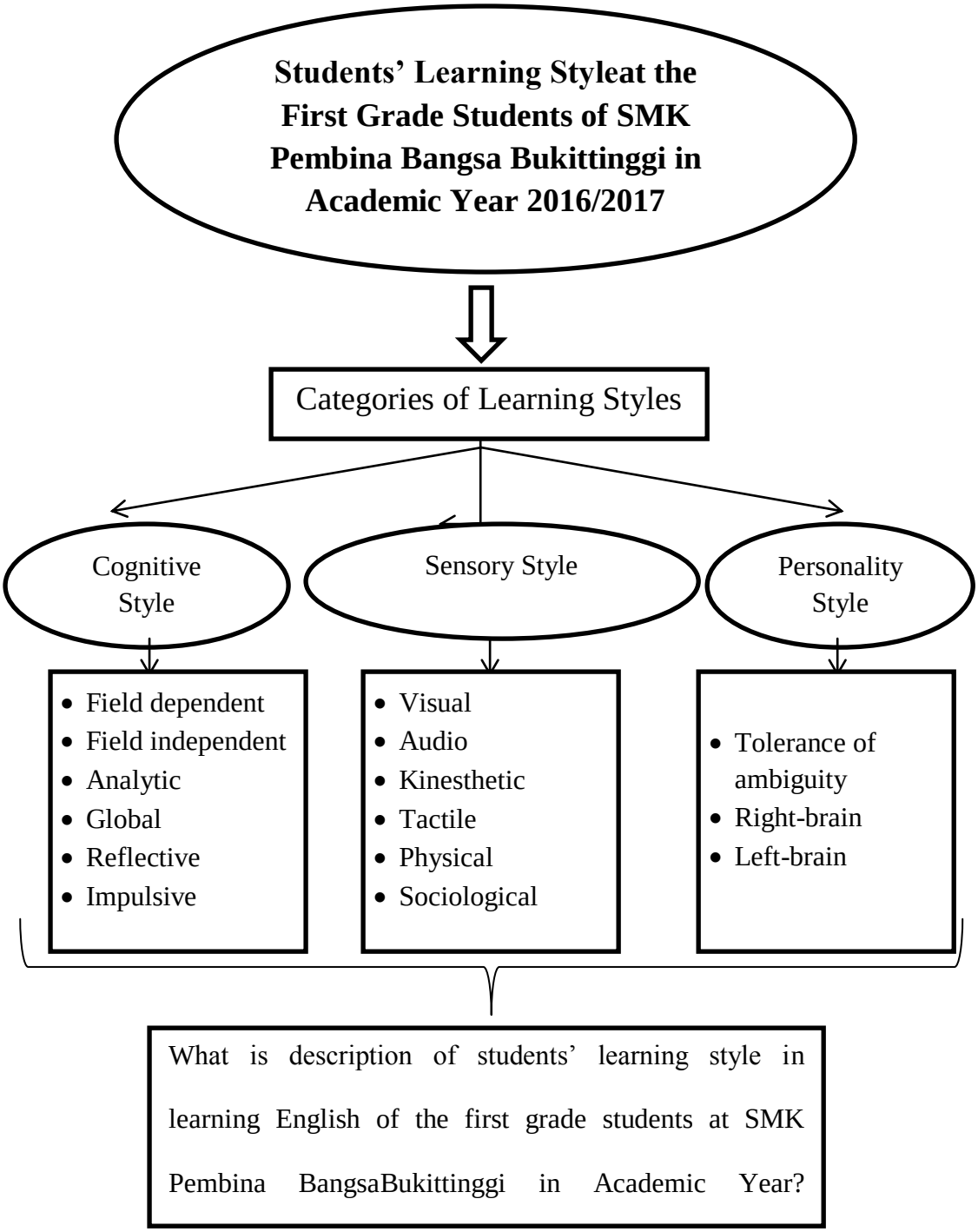
Third, a study done byApniSyaitun (2011)her study is about "The effect of using VAKT Method toward students' vocabulary mastery: A Case Study at the forth grade students of SDN08 Bonjo Alam".

She found that there is significant effect of using VAKT method towards' vocabulary mastery. It was found that the T-Calculated (6.593) higher than T-table (1.721).

According to the previous studies, both the first and third conducted in getting better learning process. They were only focus visual, auditory, kinesthetic and tactile. Others, researcher found the same title with previous study about students' learning style ofn the junior high school. She discussed just sensory style than reasearcher discussed all of styles consist of cognitive styles, sensory styles and personality style. Beside, this thesis used different theory and problems. The researcher conducted the same research about students' learning style but this research to analyze students' learning style of three aspects consist of cognitive styles, sensory style and personality style in the first grade students of SMK Pembina BangsaBukittinggi.

C. Conceptual Framework

Conceptually, the framework of the research is illustrated as the following figure: 2.1



The conceptual frame work in figure: 2.1show that researcher is interested to discuss about students' learning style. Nunan classified students' learning style into three broad categories; cognitive styles, sensory styles, and personality styles.[34] Cognitive style is how the students think about learning. For instance, the students think that they will study effectively when they study in a group or some of students more comfortable if the will study alone. It is divided into field dependent, field independent, analytic, global, reflective, and impulsive. Sensory style is how the students response their environment, for example the student study effectively when they study use a picture or some students more effectively when they study with listening music. Sensory style is divided into visual, auditory, tactile, kinesthetic, physical, and sociological. Personality style is how the students solve problem or attitude to face some of difficulties. For example, some of students have good logical when they solve problem or some of students have good intuitive when they solve problem. It is divided into tolerance of ambiguity and right-left hemisphere dominance.

[34] David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill Companies, 2003), p.271

CHAPTER III

RESEARCH METHOD

A. Design of The Research

The design of this research is a descriptive quantitative research. Descriptive research is the process of gathering the data to answer some questions. As stated by Gay, "Descriptive research involves collecting data in order the test hypotheses or to answer questions concerning the current status of the subject of study."[35] In this case, the researcher described the quality of the test based on the data collection. Moreover, quantitative research is a research which the data are presented in the numeral and analyzed in statistic. According to Arikunto, a quantitative research is a process to get knowledge or information by using numeral data as a tool to get what information which is intended to be known.[36]It means that, the researcher analyzed the test items of English Final Semester in numeric and described the data based on the result of item analysis to answer the research questions.

In this research, the researcher wanted to know about description of students' learning styleof the first grade students at SMK Pembina Bangsa Bukittinggi in academic year 2016/2017.

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[35]L.R.Gay, *Educational Research,* (New York: MacMillan Publishing Company, 1990), p. 189

[36]Margono, *MetodologyPenelitianPendidikan, Kompone,* (Jakarta: Rineka Cipta,2007),p.105

This research is a descriptive quantitative research. It is because the researcher only analyze and made description about students' learning style. As explained by Gay, "Descriptive method is useful to investigate many kinds of educational problem."[37] Many kinds of education problems involves low attention for analyze students' learning style, such as the the teacher did not analyze optimally students' learning style before or during learning process and proof which the data to measure it. On the other words, it is can give bad impact for students and affectability learning process. According to Margono, quantitative research is the process of discovering knowledge by using numeral data as the instrument to find information about what is wanted to know[38]. It means that quantitative research uses the data shape of the numbers and statistic analyze. Thus, this research will expect to analysis the answer of questionnaire and will identify students' learning style.

[37]L.R.Gay, *Educational Research,* (Singapore: Meriil Publishing Company, 1990), p. 189.

[38]Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: PT. Rineka Cipta, 2007), p. 103.

A. Population and Sample

The population and sample are two of the most elements in the research. The explaination as follow:

1. Population

The population is all of the subject and object or large of group which will become subject. According to Gay, the population is the group of interest to the researcher, the group to which he would like the results of the study to be generalizable. [39] It means that the population is generally a realistic choice and the researcher used to help process this research. The population of this research used forall of the first grade students in SMK Pembina Bangsa Bukittinggi, whichconsists of seven major, they are ADP (Asministrasi Perkantoran), TBT (Teknik Broadcasting TV), TKJ (Teknik Komputer Jaringan), PBK-AKT (Perbankan-Akuntansi), Hotel, and TOSM (Teknik Onderdil Sepeda Motor).The total of the population about 107students. The amount of these classes is showed by the table below:

Table 3.1: The Total Populationof the first grade students in SMK Pembina BangsaBukittinggi.

NO	CLASS	STUDENTS
1.	X ADP	23
2.	X TBT	16
3.	X TKJ	18
4.	X PBK-AKT	15
5.	X Hotel	8
6.	X TOSM	27

[39]L.R. Gay, *Education Research*,…, p. 102.

	SUM	107

Source: Administration Departement of SMK Pembina Bangsa Bukittinggi

The reason why the researcher chose the first grade students at SMK Pembina Bangsa Bukittinggi as the population because it is easy for the researcher to access and get the data from these school. The researcher chose the first grade students because the researcher had some of experience was practical of PPL and based on suggestion by some of teachers in these school.

2. Sample

The sample is the small unit of the population. Gay states that, sample is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected[40]. A sample should have characteristics as population; it is representative for the population. There are some sampling technique to determine the sample; random sampling, cluster sampling, stratified sampling, systematic sampling, and purposive sampling. In this research, the researcherused purposive sampling technique. According to Suharsimi Arikunto, purposive sampling technique is a technique that is used by researcher if the researcher had some consideration to determine the samples.[41]The researcherchose three of sevenclasses consist of 18 students who have TKJ, 16 students who have TBT, and 31 who have ADP and

[40]L. R. Gay,*Education Research*, ..., p. 101.

[41]Suharsimi Arikunto, *Prosedur Penelitian : Suatu pendekatan praktik,* (Jakarta: Rineka cipta, 2013) p. 189

Hotel in the first grade at SMK Pembina Bangsa Bukittinggi as the sample of this research.The researcher chose these classes as the sample because there have some consideration there are: first, some of suggestions from the teachers, and also researcher had experience in handling them.Second, the researcher chose them because their mark were under target when researcher put their mark in last semester. Third, based on observation, experience and interview with some of teachers these classes have the same characteristics, levels, and conditions such as they are difficult to obtain and less discipline.

B. Instrumentation

Instrumentation is one of important side in a research. Instrument is the tool that is needed in the research.The drafting of instruments is important part in the research process because a researcher can get and collect the data. In this research the researcherused questionnaire as instrument.

Questionnaire is the technique of data collection by giving some questions with answering some alternatives to respondent. Sugiyono states that, "Questionnaire as a technique of data collection that is done by giving some written questions to respondent"[42]. Questionnaire is easier to help researcher in collecting data in the amount of number. It is easy to distribute it at the same time. The researcher used the type of close questionnaire. By using close questionnaire, it is more easy to respond all the questions and the statements is given in the list.

[42]Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kulitatif, dan, R&D,* (Bandung: Alfabeta, 2007), p. 199.

The students only need to choose the available respond. Thus, the data can be get quickly because it is not spent more time to answer the questions.

An instrument in the research must be valid. Validity is thus a requirement for both quantitative and qualitative research.[43] Thus, validity means that correct procedures have been applied to find answers to questions. It means that the instrument covered what should conduct and what should be ask. In this research, the researcher used construct validity where get result it should consult with some of expert's judgment. So, in order to judge the validity of the questionnaires, the researcherdiscussedthe questionnaires with some experts such as lectures, and advisors.

C. Technique of the Data Collection

The researcher collected the data when the research is finished by questionnaire. Questionnaire is an instrument to collect information about description of students' learning style.Gay stated, "Descriptive data are usually collected through a questionnaire survey, interviews, or observation."[44]In this research, the researcher used questionnaires because it is an appropriate way to collect the data relates to the focus of the research and gives some advantages for the researcher. As Gay adds, "In comparison to use of an interview procedure, for example, a questionnaire is much more efficient in that it requires less time, is less expensive, and permits collection

[4343]Louis Cohen et al., *Research Methods in Education*, (London and New York: RoutledgeFalmer, 2005), 5th ed , p. 133

[44]L.R. Gay, *Educational Research: Competencies for Analysis and Application*, (Singapore: Merril, 1990),p. 189. 3rd ed

of data from a much larger sample."[45] It is aimed that by using questionnaires, to make more efficient and appropriate in collecting data in this research. Besides, it is more easy to help the researcher to collect the data about description of students' learning style effectively.

The researchergave questions to the informant, and ask them to chose the best answer with alternative "yes" or "no". It means that type of questions in the questionnaires is the dichotomous questions. As stated by Cohen et al that dichotomous questions provide "yes or no" answer.[46] The researcher need to analyze the students' learning style this type of question can help researcher to collect the data. In addition, the questionnaire is constructed by using Indonesian in order the respondents can be easy to understand and answer the questions.

There are some steps in giving questionnaire:

a. Give the questionnaire to the students
b. Give explanation to the students how to fill the questionnaire
c. Give the time to the students to fill the questionnaire honestly
d. Collect the students' answer on the questionnaire.

[45]L.R. Gay, *Educational* Research...p. 195

[46]Louis Cohen et al., *Research Methods in Education*, (London and New York: RoutledgeFalmer, 2005), 5th ed , p. 250

D. Technique of Data Analysis

Analysis of data is a process to analyze and interpret the data to find the various information that suitable with its function so that the data hadclearly meaning and related with the purpose of the research.[47]

Arikunto suggests steps in analyzing the data, as follow:

a. Editing, the researcher checked the respondents' answer in order to know about the data.
b. Coding, the respondents' answer was coded by the researcher based on their answer.
c. Tabulating, the researcher accounted the data and describe it in the table.[48]

The results from questionnaire was collected in order to know how many frequencies that result based on options (*yes* and *no*). Then, researcher analyzed the data of the students' learning style based on some steps:

1. Collect the questionare
2. Analyze the students' questionnare based on each item
3. Accumulate the students' answer into table base on the questionare put it into percentage.

[47]Wina Sanjaya. 2010. *Penelitian Tindakan Kelas.* 2nd ed. (Jakarta : Kencana Prenada Media Group), p. 106.
[48] Suharsimi Arikunto, *Management Penelitian*, …, p. 326.

After getting the data, it was analyzed by using formula below:

$P = \frac{f}{n}$ x 100%

P : the percentage of students' learning style

n : the sum of student in the class

f : total number for eache item[49]

After that, the researcher analyzed and described the percentage of the students.

[49] Anas Sudijono, *Pengantar Statistik Pendidikan,* Jakarta: PT. Raja Grafindo Persada, 2008, p. 43

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, researcher analyzes and describes of student's learning style in learning English of the first grade students at SMK Pembina Bangsa Bukittinggi in Academic year 2016/2017. Students' learning style is the defined as the students' habitual style which appears during the learning process. The collected data of this research is based on percentage of the students answered toward questionnaires given. The questionnaires consist of 25 items with 65 respondents which related to cognitive style, sensory style and personality style. The findings are intendedto describe and classify student's learning style in learning Englishis dominant students' learning style of all samples consist of class X TKJ, TBT and ADP-Hotel in cognitive learning style are field dependent, global, impulsive. Next, dominant sensory style including perceptual are visual and kinesthetic also in environmental is sociological. Then, dominant personality style is right-brain dominance. Besides, each class had differences and similarities they are: TKJ and TBT class had same dominant students' learning style they are field dependent, global, impulsive, sociological, and right-brain dominance. In contrast, ADP-Hotel had dominant students' learning style in field dependent, analytic, reflective, physical, and left-brain dominance. However, all of classes same dominant styles in visual and kinesthetic.

1. Data Description

The researcher did this research on May 17th, 18th , 19th , 2017 and spent three days. Total respondents which consist of 18 students class X TKJ, 16 students class X TBT, 31 students class ADP and Hotel.After collecting the questionnaire, the data interpreted into quantitative data. The total number of the questionnaire was 25 which consist of 13 questions related to cognitive style, 6 questions related to sensory style, and 5 questions related to personality styles.

The description of data can be seen from the table below:

Students' Learning Style of the First Grade Students at SMK Pembina Bangsa Bukittinggi.

Table 4.1: The Students' Learning Style of the First Grade Students

No.	Cognitive Style	Sensory Style	Personality Style
1.	Field dependent : 42 (64, 61%)	Perceptual : a. Visual : 47 (72, 30%)	Tolerance of ambiguity : 18 (27, 69%)
2.	Field independent : 23 (35, 28%)	b. Auditory : 17 (26, 15%)	Right-brain dominance : 37 (56, 92%)
3.	Analytic : 26 (40%)	c. Kinesthetic : 39 (60%)	Left-brain Dominance : 28 (43, 07%)
4.	Global : 32 (49, 23%)	d. Tactile : 12 (18, 46%)	
5.	Reflective : 31 (47, 69%)	Environmental : a. Physical : 29 (44, 61%)	
6.	Impulsive : 32 (49, 32%)	b. Sociological : 35 (53, 84%)	

Table 4.1 shows the students' learning style in learning English in first grade. There are three types of learning styles used by students consists of cognitive style, sensory style and personality style. There are classified below:

First, the cognitive learning styles consist of six classifications. The table shows that 42 students who have field dependent(64, 61%), 23 students who have field independent (35, 38%), 26 students who have global (49, 23%), 31 students who have reflective (47, 69%), 32 students who have impulsive (49, 23%).

Second, the sensory learning styles consist of perceptual and environmental. For the perceptual, the table shows that 47 students who have visual (72, 30%), 17 students who have auditory (26, 15%), 39 students who have kinesthetic (60%), and 12 students who have tactile (18, 46%). For the environmental, they are 29 students who have physical (4, 61%) and 35 students who have sociological (53, 84%).

Third, the personality styles consist of tolerance of ambiguity, right-brain dominance and left-brain dominance. The table shows those 28 students who have tolerance of ambiguity (27, 69%), 37 students who have right-brain dominance (59, 92%) and 28 students who have left-brain dominance (43, 07%).

2. Analysis of data

The data for this research were collected from the questionnaire. To collect the data, the questionnaire was designed based on the theory of David Nunan on learning styles. They are cognitive styles consist of field dependent, field independent, analytic, global, reflective and impulsive. Next, sensory styles consist of perceptual including visual, auditory, kinesthetic and tactile also environmental including physical and sociological. Then, personality styles consist of tolerance of ambiguity, right-brain dominance and left-brain dominance.

To know the frequency and percentage of students' learning style, the researcher put the data into the table below:

1) Class X TKJ

In class X TKJ of SMK Pembina Bangsa Bukittinggi academic year 2016/2017 which consist of 18 students, the researcher found that majority of students' learning style this class are included into cognitive style, sensory style and personality style. First, he dominant of cognitive style are field dependent, global and impulsive. Second, the dominant of sensory styles are visual and kinesthetic (perceptual) also sociological (environmental). Third, the dominant of personality styles is right-brain dominance. These dominances are based on students' answers in the questionnaire.

Figure 4.1 the percentage of students' learning Cognitive Style in class X TKJ

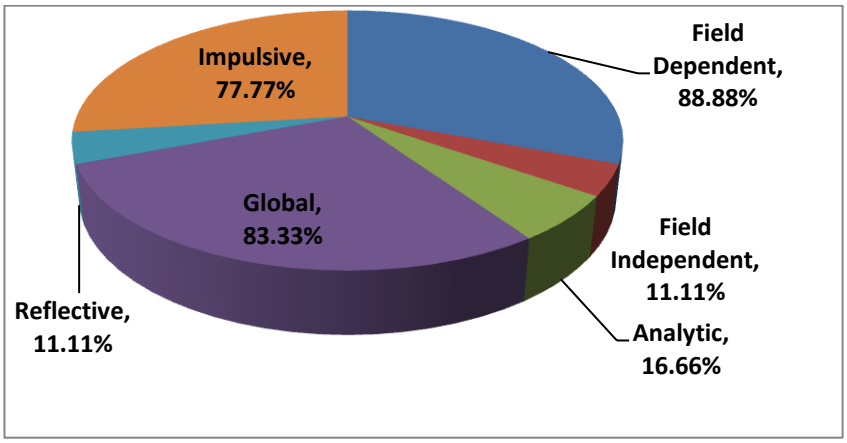


Figure 4.1 describes the students' cognitive style in class X TKJ shows that 88, 88% (16 students) is field dependent, 11, 11% (2 students) is field dependent, 16, 66% (3 students) is analytic, 83, 33% (16 students) is global, 11, 11% (2 students) is reflective and 77, 77% (14 students) is impulsive.

Figure 4.2 the percentage of students' Sensory Style in class X TKJ

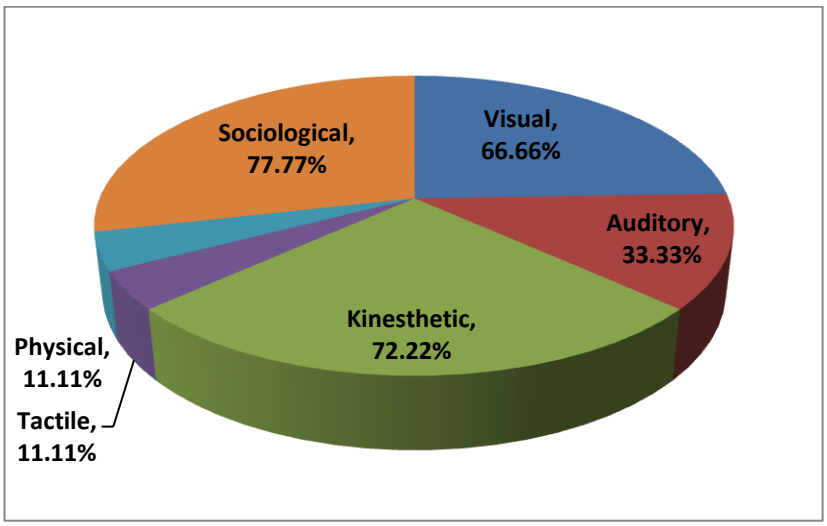
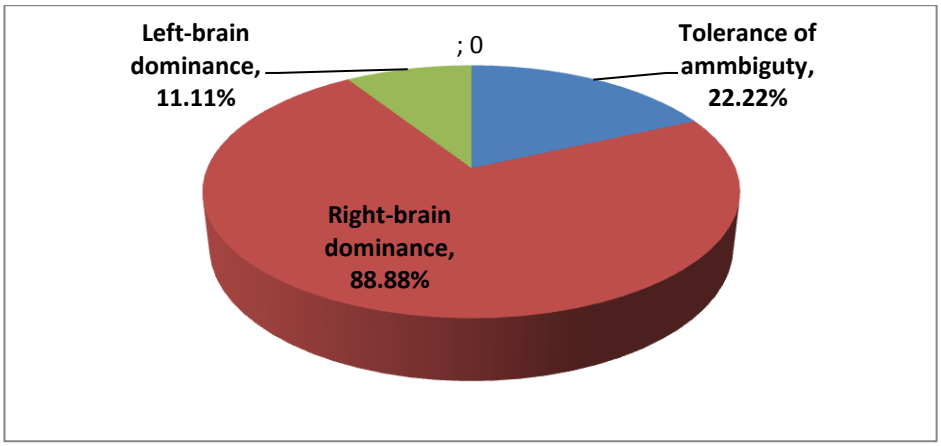


Figure 4.2 describes two classifications of students' sensory style, there are perceptual consist of visual is 66, 66% (12 students), auditory is 33, 33% (6 students), kinesthetic is 72, 22% (13 students) and tactile is 11, 11% (2 students). Environmental where 11, 11% (2 students) is physical and 77, 77% (14 students) is sociological.

Figure 4.3 the percentage of students' learning Personality Style in class X TKJ



Based on figure 4.3 above, it is clear that 22, 22% (4 of 18 students) are included into tolerance of ambiguity, 88, 88% (16 of 18 students) are classified as right-brain dominance and only 11, 11% (2 of 18 students) in this class belong to left-brain dominance.

2) Class X TBT

In class X TBT of SMK Pembina Bangsa Bukittinggi in academic year 2016/2017 consist of 16 students, the researcher got students' cognitive learning styles dominant are field

dependent, global and impulsive. Next, the dominant of sensory styles are visual and kinesthetic (perceptual) also sociological (environmental). Then, the dominant of personality styles is right-brain dominance. These dominances same with students' learning style in class X TKJ. In classifying the result of data easily, the researcher converts into figure below:

Figure 4.4 the percentage of students' learning Cognitive Style in class X TBT

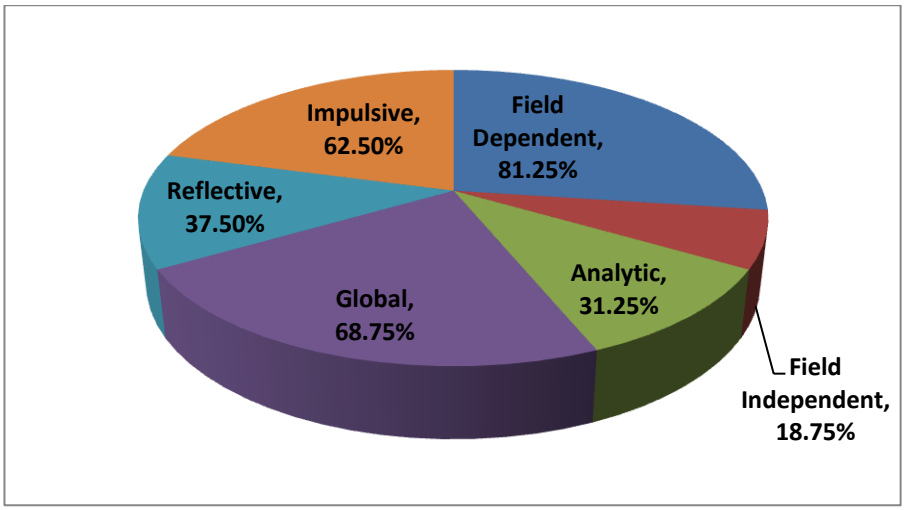


Figure 4.4 describes the students' cognitive style in class X TBT shows that 81, 25% (13 students) is field dependent, 18,75% (3 students) is field dependent, 31,25% (5 students) is analytic, 68, 75% (11 students) is global, 37, 35% (6 students) is reflective and 62, 50% (10 students) is impulsive.

Figure 4.5 the percentage of students' learning Sensory Style in class X TBT

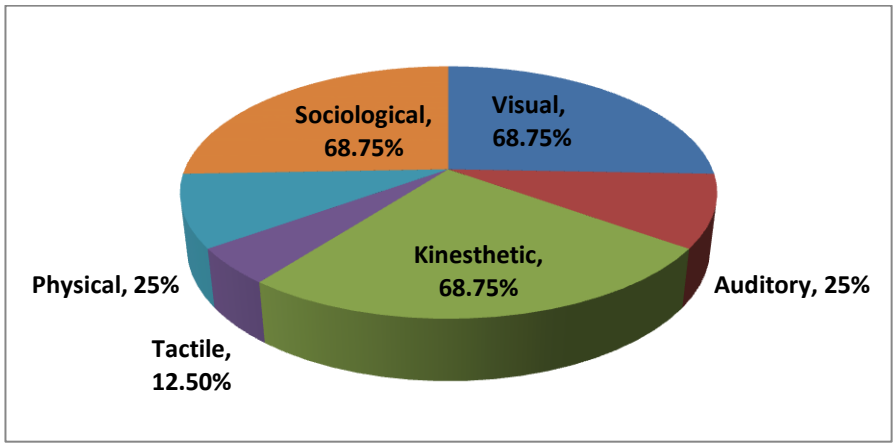
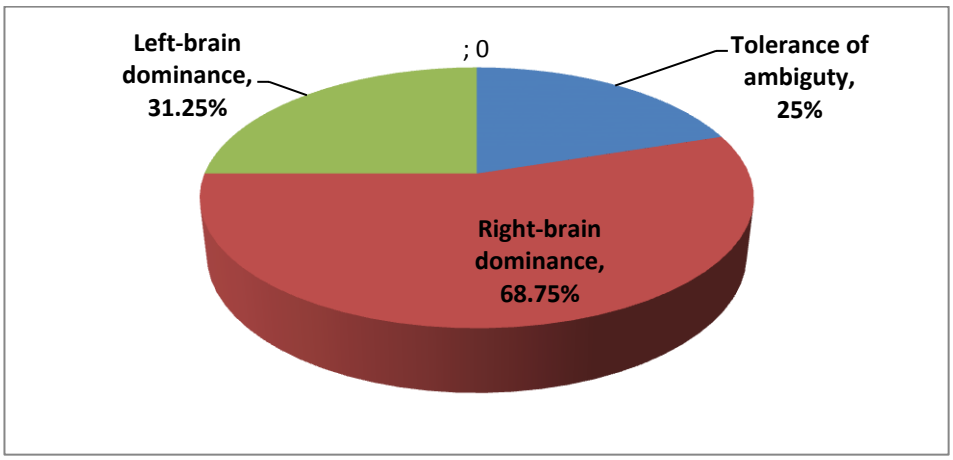


Figure 4.5 describes two classifications of students' sensory style, there are perceptual consist of visual is 68, 75% (11 students), auditory is 25% (4 students), kinesthetic is 68, 75% (11 students) and tactile is 12, 50% (2 students). Environmental where 25% (4 students) is physical and 68, 75% (11 students) is sociological.

Figure 4.6 the percentage of students' learning Personality Style in class X TBT



Based on figure 4.6 above, it is clear that 25% (4 of 16 students) are included into tolerance of ambiguity, 68, 75% (11 of 16 students) are classified as right-brain dominance and31, 25% (5 of 16 students) in this class belong to left-brain.

3) Class X ADP and Hotel

In class X ADP and Hotel of SMK Pembina Bangsa Bukittinggi in academic year 2016/2017 which consist of 31 students (23 students from ADP and 8 students from Hotel) Researcher found that dominant learning style inADP and Hotel chose the items which belong to field independent, analytic and reflective in cognitive styles. Next, dominant personality style is left-brain dominance. However, all of classes consist of TKJ, TBT and ADP-Hotel is included into visual as dominant sensory learning styles. The researcher converts into figure below:

Figure 4.7 the percentage of students' learning Cognitive Style in class X ADP-Hotel

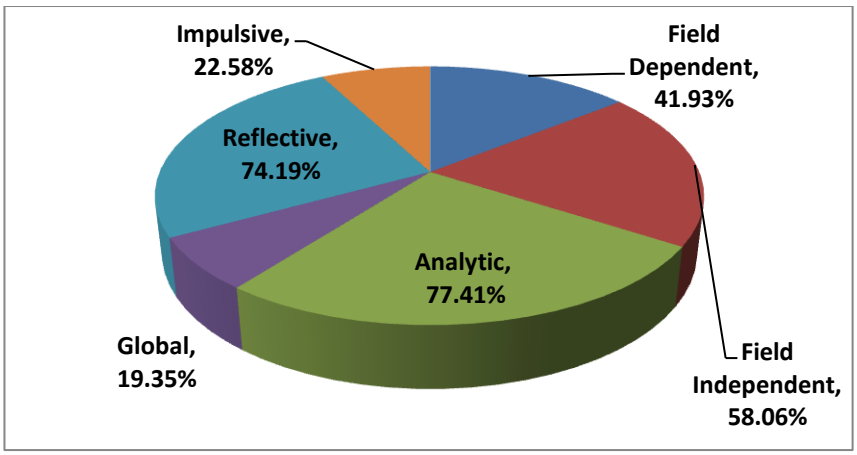


Figure 4.7 describes the students' cognitive style in class X ADP and Hotel shows that 41, 93% (13 students) is field dependent, 58, 06% (18 students) is field dependent, 77, 41% (24 students) is analytic, 19, 35% (6 students) is global, 74, 19% (23 students) is reflective and 22, 58% (7 students) is impulsive.

Figure 4.8 the percentage of students' learning Sensory Style in class X ADP and Hotel

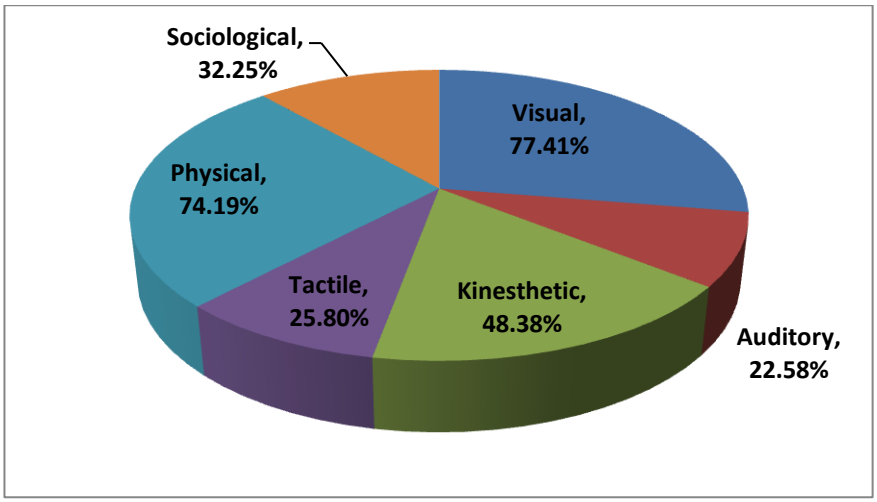
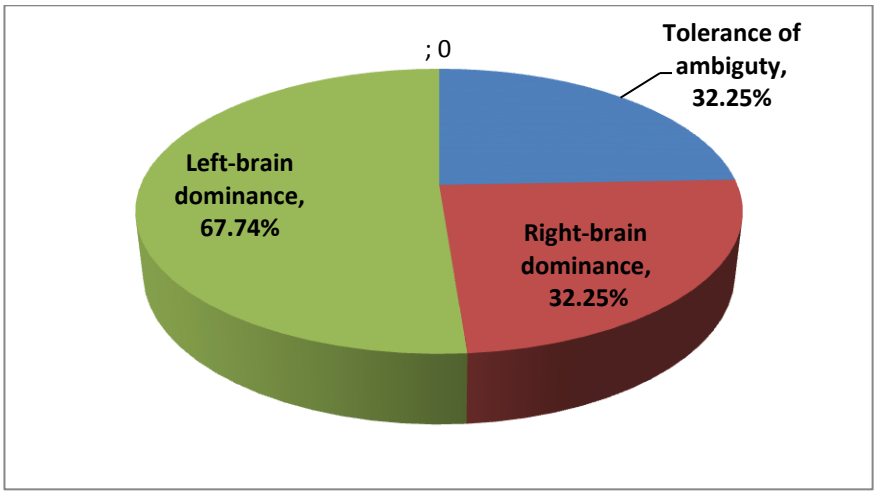


Figure 4.8 describes two classifications of students' sensory style, there are perceptual consist of visual is 77, 41% (24 students), auditory is 22, 58% (7 students), kinesthetic is, 48, 38% (15 students) and tactile is 25, 80% (8 students). Environmental where 74, 19% (23 students) is physical and 32, 25% (10 students) is sociological.

Figure 4.9 the percentage of students' learning Personality Style in class X ADP-Hotel



Based on figure 4.9 above, it is clear that 32, 25% (10 of 31 students) are included into tolerance of ambiguity, 32, 25% (10 of 31 students) are classified as right-brain dominance and 67, 74% (21 of 31 students) in this class belong to left-brain.

3) Classifications students' learning styles

After analyzing the data collected, it found that dominance is field dependent they are 42 of 65 students, global they are 32of 65 students, and impulsive they are 32 of 65 students. Furthermore, students' sensory learning style consist of perceptual 47 of 65 students are visual and 39 of 65 students are kinesthetic. In environmental they are 35 of 65 students. Meanwhile, students' personality styles 37 of 65 students are right-brain dominance.

The classifications of students' learning styles are elaborated by explanations as following:

a) The classification of the students' learning style in class X TKJ

Based on the data, cognitive style is gotten that 16 of 18 students who have field dependent, 2 of 18 students who have independent, 3 of 18 students who have analytic, 15 of 18 students who have global, 2 of 18 students who have reflective 14 of 18 students who have impulsive. Next, sensory styles consist of perceptual they are 12 of 18 students who have visual, 6 of 18 students who have auditory, 13 of 18 students who have kinesthetic, 2 of 18 students who have tactile and in environmental including 2 of 18 students who have physical and 14 of 18 students who have sociological. Then, personality styles where 4 of 18 students is tolerance of ambiguity, 16 of 18 students is right-brain dominance and only 2 of 18 students classified into left-brain dominance.

Table 4.2 the list name of the students' learning

Cognitive Style in class X TKJ

Types of Students Cognitive Styles			
No.	**Field Dependent**	**Field Independent**	**Analytic**
1.	AT	SL	SL
2.	AD	SS	SS
3.	AU		
4.	ND		
5.	BP		
6.	DA		
7.	ES		
8.	MT		
9.	M JK		
10.	RH		
11.	RH1		
12.	R I		
13.	AP		
14.	RS		
15.	AA		
16.	AAZ		

No.	**Global**	**Reflective**	**Impulsive**
1.	AT	SL	AD
2.	AD	SS	AU
3.	AU		NA
4.	NA		DA
5.	BP		E S
6.	DA		MT
7.	ES		MJK
8.	MT		RH1
9.	MJK		RH2
10.	RH1		RI
11.	RH2		AP
12.	RI		RS
13.	AP		AA
14.	RS		AAZ
15.	AA		
16.	AAZ		

Table 4.2 shows that the students' cognitive learning style in list names of class X TKJ, it can be said that most of students are classified into field dependent, global and impulsive.

Table 4.3 the list name of the students' learning Sensory Style in class X TKJ

Types of Students Sensory Style				
Perceptual				
No.	**Visual**	**Auditory**	**Kinesthetic**	**Tactile**
1.	AD	AAZ	AD	BP
2.	AU	NA	AT	ES
3.	BP	BP	ES	
4.	ES	RI	MJK	
5.	MJK	SL	MT	
6.	RH	SS	RH	
7.	RH1		RH1	
8.	RI		AU	
9.	SL		NA	
10.	SS		AP	
11.	RS		RS	
12.	AP		DA	
13.			AA	

Environmental		
No.	**Physical**	**Sociological**
1.	BP	AD
2.	RH	AT
3.		AU
4.		NA
5.		DA
6.		ES
7.		MJK
8.		MT
9.		RH
10.		RH1
11.		AP
12.		RS
13.		AD
14.		AAZ

Table 4.3 explains that sensory styles classified into perceptual and environmental. Based on the list shows that dominant sensory styles are visual, kinesthetic and sociological are the dominant learning styles in this class.

Table 4.4 the list name of the students' learning Personality Style in class X TKJ

Types of Students Personality Style			
No.	**Tolerance of Ambiguity**	**Right-brain Dominance**	**Left-Brain Dominance**
1.	SL	AD	SL
2.	SS	AT	SS
3.		AU	
4.		NA	
5.		DA	
6.		ES	
7.		MJK	
8.		MT	
9.		RH	
10.		RH1	
11.		RI	
12.		AP	
13.		RS	
14.		AA	
15.		BP	
16.		AAZ	

Table 4.4 shows that personality styles classified for the three types they are tolerance of ambiguity, right-brain dominance and left-brain dominance. Based on the list, it can be said majority of students in personality style is right-brain dominance.

b) The classification of the students' learning style in class X TBT

Based on the data found, cognitive style is gotten that 13 of 16 students who have field dependent, 3 of 16 students who have independent, 5 of 16 students who have analytic, 11 of 16 students who have global, 6 of 16 students who have reflective 10 of 16 students who have impulsive. Next, sensory styles consist of perceptual they are 11 of 16 students who have visual, of 16 students who have auditory, 11 of 16 students who have kinesthetic, 2 of 16 students who have tactile and in environmental including 4 of 16 students who have physical and 11 of 16 students who have sociological. Then, personality styles where 4 of 16 students is tolerance of ambiguity, 11 of 16 students is right-brain dominance and 5 of 16 students classified into left-brain dominance.

Table 4.5 the list name of the students' learning Cognitive Style in class X TBT

Types of Students Cognitive			
No.	**Field Dependent**	**Field independent**	**Analytic**
1.	DD	AT	AT
2.	EW	PR	PR
3.	GAG	VP	VP
4.	HH		RRR
5.	HS		RWK
6.	KF		
7.	RRR		
8.	RS		
9.	RN		
10.	RWK		
11.	WR		
12.	YK		
13.	THP		

No.	Global	Reflective	Impulsive
1.	DD	AT	DD
2.	EW	PR	EW
3.	GAG	VP	GAG
4.	HH	RRR	HH
5.	HS	RWK	HS
6.	KF	RN	KF
7.	RS		RS
8.	RN		WR
9.	WR		YK
10.	YK		THP
11.	THP		

Table 4.5 shows that the students' cognitive learning style in list names of class X TBT, it can be said that most of students are classified into field dependent, global and impulsive.

Table 4.6 the list name of the students' learning Sensory Style in class X TBT

Types of Students Sensory Style				
Perceptual				
No.	**Visual**	**Auditory**	**Kinesthetic**	**Tactile**
1.	AD	AAZ	AD	BP
2.	AU	NA	AT	ES
3.	BP	BP	ES	
4.	ES	RI	MJK	
5.	MJK	SL	MT	
6.	RH	SS	RH	
7.	RH1		RH1	
8.	RI		AU	
9.	SL		NA	
10.	SS		AP	
11.	RS		RS	
12.	AP		DA	
13.			AA	

Environmental		
No.	**Physical**	**Sociological**
1.	BP	AD
2.	RH	AT
3.		AU
4.		NA
5.		DA
6.		ES
7.		MJK
8.		MT
9.		RH
10.		RH1
11.		AP
12.		RS
13.		AD
14.		AAZ

Table 4.6 above explains that sensory styles classified into perceptual and environmental. Based on list names, it can be said that dominant sensory style are visual, kinesthetic (perceptual) and sociological (environmental).

Table 4.7 the list name of the students' learning

Personality Style in class X TKJ

Types of Students Personality Style			
No.	**Tolerance of Ambiguity**	**Right-brain Dominance**	**Left-brain Dominance**
1.	DD	DD	AT
2.	RRR	EW	PR
3.	RN	GAG	VP
4.	THP	HH	RRR
5.		HS	RWK
6.		KF	
7.		RS	
8.		RN	
9.		WR	
10.		YK	
11.		THP	

The list names in table 4.7 above shows that personality styles classified for the three types they are tolerance of ambiguity, right-brain dominance and left-brain dominance. Based on the list, it can be said majority of students in personality style is right-brain dominance.

c) The classification of the students' learning style in class X ADP and Hotel

Based on the data found, cognitive style is gotten that 12of 31 students who have field dependent, 18 of 31 students who have independent, 24of 31 students who have analytic, 6 of 31 students who have global, 23 of 31 students who have reflective 7 of 31 students who have impulsive. Next, sensory styles consist of perceptual they are 24 of 31 students who have visual, 7 of 31 students who have auditory, 15 of 31 students who have kinesthetic, 8 of 31 students who have tactile and in environmental including 23 of 31 students who have physical and 10 of 31 students who have sociological. Then, the personality style where 10 of 31 students is tolerance of ambiguity, 10 of 31 students is right-brain dominance and 21 of 31 students classified into left-brain dominance.

Table 4.8 the list name of the students' learning

Cognitive Style in class X ADP and Hotel

Types of Students Cognitive Style			
No.	**Field Dependent**	**Field independent**	**Analytic**
1.	D A	AF	AF
2.	E Y P	ES	ES
3.	H A	FRY	FRY
4.	N S	H	H
5.	NW	JA	JA
6.	NA J	JI	JI
7.	R	MY	MY
8.	S H	RNF	RNF
9.	Y S	RF	RF
10.	ZA	SSS	SSS
11.	AA	SS	SS
12.	MA	SMA	SMA
13.	RR	SN	SN
14.		DA	DA
15.		MN	MN
16.		HH	HH
17.		JE	JE
18.		MAS	MAS
19.			DA
20.			EYR
21.			HA
22.			NS
23.			ZA

No.	**Global**	**Reflective**	**Impulsive**
1.	NW	AF	NW
2.	NJ	DA	RR
3.	RR	ES	MA
4.	MA	FRY	YP
5.	YP	HA	R
6.	R	H	NAJ
7.		JA	AA
8.		MY	
9.		NS	
10.		RNF	
11.		RF	
12.		SSS	
13.		SS	
14.		SH	

15.		SMA	
16.		ZA	
17.		DA	
18.		MN	
19.		JE	
20.		JI	
21.		EYP	
22.		SN	

Table 4.8 shows that cognitive learning style consist of field dependent, field independent, analytic, global, reflective, and impulsive. Based on the list, it can be said majority of students in cognitive styles are field independent, analytic and reflective. It means that most of students chose items related to field independent, analytic and reflective.

Table 4.9 the list name of the students' learning Sensory Style in class X ADP and Hotel

Types of Students Sensory Style				
	Perceptual			
No.	**Visual**	**Auditory**	**Kinesthetic**	**Tactile**
1.	AF	JI	DA	DA
2.	ES	SH	NS	SH
3.	FRY	EYP	SH	NW
4.	H	HA	NW	EYP
5.	JA	RNF	JA	RF
6.	MY	SN	RF	AF
7.	RNF	NW	FRY	HA
8.	RF		SN	SS
9.	SSS		SS	
10.	SS		YP	
11.	SMA		MN	
12.	MN		RR	
13.	HH		NJ	
14.	JE		MA	
15.	MAS		R	
16.	DA			

17.	AA			
18.	NS			
19.	ZA			
20.	RR			
21.	MA			
22.	DA			
23.	YP			

Environmental		
No.	**Physical**	**Sociological**
1.	JI	NW
2.	ZA	SSS
3.	AF	NJ
4.	ES	HA
5.	H	MN
6.	JA	RR
7.	MY	AF
8.	RNF	RF
9.	RF	FRY
10.	SSS	NS
11.	SS	
12.	SMA	
13.	MN	
14.	JE	
15.	MAS	
16.	DA	
17.	AA	
18.	NS	
19.	DA	
20.	SN	
21.	EYP	
22.	HA	
23.	SH	

The table above explains that sensory styles classified into perceptual and environmental. Based on list names, it can be said that dominant sensory style are visual from the perceptual and physical from the environmental.

Table 4.10 the list name of the students' learning Personality Style in class X ADP and Hotel

Types of Students Personality Style			
No.	**Tolerance of Ambiguity**	**Right-brain Dominance**	**Left-brain Dominance**
1.	NW	DA	EF
2.	SS	NS	FRY
3.	NJ	SH	H
4.	MA	NW	JA
5.	R	MA	JI
6.	YP	AA	MY
7.	AF	YP	RNF
8.	RF	RR	RF
9.	FRY	NJ	SSS
10.	JE	R	SS
11.			SMA
12.			SN
13.			DA
14.			MN
15.			HH
16.			JE
17.			MAS
18.			EYP
19.			HA
20.			ZA

Table 4.10 shows that personality styles classified for the three types they are tolerance of ambiguity, right-brain dominance and left-brain dominance. Based on the list, it can be said majority of students in personality style is left-brain dominance. It means that most of students answered "yes" the items which belong to left-brain dominance learning style characteristics or habits.

B. Discussion

Based on the data of the research finding, there are some of points which are important to be discussed. According to Dunn, "Learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information."[50] It means that student own way in learning to acquire amount information based on how they learn best manner. The researcher found that three types of students' learning styles they are cognitive style, sensory style and personality style. Cognitive style is how the individuals think, perceive and remember information. It means that an individual's way or best manner in which to get and process information. Sensory style is how the individual response their environment. It means the sensory preferences refer to the individuals' senses such as the perceptual sense like eyes, ears or hands. Personality style is the unique feature of every human being. It relates with characteristics, attitude and biological factor. The result of data are: first of all the cognitive style consist of field dependent, field independent, analytic, global, reflective and impulsive. Second, the sensory styles consist of perceptual including visual, auditory, kinesthetic and tactile also environmental including physical and sociological. Third, personality styles consist of tolerance of ambiguity, right-brain dominance and left-brain dominance.

[50]Rita Dunn&Sherley A. Griggs, *Practical Approaches to Using Learning Styles in Higher Education, . . .* ,p.8

Students' learning style is the defined as the students' habitual style which appears during the learning process. After getting the result of data from all classes at the first grade students in SMK Pembina Bangsa consist of majors' TKJ, TBT, ADP and Hotel researcher collected the data from result of questionnaire. The collected data of this research is based on percentage of the students answered toward questionnaires given. The questionnaires consist of 25 items which related to cognitive style, sensory style and personality style. The questionnaire has been spread to 65 respondents then, the result of this research is dominant cognitive learning style consist of field dependent (64, 61%), global (49, 23%), impulsive (49, 23%). The highest percentage of sensory styles concluding environmental is sociological (53, 84%) and perceptual are visual (73, 30%) and kinesthetic (60%). Then, the highest percentage of personality is right-brain dominance.

Furthermore, based on data collected is gotten in the first at SMK Pembina Bangsa Bukittinggi in academic year 2016/2017 have different percentage. The data shows that, field dependent, global and impulsive are highest of learners in TBT and TKJ classes. In addition, both have same highest percentage of the right-brain dominance. In contrast, ADP-Hotels' data shows that field dependent, analytic and reflective also left-brain dominance are highest percentage in learning styles. The dominant is gotten based on the students' answered of questions in questionnaire. For example, most of students of TKJ enjoy study use chart, picture and games.

So, they classified into visual learner and kinesthetic. Another example, most of students ADP and Hotel can solve problem without outside assistance, self-motivated and they do homework alone. It can be said they are field independent learner.

It is important for the teacher to consider about differences of the learners needed during the learning process. For example, teacher needs to provide the appropriate method, situation and media which related learning styles learners' need. Such as use the picture, chart or painted as media for dominant visual learner or record and music for dominant auditory learners.

A basic understanding of process learning is essential for those who intend to develop activitied that will have the potential to lead as the teacher. Besides, students as individuals who unique patterns for learning new and difficult information. It is hard to judge accurately how to teach anything accadenically challenging without first identifying how each student learns. Sometimes, the teacher dis not analyze students' learning style beacause difficult to devide of time, less informations about background of students etc. It can be influence of students's ability and their mark. For example, some of students have progress more rapidly when learning a lone tahn others learn better with peers. So, the teacher should estimate the processing strategy, apply approriate methods. Then, the teacher more be creative to use vsriety media based on dominant of sudents' learning style.

For example, the teacher can use method as group or peers in the one class have dominant students' learning style in field independent and global. Others, that teacher can use class presentation or learning a lone when they teach students have dominant learning style in field dependent and analytic. In addation, the teacher can use appropriate media based on dominant students' learning style. For example, implementation of story telling, record and singing in class which dominant auditory styles.

However, there are different and similarity dominant leaning style of the students should be understood by teacher. For example, the references to the teacher to use appropriate teaching strategy which is suitable with majority of the students' learning style in learning English. If it is done, it will support the teacher to create the effective and efficient activity in learning process.So, it comes the teacher can estimate what students need to learn and how they can learn it. Besides, the students can easily understand in learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings of the research about students' learning style in learning English, it can be said that the students in the first grade at SMK Pembina Bangsa Bukittinggi in academic year 2016/2017 have three types of learning style. First, the cognitive styles consist of field dependent, field independent, analytic, global, reflective and impulsive. Second, the sensory styles consist of perceptual including visual, auditory, kinesthetic and tactile also environmental including physical and sociological. Third, personality styles consist of tolerance of ambiguity, right-brain dominance and left-brain dominance.

Furthermore, the highest percentage of cognitive styles in the first grade (all of classes) are field dependent (64, 61%), global (49, 23%), impulsive (49, 23%). Then, sensory styles consist of perceptual they are visual (72, 30%), kinesthetic (60%) and environmental is sociological (53, 84%). Next, the highest percentage of personality style used by the majority students is right-brain dominance.

Hence, research found differences and similarities dominant learning styles in each class. The first, class X TKJ and class X TBT have same dominant cognitive styles, they are field dependent, global and impulsive and for the personality style is right-brain dominance.

In contrast, students' cognitive styles of ADP-Hotel are field independent, analytic and reflective. Thus, students' personality style of students in ADP-Hotel is left-brain dominance. However, these classes have similarities learning style are dominant visual and kinesthetic style.

In conclusion, the students in the first grade at SMK Pembina Bangsa Bukittinggi in academic year 2016/2017 have differences and similarities dominant learning style in learning English. Concerning the conclusion above the following suggestion might be useful dealing with teaching and learning process in learning English at SMK Pembina Bangsa Bukittinggi in Academic year 2016/2017.

B. Suggestions

The researcher suggest as follow:

1. The English teacher is expected to be able to create, use and teach the students by concerning to the students learning style.
2. The teacher is also supposed the students psychology aspect it can be done by keep motivating the students in their learning.
3. It is also expected that the researcher can change the teacher way in teaching by knowing the meaning and practical of the theory of learning style.
4. After having the suitable learning process the students are also expected be able to increase and maximize their learning process, not only in learning English but also in other subject.
5. The researcher would like to remind that is not complete yet and still need more revision and following up discussion.

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