

**THE COMPARATIVE ANALYSIS OF STUDENTS'  
LEARNING STYLE AT THE TENTH GRADE OF MADRASAH  
ALIYAH AL-JIHAD BUANGIN AND SMKN 7 LUWU UTARA**

*Thesis*

*Submitted to the English Education Study Program of Tarbiyah and Teachers  
Training Faculty of State Islamic Institute of Palopo as Partial Fulfillment of  
Requirements for S.Pd Degree in English Education*



**1. Dr. Rustan S., M.Hum**

**2. Dr. Magfirah Thayyib, S.S., M.Hum**

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2021**

## PROVOCEMENT

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Tulung, 27 October 2021

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THESIS APPROVAL

This thesis entitled "The Comparative Analysis of Students Learning Skills at The Tenth Grade of Madrasah Al-Falah Al-Islahiyah (MAF) and SMA/SMK/SLTA (C) Cirebon" which is written by Adam Mardiana, S.Pd, NIM/20210012, (1) English Language Education Study Program of Tadris and Teacher Training Faculty of Islamic Education Studies (IAIS) Bangor, has been reviewed and defended in MA'ALIMAWAN (Islamic Study) Council and the Thesis Committee on December 2021. Madrasah Al-Falah Al-Islahiyah (MAF) is an international and multicultural educational institution for K-12 level in English language teaching.

Bangor, 12<sup>th</sup> of November 2021  
19<sup>th</sup> of April 1443 H

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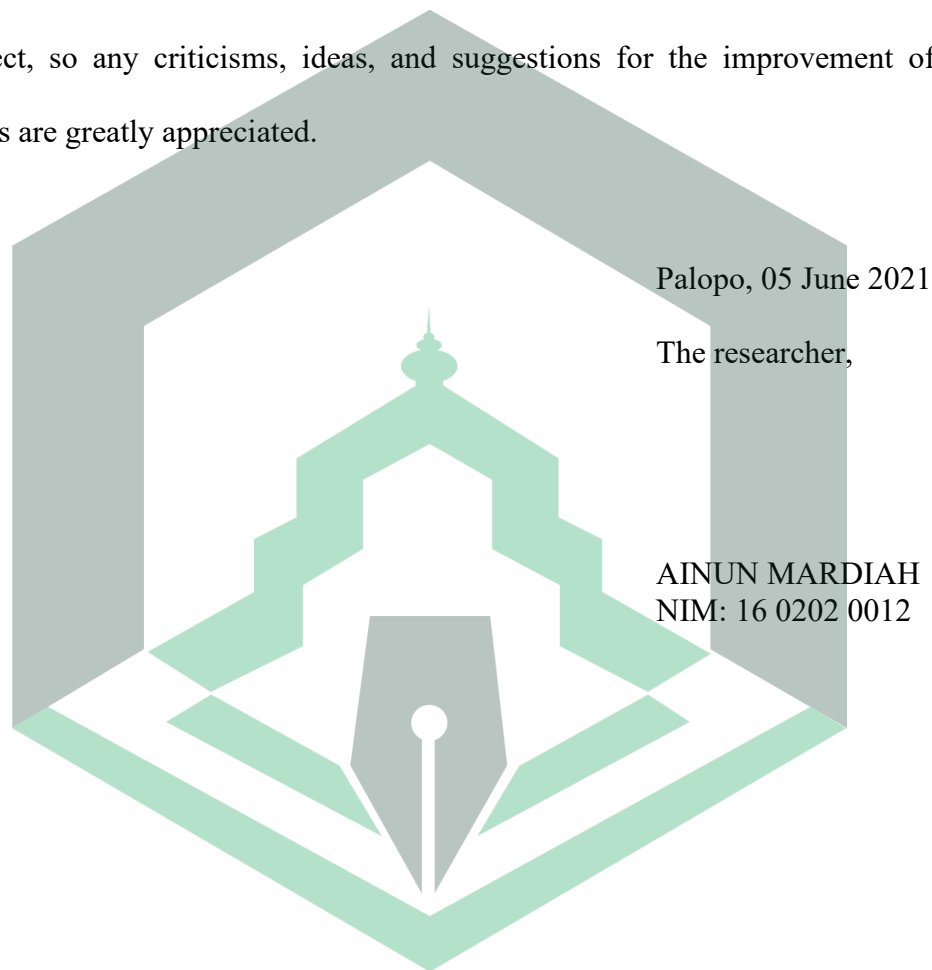
The researcher realizes that this thesis would not have been completed without support, advice, guidance, and comment from many people. Therefore, in this chance, the researcher would like to express special thank to:

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The researcher hopes this thesis can give some value to the students, English teachers and readers. The researcher realizes that the thesis is far from being perfect, so any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.



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## ABSTRACT

**Ainun Mardiah, 2021.** *“The Comparative Analysis Of Students Learning Style At The Tenth Grade Of Madrasah Aliyah Al-Jihad Buangin And SMKN 7 Luwu Utara.”* Thesis English Education Study Program in the State Islamic Studies Palopo Supervised by Rustan and MagfirahThayyib.

This study discusses the analysis of language learning styles for the tenth grade students of Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara. The formulation of the problem is: How are the students' learning styles at Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara? The purpose of this study was to compare the learning styles of class X Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara. The type of this research was qualitative. The research sample was all students of the tenth grade of Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara. In collecting data, the researcher used questionnaire and documentation. The results of the data through the questionnaire show that the visual learning style is the most dominant language learning style used at SMKN 7 Luwu Utara where the visual learning style is 30% or 9 students. Audio learning style has the percentage of 14% or 4 students. Kinesthetic learning style gets 27% or 8 students. Audio visual learning style has 20% or 6 students. Visual kinesthetic learning style gets results percentage of 6% or 2 students. Audio kinesthetic learning style has 3% with or 1 student. Meanwhile, at Madrasah Aliyah Al-Jihad Discard visual learning style has a 40% or 8 students. kinesthetic learning style is 40% or 8 students. Audio learning style has a proportion of 25% or 4 students. Kinesthetic learning style gets 40% or 8 students, so visual and Kinesthetic learning styles have the highest achievement scores.

**Keywords:** Students, Leanings Style, Visual, Auditory, Kinesthetic

## CHAPTER I

### INTRODUCTION

#### A. Background

Learning is a relatively permanent change in behavior or behavioral potential as a result of reinforced experience or practice. Learning is the result of the interaction between stimulus and response. A person is considered to have learned something if he can show a change in his behavior. According to this theory, what is important in learning is input in the form of a stimulus and output in the form of a response, as stated in the verse of the Qur'an (QS. Al-Mujādalah/58: 11)

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

’O you who believe, when you are said to believe: "Be spacious in the assembly", then be spacious, Allah will give you spaciousness for you. And it was said: "Stand up." So stand up, Allah will exalt those who believe among you and those who are given knowledge by several degrees. And Allah is aware of what you do’’

Language learning is one of the real learning activities that change behavior. The language that is widely studied around the world is English. English is the world’s most important tool of communication for people from different countries to convey an idea, message, purpose, feelings, and opinions to others.

In Indonesia, English is taught as a foreign language and learned from elementary school up to university level. It is learned formally as a compulsory subject in school. In learning English, there are four language skills that the teacher has to teach to the students, namely listening, speaking, reading, and writing. The skills are crucial in developing language competence. The students should be able to use English in real communication.

Learning style has been shown to play an important role in the learning process. Each person has his/her particular learning style that determines how he/she interacts with his/her learning environment. Understanding the relationship between learning style and the learning process is one of the primary goals of learning style research. Learning style research based on the theory stated that individuals have different stimulus sense modalities from which they prefer to absorb, retain, and process new information.<sup>1</sup> The information gained from learning style research provides researchers with the knowledge that can help improve the overall quality of learning as well as the learning environment.

Based on a preliminary study on Thursday, April 25<sup>th</sup> 2019 at Madrasah Aliyah Al-jihad Buangin and SMKN 7 Luwu Utara, it was found that the students' learning styles tended to be the same, namely monotonous. Meanwhile, the teaching style applied by the teacher is the lecture method where the teachers explain the material without a reciprocal relationship between the teacher and students. Therefore, the researcher conducted research entitled "The Comparative

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<sup>1</sup>Cassidy &Eachus, Dunn, Harrison, Andrews, &Saklofske. "Perceptual Learning Style and Learning Proficiency: A Test of the Hypothesis" *Journal of Educational Psychology* 98, no. 1 (Januari 5, 2006): 238, DOI: 10.1037/0022-0663.98.1.238

Analysis of the Learning Style of Students at Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara”.

Researcher compare the two schools with the aim that the data obtained is more accurate and can be considered by researcher. The researcher hopes that this research can be used as reference to accommodate students' learning styles in terms of theory. The importance of knowing students' learning styles is that it can be one of the teacher's preferences for how to accommodate students' learning activities.

#### **B. Research Question**

The researcher proposes to find out facts for the following research question: How are the students' learning styles at Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara?

#### **C. The objective of the Research**

This study aims to describe the students' learning style in the tenth grade of Madrasah Aliyah Al-Jiahad Buangin and SMKN 7 Luwu Utara?

#### **D. Significance of the Research**

##### 1. Theoretically

The theoretical benefit expected from this research is that it can add insight and scientific resources on students learning styles both for students and educators.

## 2. Practically

### a. For the teachers

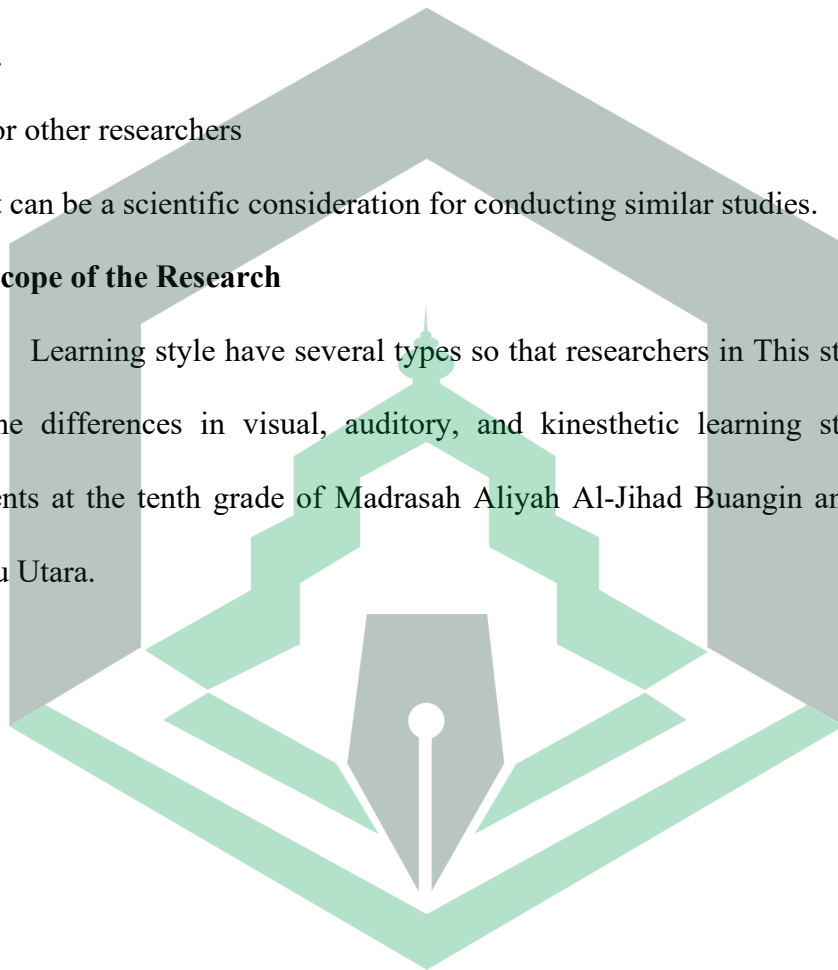
The result of this research can be used as a teacher's reference in applying teaching and learning activities in the classroom that are more effective and efficient. So the teachers can help and direct the students to have a better learning style.

### b. For other researchers

It can be a scientific consideration for conducting similar studies.

## **E. Scope of the Research**

Learning style have several types so that researchers in This study focuses on the differences in visual, auditory, and kinesthetic learning styles of the students at the tenth grade of Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous of Related Findings

The researcher finds some researches related to this study, as follow:

A thesis from Susi Lestari entitled “*Analisis Gaya Belajar Visual, Auditori dan Kinestetik Siswa Dalam Pengembangan Prestasi Belajar Siswa (Study Kasus Pada Mata Pelajaran Ips Di SMPN 1 Purwantoro)*”. This study aims: (1) to determine the form of students’ visual learning styles in the development of student achievement in social studies subjects. (2) to know the form of student’s auditory learning style in the development of student achievement in social studies (3) To find out the form of kinesthetic learning style students in the development of student achievement in social studies subjects.(4) To find out the results of visual, auditory, and kinesthetic learning in developing student achievement at SMPN 1 Purwantoro. The type of her research was qualitative study. The results of the research are in first the form of visual learning styles in the development of learning achievement in social studies subjects at SMPN 1 purwantoro with material economic actors include (1) learning by using a blackboard and LCD, (2) studying by summarizing the material that has been delivered, (3) learning by watching videos. Second, the form of students’ auditory learning styles in the development of social studies subjects at SMPN 1 Purwantoro, namely: (1) learning by discussion together, (2) learn while listening to music. Third, the form of student learning styles that have a kinesthetic learning style are(1) learning by

using body language (2) reading while walking. Teachers develop students' kinesthetic learning styles by observing the environment and associated with social studies subject matter. Kinesthetic learning styles can also develop student achievement, especially in social studies subjects.<sup>2</sup>

Eka Dwi Fithronnisa conducted research entitled "*The Comparative Analysis of Students' Learning Style on Their Achievement in Reading Skill*"<sup>3</sup>. This study is aimed at knowing the difference of students' learning styles in their English learning achievement in reading skills. This study was held in the Second Grade of Madrasah Tsanawiyah (MTs) Muhammadiyah I Ciputat. The method of her research of this study is a causal-comparative (ex post facto) using the purposive sampling technique. The samples of her research were 30 students. Then, they were classified into three categories of learning style through learning style tests: visual, auditory, and kinesthetic learning styles. The collected data were analyzed by using percentage and bifilar linear regression analysis. The result of this study revealed that the majority of the students had visual learning styles (50% or 15 students). The study also found that 16.66% or 5 students out of 30 students had an excellent English learning achievement and 83.33% or 25 students out of 30 students had good English learning achievement. Moreover, students whose excellent English learning achievement were all having visual learning style and 10 out of 25 students who had good English learning achievement were also those of visual learning style. Furthermore, the adjusted R

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<sup>2</sup> Susi Lestari "*Analisis Gaya Belajar Visual, Auditori dan Kinestetik Siswa dalam Pengembangan Prestasi Belajar Siswa (study kasus pada mata pelajaran ips di smpn 1 purwanto)*" (Thesis, iaindeponogoro 2020)

<sup>3</sup>Eka Dwi Fithronnisa, "*The Comparative Analysis of Students' Learning Style on Their Achievement in Reading Skill*" (Thesis, UIN Jakarta 2005)



square score from the analysis is 54.9%. It means that students' English achievement is about 54.9% influenced by students' learning style and 45.1% is influenced by other factors. However, this study did not concern other factors other than students' learning styles.

Ayu Nurul conducted a research entitled *An Analysis of Students' Learning Style in Speaking skill at the Second Semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung*. The objective of this research was to know students' learning style in speaking skill. In this research, the researcher used the qualitative research method. The her research used the purposive sampling technique to determine the sample. The researcher chooses class X as the sample which consisted of 20 students. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. She used three major phases of data analysis, they were: data reduction, data display, and conclusion drawing or verification. From the analysis, the researcher found that students had different learning styles as various perceptive learning. 85% of students good attitude and used assimilating (watching and thinking before speaking), 70% used left brain, 60% used kinesthetic and tolerance ambiguity, 40% used value<sup>4</sup>.

Riska Setiani conducted a research entitled *EFL Students' Learning Styles (A Descriptive Study at the Seventh Grade of MTs Miftahul Ulum Ngeplak Mranggen Demak in the Academic Year of 2015/2016)*. This study deals with EFL students' learning style. It is aimed to describe the type of learning

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<sup>4</sup>Ayunurul. "An Analysis of Students' Learning Style in Speaking skill at the Second Semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung" (Thesis, Lampung 2018)

style of EFL students, and how the teacher accommodates the EFL students' learning style. This research was carried by using descriptive qualitative. The researcher used observation, documentation, and interview in collecting data. The data from the documentation are classified into three types of learning styles. There are visual style, auditory style, and kinesthetic style. The researcher observed the seventh-grade students of MTs Miftahul Ngemplak Mranggen Demak. The researcher found different learning styles for students. The total of visual learners is 60% (15 from 25 students), and the auditory learners are 16% (4 from 25 students), and the kinesthetic learners are 24% (6 from 25 students). This research showed that the teacher accommodates students based on their learning styles by using different kinds of techniques such as discussion, role play, jigsaw, sing a song, and game. The teacher also uses some media in English learning such as pictures and flashcards of English vocabulary.<sup>5</sup>

Isnain Wahab *The Analysis Of Students' Learning Style*. The aim of this research is to find out the types of learning style which students have. The population in this study was the students of the English Department in the academic year 2017 which amount to 24 students. The research was conducted at the Muslim University of Maros (UMMA), South Sulawesi. This research was qualitative descriptive research. In collecting the data, the researcher used questionnaires and documents. The questionnaires in this research were used to determine what learning styles were dominated by students in the learning process. The results of the learning style analysis of the students showed that there

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<sup>5</sup>RiskaSetani "EFL STUDENTS' LEARNING STYLES (A Descriptive Study at the Seventh Grade of MTs MiftahulUlumNgemplakMranggenDemak in the Academic Year of 2015/2016)" (Thesis, Demak 2016)

are 12 (50%) students were categorized as visual learners, 8 (33%) students were categorized as auditory learners, and 4 (16%) students were categorized as visual-auditory learners.<sup>6</sup>

The five previous studies above have related topic to this research where the researchers want to show the students learning style. The five studies above examine the learning style of one school only, meanwhile in this research want to know the differences in student learning styles between the two schools.

## **B. Some Pertinent Ideas**

### **1. Theory Multiple Intelligences**


The theory of Multiple Intelligences (MI) was developed by Howard Gardner, developmental psychologist and professor of education at the Graduate School of Education, Harvard University, USA Union. His theory of MI was published in 1993. Gardner defines intelligence as the ability to solve problems and produce products in a variety of settings and in real situations.<sup>7</sup> Gardner found at least nine intelligences possessed by students' namely:

- a) Linguistic intelligence (linguistic intelligence) Is the ability to use and process words effectively both orally and in writing. Children have high linguistic intelligence will speak fluently, well, and complete, easy to develop knowledge and language skills, and easy to learn several languages. Activity suitable for people who have intermediate linguistic intelligence other; poet, editor, journalist, playwright, writer, playwright, and orator.

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<sup>6</sup>IsnainWahab. "*the Analysis of Students' Learning Style*" (Thesis, UMI Maros 2018)

<sup>7</sup>Gardner, Howard. 1993. *Multiple Intelligences : The Theory in Practice A Reader*. New York : Basic Books..

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- b) logical-mathematical intelligence (logical-mathematical intelligence) Is the ability related to the use of numbers and logic effectively. Children who have outstanding logical-mathematical intelligence, can easily do tasks think about abstract systems, such as mathematics and philosophy, easy to learn to count, calculus and play with number. He even enjoys working on the number symbols in math books rather than long sentences.
- c) Visual-spatial intelligence (spatial intelligence) Is the ability to visually capture the world of space precisely, as hunters, architects, navigators, and decorator. Also sensitivity to balance, relation, color, line, form, and space.
- d) Bodily-kinesthetic intelligence is the ability to use the body or body movements to express ideas and feelings as in actors, athletes, dancers, sculptors, and surgeons.
- e) Musical intelligence (musical intelligence) It is the ability to develop, express, and enjoy musical forms and sounds. Including sensitivity to rhythm, melody, and intonation, the ability to play musical instruments, the ability to sing, to compose songs, and the ability to enjoy songs, music, and singing.
- f) Interpersonal intelligence It is the ability to understand and be sensitive to feelings, intentions, motivations, character, temperament of others. Ability to establish relationships and communicate with various person. As possessed by communicators, facilitators, and mass mover.

- g) Intrapersonal intelligence (intrapersonal intelligence) Is the ability related to knowledge of and the ability to act adaptively based on self-knowledge.
- h) Environmental intelligence/naturalist (naturalist intelligence) Is the ability to be able to understand flora and fauna well. Ability to understand and enjoy nature, and use that ability productively in hunting, farming, and developing knowledge of nature. .

## 2. Learning style

According to Wiling in Batang, learning style is inherent and pervasive and it is a blend of cognitive, affective, and behavioral elements.<sup>8</sup> He stressed that an individual's learning style is an intrinsic and innate behavior that an individual has in him which is influenced by several factors in their life that has caused them to have a particular learning style or preferences. Learning style is the way students in absorbing and understanding the information or idea which they have god in the learning process. On the other side, it could be said that learning style is the preferred way of learning.

According to Kolb, learning style is characterized by the degree to which the learner emphasizes abstractness over concreteness in perceiving information and the degree to which he or she emphasizes action over reflection in processing information in a learning situation.<sup>9</sup> Meanwhile, Hilliard stated that "learning styles are the characteristic ways in which an individual acquires, perceives and

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<sup>8</sup>Batang, L, B "*Communicative Competence And Language Learning Styles Of Prospective Teachers Of English*" (Thesis, Isabela State University, Philippines 2014).

<sup>9</sup>David Kolb Doris B.matthews, "*An investigation of learning style and perceived Academic Achievement for high school students, taylor and francis*" (Group, 69, 1996) p.249

processes information.”<sup>10</sup> Then, based on Dunn and Dunn’s statement, “learning style is how each learner begins to concentrate on, process, absorb and retain new and difficult information.”<sup>11</sup>

Thus, based on the theories above, it can be concluded that learning style is students’ preferred way to get, absorb, and process the information about learning material in the learning process. They will enjoy and feel comfortable absorbing the information in their way. Moreover, each student has a different preference learning way used in the learning process.

Learning style is only a term used to describe the attitudes and behaviors, which determine an individual’s preferred way of learning. Every student has all types of learning styles. It does not mean they use them at the same time. Each student has a dominant learning style or preferred style. They use different styles in different situations.

### **1. The Characteristics of Learning Style**

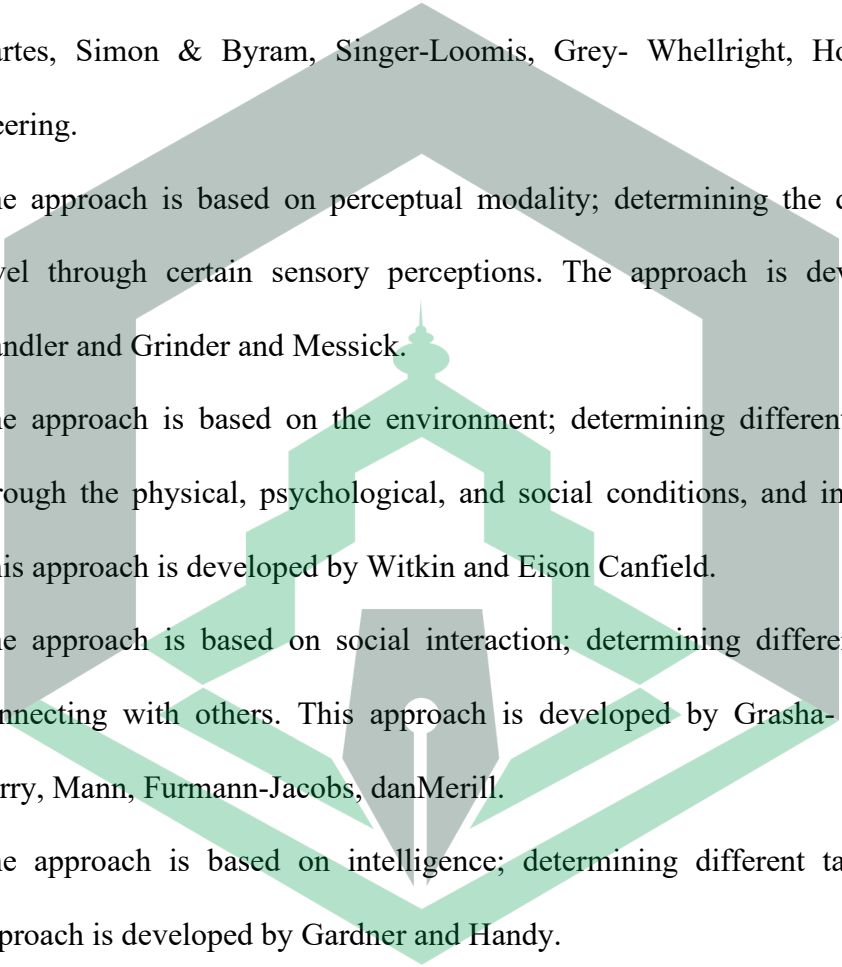
According to Adi Gunawan in his book “Genius Learning Strategy”, there are seven general approaches in classifying types and characteristics of learning style; they are:<sup>12</sup>

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<sup>10</sup>Hilliard, in ZainalAbidinNaning and Rita Hayati, “*The Correlation between Learning Style and Listening Achievement of English Education Study Program Students of Sriwijaya University*,” *JurnalHolistics* 3, no. 5 (Juni: 2011): 2, <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.922.7958&rep=rep1&type=pdf>

<sup>11</sup>Dunn and Dunn in ZainalAbidinNaning and Rita Hayati, “*The Correlation between Learning Style and Listening Achievement of English Education Study Program Students of Sriwijaya University*,” *JurnalHolistics* 3, no. 5 (Juni: 2011): 4, <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.922.7958&rep=rep1&type=pdf>

<sup>12</sup>Adi W. Gunawan. *Genius Learning Strategy*.2nd Edition.(Jakarta: PT. GramediaPustakaUtama, 2004), 140. accessed on July 4, 2019

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- a. The approach is based on information processing; determining a different way of processing new information. This approach is developed by Kagan, Kolb, Honey, and Umford Gregorc, Butler, and McCharty.
  - b. The approach is based on personality; determining different types of personal characters. This approach is developed by Myer-Briggs, Lawrence, Keirsey & Bartes, Simon & Byram, Singer-Loomis, Grey- Whellright, Holland, and Geering.
  - c. The approach is based on perceptual modality; determining the dependency level through certain sensory perceptions. The approach is developed by Bandler and Grinder and Messick.
  - d. The approach is based on the environment; determining different responses through the physical, psychological, and social conditions, and instructional. This approach is developed by Witkin and Eison Canfield.
  - e. The approach is based on social interaction; determining different ways of connecting with others. This approach is developed by Grasha- Reichman, Perry, Mann, Furmann-Jacobs, danMerill.
  - f. The approach is based on intelligence; determining different talents. This approach is developed by Gardner and Handy.
  - g. The approach is based on the cerebral area; determining relative domination of the cerebral area, such as the left hemisphere and right hemisphere.

This approach is developed by Sperry, Bogen, Edwards, and Herman. In Indonesia, the most well-known approach to classify learning style is the approach

based on perceptual modality.<sup>13</sup>

## 2. Type of learning style

According to Reid, there are three learning styles. Students learn in many different ways, including visual, auditory, kinesthetic learning styles (VAK). Some students learn primarily with their eyes as visual learners or with their ears as auditory learners and some students prefer to learn by experience and practice as kinesthetic learners.<sup>14</sup> Thus, types of learning styles are visual, auditory, and kinesthetic learning styles.

### a. Visual

Visual is related to sight or everything can see. According to Yong, visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information. They organize the knowledge in terms of spatial interrelationships among ideas and store it graphically. There are some characteristics of the students' visual learning style; they can memorize the material better when it is presented by using visual media such as power point presentations, videos, pictures, diagrams, and graphs. Visual learners typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding.<sup>15</sup>

Stephen James Minton stated that “Essentially, visual learners learn best from what they can see.” They can respond and remember best the learning

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<sup>13</sup> Ibid, 142

<sup>14</sup>Joy M. Reid, “*Understanding Learning Styles in the Second Language Classroom*”, (New Jersey: Prentice Hall regents, 1998), 162.

<sup>15</sup> Yong, F. L., A “Study on Cultural Values, Perceptual Learning Styles, and Attitudes Toward Oracy Skills of Malaysian Tertiary Students,” *European Journal of Social Sciences* 13, no. 2 (Agustus, 2010), 481



materials through their eyes. Similarly, Galover and Law asserted that visual learners rely on what they see in writing form.

Moreover, Porter and Hernacki were covering the characteristics of visual learners. Visual learners are tidy and order, talk active, a good planner and manager, detail and attentive, good performing in appearance and presentation, good speller, good at remembering what they see, good at memorizing using visual association, not easy to be disturbed by noisy, bad in memorizing verbal instructions, good in reading speed and diligent, good in learning by reading than listening to someone, need whole vision and objective, good in taking notes during in phone cell, easy to forget sending a verbal message to others, always give a short answer for each question, prefer doing a demonstration to speech, prefer art than music, good in knowing what needs to be said but difficult to choose the diction, and easy to lose their concentration when they want to get focus.<sup>16</sup>

It can be comprehended that visual learning style is students' preference way to acquiring, using, and thinking of knowledge in the visual sense. Visual learners tend to talk actively, reader speedily, and diligent and tidy. Thus, they learn best by seeing and tend to less in verbal things.

The characteristics of visual learning styles according to Ricky Linksman are:<sup>17</sup>

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<sup>16</sup>Bobby DePorter and Mike Hernacki, *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan*, Terj. From *Quantum Learning Unleashing The Genius In You* by Alwiyah Abdurrahman, Cet. IX (Bandung: Kaifa PT. MizanPustaka, 2005), 116

<sup>17</sup>Riky lisman, "Profile Learning Style for Learning Strategy Development", Airlangga University Researcher of Psychological Science. Accessed on 31 July 2019

- 1) It's easier to remember by looking.
- 2) Visual learning styles learn by focusing on the sharpness of vision where concrete evidence must be shown in advance so that it is easier to understand.
- 3) Prefer to read rather than read aloud. Reading activities carried out visually so that the visual style will feel easy and comfortable if you have to learn by reading if you have to remember what is learned then the visual style will be easier to remember by reading from what is written in the book rather than read by others.
- 4) Neat and orderly Visual learning styles think in a gradual, detailed manner and systematically save data, even alphabetically, sequentially numerically, or chronologically. Because it is very organized, the material will usually be arranged regularly.
- 5) Usually not disturbed by the noise. Visual learning styles can be studied either accompanied by music or not. Noise and the surrounding sound will not be able to shake concentration because it is more focused on what is seen rather than what is heard.
- 6) Having problems with remembering verbal information. Many of the visual learning styles are less sensitive to verbal instruction responses and will easily forget what others say until they are given visual instructions accompanied by writing, pictures, diagrams, or charts.

### a. Auditory

Auditory learning is a learning style in which a person through listening. Base on Abbas pointed out "auditory learners discover information through listening and interpreting information by the means of pitch, emphasis, and speed."<sup>18</sup> Deborah Daiek and Nancy Anter said that the auditory learning style is learning through hearing lectures or audiotapes. Daiek and Anter elaborated features of auditory learners are listening to tapes, watching documentaries, speaking about the subject, sounding out words, using rhymes, having discussions, explaining notes, using word links, taping-recording studying, using oral directions, talking, and listening with a partner, using rhythmic sounds, listening carefully, talking to own selves and reading aloud.<sup>19</sup>

Auditory learners should be given the opportunities to recite the main points of a book or teacher's statement and let them say out loud the meaning of the illustration and main subject headings and recite any new vocabulary words. It can be helpful for them to comprehend the material of the subject matter.

Auditory learning style preferences are the result of processing auditory learners' brains to receive and process knowledge. There is a proverb said that to be fond of learning is to be near the knowledge. But to be near the knowledge, auditory learners involve in the teaching-learning process through their hear and

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<sup>18</sup> Abbas Pourhossein Gilakjani, "Visual, Auditory, Kinesthetic Learning Styles and Their Impacts on English Language Teaching", *Journal of Studies in Education* 2, no.1, (November 23, 2012): 106

<sup>19</sup> Deborah Daiek and Nancy Anter, "Critical Reading for College and Beyond," (New York: McGrawHill, 2004), Accessed On 23 November 2018, 12-13.

their brain.<sup>20</sup>

Here is the characteristic of an auditory learner, elaborated by Bobby De Porter and Mike Hernacki, they pointed that auditory learners talking to own self when working, getting easy to be disturbed by noise, making lips move when they are reading a book, prefer reading aloud, and listen, felling difficult to write, but great in telling the story, speaking in the good rhythm, used to be a fluent speaker, listening to music rather than art, learning by listening and remembering what they discussed rather than seeing, speaking, discuss and telling a story completely, having a job problem which commits to visualization, spelling loudly rather than to write, making a joke than to read comic.<sup>21</sup>

To sum up the theories above, the auditory learning style is the students' preferred way to get information by hearing. The best learning way for auditory students to absorb and comprehend the knowledge use their sense of hearing rather than reading.

The characteristics of auditory learning style (Ricky Linksman, ) namely:<sup>22</sup>

- 1) It is easier to remember by listening than to see. The learning style of auditory learning and easier to remember information by listening to each explanation given in the form of sentences or numbers, absorbing the meaning of verbal communication quickly without having to pour it into the form of images. Auditory learning prefers listening rather than reading.

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<sup>20</sup> Susan Shreen, "Self Access", (Oxford: Oxford University Press, 1989), Accessed On 23 November 2018, 5

<sup>21</sup>ObbyDePorter and Mike Hernacki, op. cit., 118

<sup>22</sup>Muh.AriefSumantri, op .cit.

- 2) Easily distracted by the noise Auditory learning styles are usually very sensitive to auditory disorders because of the difficulty of ignoring these sounds like a visual type, so they program themselves to only listen to the teacher or lecturer or their thoughts.
- 3) Likes to talk, discuss, and explain things at length. In daily life, auditory learning always requires continuous auditory stimuli. If the situation is too quiet it will cause discomfort so try to break the silence like humming. Auditory learning also likes to open conversations and discuss everything at length.
- 4) Nice to read aloud and listen to. The things that are done by auditory learning to speed up the learning process, namely having to read in passing first, necessary to imagine existing texts like a film with sound effects, accents and tone of voice, feelings, and music to make the material come alive.
- 5) Love music or something that is pitched and rhythmic. Auditory learning styles love music, voices, rhythms, voice tones and have very strong word sensor capabilities. Being sensitive to sounds that may be meaningless to others at all. Able to remember subject matter with mental films, sound effects, imaginary music, and dialogues. This kind of association technique helps auditory types in studying abstract subjects such as the structure of language, spelling, vocabulary, foreign languages or algebra, and others.

## b. Kinesthetic

Kinesthetic learning style is the way people absorb information through physical, likely they use their body or sense of touch to learn and understand the world around them. Joy M Reid stated that “Kinesthetic learning: experiential learning, that is, total physical involvement with a learning situation.”<sup>23</sup>

According to Zainal Abidin Naning and Rita Hayati’s research, students who have kinesthetic learning styles prefer to think out issues, ideas, and problems while the teacher giving exercises. These learners typically use larger hand gestures and other body language to communicate. They learn best through a hands-on approach and may find it hard to sit still for a long period and may become distracted by their need for activity and exploration.<sup>24</sup>

Also, Bobby De Porter and Mike Hernacki claimed the characteristics of kinesthetic learners are speaking slowly, responding to physical gesture, touching people for getting their attention, standing closer when talking with someone else, Orienting to physics and much made moving, learning through manipulation and practice, memorizing by walking while seeing, using fingers to point when reading, using body language intensively, Never staying quiet for a long time, bad to remember Geography, excluding if they have ever visited the place, using much action verbs, reading a book which oriented to the plot, having an untidy characteristic, tending to do everything, playing games much.<sup>25</sup>

Further, H. Douglas Brown asserted, “kinesthetic learners will show a preference for demonstrations and physical activity involving bodily movement.”

<sup>23</sup> Joy M Reid, “*The Learning Style Preferences of ESL Students*”, *TESOL QUARTERLY*,

<sup>24</sup> Zainal Abidin Naning and Rita Hayati, *op. cit.* pp. 1-10.

<sup>25</sup> Bobby de Porter and Mike Hernacki, *op. cit.*, pp. 118-120.

<sup>26</sup>Additionally, kinesthetic learners are usually called haptic (Greek for “moving and doing”). This type of learner learns best by doing. They will catch the idea easily when it is explained by the instructional aids of skits and role-play. Kinesthetic learners will move or go around along the learning and teaching process. Thus, the teacher should provide them to do the movement in class for it also can enhance their memorial formation.

Also, stated by Deborah Daiek and Nancy Anter, “kinesthetic learning is preferred learning by touching and doing; practicing techniques, drawing maps, creating outlines or making models. The characteristics of that learning style are always better in learning by doing physically, better involving in role-play, good in pretending to teach a subject, writing lists repeatedly, better in using note cards, prefer to do projects and create pictures, prefer pointing with a finger when reading, prefer practicing by repeated motion, good intake notes and create pictures, prefer stretching and moving from chair, prefer riding a stationary bike while reading, prefer putting feet in a tub of sand while reading, good in dancing, and prefer selecting project-driven courses.”<sup>27</sup>

The characteristics of kinesthetic learning (Ricky Linksman,, namely:<sup>28</sup>

- 1) Always physically oriented and move a lot of. Kinesthetic learning style learn by moving motor muscles imaginatively, creatively, flowing, structured, not thinking in the description of words but gathering information intuitively. In terms of memory, it is also better precisely when moving a lot, when moving

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<sup>26</sup>H. Douglas Brown, *Principles of Language Learning and Teaching 5<sup>th</sup> Edition*, (San Fransisco: Longman, 2007), 129

<sup>27</sup>Deborah Daiek and Nancy Anter, *loc. cit.*

<sup>28</sup>Ricky Linksman , *op .cit.*

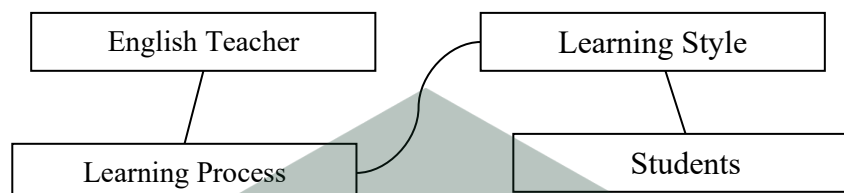
can be more relaxed and concentrated.

- 2) Slowly talk to someone with a learning style. Kinesthetic learning is not a type of listener or a digester of words, the rhythm of music can stimulate the muscles to move to the music. Although individuals with kinesthetic learning styles respond more to physical attention and move a lot, but tend to speak slowly.
- 3) Learning through manipulative as well as a practice. The kinesthetic learning style is goal-oriented, likes tensions in the game, and motivation is increasingly driven in a competitive environment. Nice to compete with yourself and with others. This type requires manipulative equipment, organized games, supporting materials, sports equipment, scientific projects, paper, blackboards, computers, musical instruments, models, equipment, and movable real objects.
- 4) Unable to sit still for long periods. The kinesthetic learning style has to move a lot of it is difficult to just sit still in one place, feel restless and may shake your legs or even leave the seat spontaneously if forced to sit for long hours. But if allowed to move his muscles, he can become very concentrated.
- 5) Many use body cues. For individuals with kinesthetic learning styles, material that is real and manipulative is very important because in this way the whole body part can be used, not only moving the hands but also the other limbs. In addition, it will better understand the subject matter if given an explanation as well as practice.



### C. Conceptual Framework

Based on the literature reviews stated formerly, the researcher conceptualized the framework according to the diagrammatical drawn below:



**Figure 2.1** Conceptual Framework

To improve the quality of education is by improving the quality of educators. One of those factors influencing students' learning outcomes is the teacher, how teachers are in the teaching and learning process.

Teaching and learning activities are the processes of delivering knowledge or transformation of knowledge carried out by educators and students. The process can be carried out formally or informally, according to the existing conditions and circumstances.

Learning style is one of the main factors that help determine how and how well students learn a second language or foreign language that can affect their understanding in reading, writing, listening, and speaking. There are their types of learning styles, namely auditory, visual, kinesthetic.

Students are defined as the target of teaching activities who are people who want to gain knowledge, skills, experience, and a good personality as a provision for their lives to be happy in the world and the hereafter by studying earnestly.

## **CHAPTER III**

### **RESEARCH METHOD**

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

The method used in this research is research qualitative study. Qualitative research is a method effective way to obtain information about values, opinions behavior, and social context in a population. This research was designed using descriptive qualitative research because it aims to describe student learning style.

#### **B. The Subject and Setting**

This research took place in May 2021, in the odd semester of the 2020/2021 school year. The location of the research was at MA Al-Jihad Buangin and SMKN 7 Luwu Utara in Jl. Trans Sulawesi, Kab Luwu Utara. All students in class X at the two schools became a sample in the research.

#### **C. Instrument Of The Research**

##### **1. Interview**

The interview is a tool to gather information by asking some questions orally to be answered verbally anyway by direct contact or face-to-face with resources (informant). The interview is a question and answers verbally between two or more people directly. This interview is conducted by using an interview guide that contains instructions outlined in the teacher to ask the teacher planned to be covered entirely. The purpose of the interview in this study was to obtain data related to how students' learning styles at the tenth grade of Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara.

## 2. Questionnaire

A questionnaire is some written question that used to get information from the respondent about their self-report or things they know. The questionnaire used was adapted from J.A Beatrice, which included visual, audio, and kinesthetic learning styles. Research questionnaire was translated by the Center for Language Development of Syarif Hidayatullah State Islamic University (UIN).

### **D. Data Collection Technique**

In this research, the researcher used some techniques to obtain the data, there are questionnaires, interviews, and documentation.

#### 1. Interview

In this study, the interview method was used to determine students' learning style. The researcher interviewed the teacher directly in the teacher's room, by manually recording all the answers to the questions asked. The interview was only conducted once.

#### 2. Distributing Questionnaire

After conducting interview, the researcher then distributed questionnaires to students through WhatsApp and messenger media because at that time the school was studying online. Researcher first explained how to answer questions and explained the meaning of each question that has been provided, then gave it to students. The students were given approximately one day because of the network factor after the students answered the question.

### 3.Documentation

To complete the data obtained, it was carried out data collection by documentation method. the data were obtained in the form of photos of activities when interview and students answer the questionnaire list.

### E. Technique of Data Analysis

The techniques used to analyze the data obtained are as follows:

1. Checking the results of the questionnaire to determine the learning style of each students'

2. Calculating the percentage of students' learning styles

$$P = \frac{n_1}{\sum n} \times 100\%$$

in which:

P: percentage of each type of learning style

N1: a total of students' learning style

$\sum n$  :total of the whole students

3. Transcribing the results of the interview and interpreting it

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. Interview

During the interview, the researcher asked the teacher questions to assess students' learning styles at the tenth grade of Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara. The following are the questions: a) What learning styles do students have? What the researcher found was supported by direct interviews with the school's English teachers (see appendix on Structured Interviews with teachers).

##### a. Teacher From MA Al-Jihad

*'So in my opinion, the learning styles of students before the pandemic were more kinesthetic because they preferred to practice rather than learn to copy, listen and watch. But lately, during the pandemic, they tend to be auditory, maybe because of the influence of being lazy to read and write because they use more use voice notes when presenting their explanations.'*

##### b. Teacher from SMKN 7 Luwu Utara

*'In terms of their majors, I think they tend to practice more than writing and listening. They also like to watch and during the pandemic, there is a weekly class for evaluating material so students are more active in telling their material and memorizing it easily.'*

From the statements of the two teachers from each of these schools, it can be concluded that student' learning activities have changed after the pandemic of COVID-19. Fundamental changes are such as student learning patterns, at this time students prefer practical things, for example when they are given assignments they are now less critical of their assignments Because everything

is online and they are easier to access on the internet so that it affects their learning style.

## 2. Questionnaire

Following are the results of the questionnaire of the learning styles of the tenth grade of Madrasah Aliyah Al-Jihad Buangin and SMKN 7 Luwu Utara.

**Table 4.1** Learning Style from Student Questionnaire Results from the tenth grade Madrasah Aliyah Al-Jihad Buangin

No	Name of students	Learning style		
		Visual	Audio	Kinesthetic
1	SS	✓		
2	LA		✓	
3	FA			✓
4	MA			✓
5	RM			✓
6	M	✓		
7	FI	✓		
8	AZ	✓		
9	LB			✓
10	S A		✓	
11	SA			✓
12	HA	✓		
13	MA			
14	TB	✓		
15	MI			✓
16	AP		✓	
17	AL	✓		
18	LA			✓
19	AG			✓
20	AL	✓		

Based on the table above, students show visual, audio, and kinesthetic learning styles. Meanwhile, the dominant learning style based on the results of the

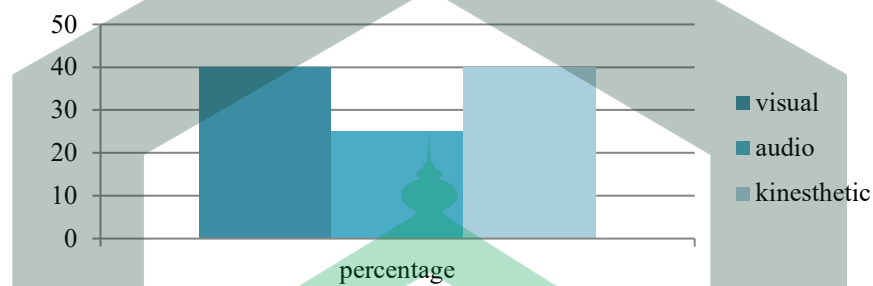
questionnaire is the visual learning style. The following is a percentage of filling out a questionnaire on the learning style of the tenth grade of Ma-Aljihad Buagin

A. Visual  $\frac{8}{20} \times 100 = 40\%$

B. Audio  $\frac{4}{20} \times 100 = 25\%$

C. kinesthetic  $\frac{8}{20} \times 100 = 40\%$

The following is a percentage chart.



**Figure 4.2 chart**

From the results of the questionnaire obtained, the tenth grade students of MA Al-Jihad Buagin have a visual learning style that is 40% according to 8 students. Audio learning style has a proportion of 25% or 4 students. Kinesthetic learning styles get the results of 40% or 8 students.

**Table 4.2** Learning Style from Student Questionnaire Results in  
SMKN 7 Luwu Utara

No	Name of students	Learning style		
		Visual	Audio	Kinesthetic
1	TK	✓		✓
2	AA			✓
3	AA			✓
4	LU	✓		
5	LS	✓		
6	RP			✓
7	AH	✓	✓	
8	UK			
9	SU	✓		
10	MF	✓		
11	LP	✓		✓
12	RA	✓		
13	AL	✓		
14	ES	✓	✓	
15	AF	✓	✓	
16	SU	✓	✓	
17	TO			✓
18	FA			✓
19	MU		✓	
20	AK	✓	✓	
21	SA	✓		
22	DR		✓	
23	PR	✓		
24	SA		✓	✓
25	FI	✓		
26	HA		✓	
27	JA	✓	✓	
28	MU		✓	
29	MA			✓
30	SA			✓

Based on the table above, students show visual, audio, and kinesthetic learning styles. Meanwhile, the dominant learning style based on the results of the



questionnaire is the visual learning style. The following is a percentage of filling out the questionnaire on the learning style of the tenth grade SMKN 7 Luwu Utara.

$$1. \text{ Visual} = \frac{9}{30} \times 100 = 30\%$$

$$2. \text{ Visual and Audio} = \frac{6}{30} \times 100 = 20\%$$

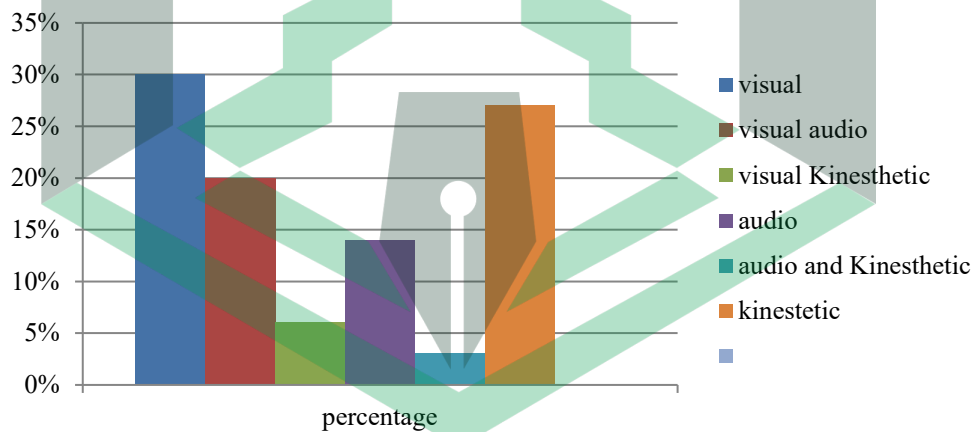
$$3. \text{ Visual and Kinesthetic} = \frac{2}{30} \times 100 = 6\%$$

$$4. \text{ Audio} = \frac{4}{30} \times 100 = 14\%$$

$$5. \text{ Audio and Kinesthetic} = \frac{1}{30} \times 100 = 3\%$$

$$6. \text{ Kinesthetic} = \frac{8}{30} \times 100 = 27\%$$

The following is a percentage chart.



**Figure 4.3 chart**

From the results of the questionnaire, the majority of the tenth grade SMKN 7 Luwu Utara has a visual learning style that is 30% or 9 students. Audio learning styles have percentages 14% or 4 students. Kinesthetic learning styles get results 27% or 8 students. Audiovisual learning styles have 20% or 6 students.

Visual kinesthetic learning styles get results percentage of 6% or 2 students. Further learning styles are at least the students have is the audio kinesthetic learning style by 3% with a total of 1 student.

## **B. Discussion**

The researcher found difference in learning styles in two schools that have different school backgrounds. Based on research at MA Al-Jihad Buangin and SMKN 7 Luwu Utara, all students have learning styles that are divided into three categories such as visual, auditory, and kinesthetic learning styles.

Based on the results of research at MA Al-Jihad Buangin, it is known that there were 8 or 40% students' chose visual learning style, the category was high. While the auditory learning style chose by 4 or 25% students and the category was low. Next, the kinesthetic learning style chose by 8 or 40% students, the category was high. This indicates that the learning styles of students at Madrasah Aliyah Al-Jihad Buangin in the Madrasah-based school category are visual and kinesthetic.

Based on the results of research conducted at SMKN 7 Luwu , it is known that the visually learning style chose by 9 or 30% students, it was in the medium category. While the auditory learning style chose by 4 or 14% students, the category was low. Next, there were 8 or 27% students chose kinesthetic learning style, it means the category was medium. Then, the visual and auditory learning style chose by 6 or 20% students, the category was medium. The last, there were 2 or 6% students chose audio and kinesthetic learning style and the category was low. From the results above, it can be concluded that the learning style of the

students at SMKN 7 Luwu Utara is based on the background of students participating in the study program. The computer program is related to a visual learning style.

These results indicate that there are variations in learning styles in the two students' school.

The researcher found that the learning style that existed at SMKN 7 Luwu Utara was visual. The researcher concluded that this could have happened in terms of the learning conditions of students who had online learning. Also from their study program, majoring in computer science, so it is undeniable that they tend to have visual learning style. Meanwhile, at MA-Aljihad, the students' learning styles are visual and. The researcher concludes that the visual learning style that students have can happen because of considering the current student' learning process. Meanwhile, the kinesthetic learning style of students could have happened because Madrasah Aliyah Aljihad Buangin is a religion-based school where students mostly memorize some verses of the qur'an. This may also affect students' learning styles when learning English.

The result of this research is likewise the previous research from other researchers. They found that the dominant student learning style was visual. Based on research has been conducted by Eka Dwi Fitronnisa entitled "Comparative Analysis of Student Learning Styles on Learning Achievement in Reading Skills'", the result of the research shows that most of the students have a visual learning style (50% or 15 students). In this study, an equation can be drawn from the findings of the researcher, namely the student's learning style tends to be

visual. So from the results of the research above, the researcher concludes that what affects students' learning styles is the student learning process. This is supported by the statements of the teachers and from the results of the questionnaire. Given by the researchers So that it can be concluded that whatever school background has little influence on students' learning styles, but basically what plays an important role in students' learning styles is student learning activities.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the analysis of the data, it can be concluded that the learning styles of students' in the two schools with different backgrounds tend to be the same in visual learning style. So the learning styles possessed by students in the tenth grade at these two schools are visual. So so it can be concluded that, although students have the same area but still on the individual student learning style system that they like.

#### B. Suggestion

##### 1. Teacher

The teacher should be aware of students' different learning styles so they should apply various kinds of teaching methods to allow students to adapt their learning style.

##### 2. Other researcher

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

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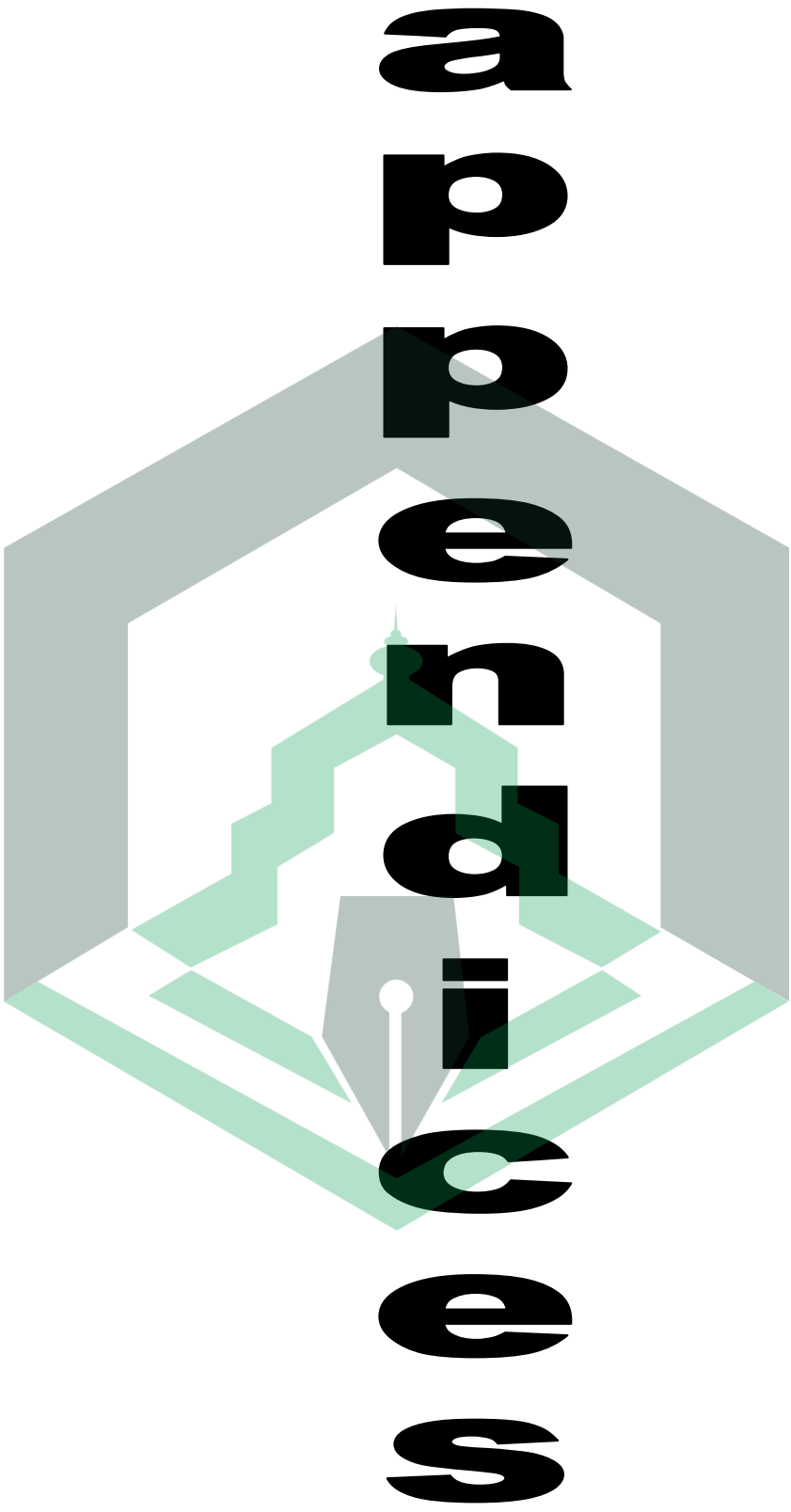
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## WAWANCARA GURU

- A. Nama** :Sri juani ,S.Pd.I  
**Umur** :37Tahun  
**MulaiBertugas** :10 OKTOBER 2012
- B. Nama** :Saddan,S.Pd.  
**Umur** :27Tahun  
**MulaiBertugas** :03Maret 2019

### Pertanyaan:

1. Menurut ibu/bapak gaya belajar apa yang dimiliki oleh para siswa?



## Transkrip Wawancara Dengan Guru

**A. Researcher** : menurut ibu gaya belajar apa yang paling dominan di miliki siswa

**Teacher** :Jadi menurut saya, gaya belajar siswa sebelum pandemic lebih kinestetik karena lebih suka berlatih dari pada belajar meniru,mendengar dan menonton. Tapi akhir-akhirini, di masa pandemi, mereka cenderung auditori, mungkin karena pengaruh malas membaca dan menulis karena lebih banyak menggunakan voice note saat menyampaikan penjelasannya.

**B. Researcher** : menurut ibu gaya belajar apa yang paling dominan di miliki siswa

**Teacher** :di tinjau dari jurusan mereka, saya pikir mereka cenderung lebih banyak berlatih dari pada menulis dan mendengarkan. Mereka juga suka nonton dandi masa pandemi, ada kelas mingguan untuk evaluasi materi sehingga siswa lebih aktif dalam menyampaikan materi dan menghafalnya dengan mudah."

**“THE COMPARATIVE ANALYSIS OF STUDENTS LEARNING STYLE  
AT THE TENTH GRADE OF MADRASAH ALIYAH AL-JIHAT  
BUANGIN AND SMKN 7 LUWU UTARA”**

*“J.A Batrice, which includes visual, audio, and kinesthetic learning styles.  
Researcher's questionnaire, translated by the Center for Language Development  
of SyarifHidayatullah State Islamic university (UIN) Monday, 7 May 2018”*

**I. Identitas Responden**

**Nama :**

**II. Petunjuk Pengisian**

**Pilihlah jawaban yang tepat, dengan melingkari jawabannya**

**III. Pertanyaan :**

1. Jika saya harus belajar bagaimana melakukan sesuatu, saya belajar paling baik ketika saya:  
(V) Memperhatikan seseorang menunjukkan caranya  
(A) Mendengarkan seseorang memberitahu caranya  
(K) Mencoba melakukan sendiri
2. Ketika saya membaca, saya sering menemukan bahwa saya:  
(V) Memvisualisasikan apa yang saya baca dipikiran saya  
(A) Membaca dengan nyaring atau mendengarkan kata-kata dikepala saya  
(K) Bergerak, dan mencoba “merasakan” isi bacaan
3. Ketika diminta member petunjuk arah, saya:  
(V)Melihat tempat sebenarnya dipikiran saya ketika saya mengatakannya  
atau lebih suka menggambarkannya  
(A) Tidak mengalami kesulitan dalam member petunjuk arah secara verbal  
(K) Harus menunjuk atau menggerakkan tubuh saya ketika memberi petunjuk arah
4. Jika saya tidak yakin, bagaimana cara melakukannya:  
(V) Menuliskan untuk menentukan apakah terlihat benar atau tidak  
(A) Mengejanya dengan nyaring untuk menentukan apakah kedengarannya benar atau tidak

- (K) Menuliskannya untuk menentukan apakah terasa benar atau tidak
5. Ketika saya menulis, saya:
- (V) Saya peduli dengan seberapa rapi dan baiknya huruf-huruf dan kata-kata saya tertulis
  - (A) Sering mengucapkan huruf dan kata-kata tersebut untuk diri sendiri
  - (K) Mendorong dengan kuat pada bagian atau pensil saya dan bisa merasakan aliran kata-kata tersebut
6. Jika saya harus mengingat daftar barang, saya akan mengingatkannya dengan baik jika:
- (V) Menuliskannya
  - (A) Menyebutnya berulang-ulang untuk diri sendiri
  - (K) Bergerak dan menggunakan jari saya untuk memberi nama setiap item
7. Saya lebih menyukai guru yang:
- (V) Menggunakan papan tulis atau proyektor ketika mengajar
  - (A) Berbicara menggunakan banyak ekspresi
  - (K) Melakukan aktivitas langsung
8. Ketika mencoba berkonsentrasi, saya mengalami kesulitan ketika:
- (V) Banyak kebisingan dan gerak di dalam ruangan
  - (A) Banyak suara atau kebisingan di dalam ruangan
  - (K) Harus duduk diam dalam kurun waktu tertentu
9. Ketika menyelesaikan masalah, saya:
- (V) Menulis atau menggambar diagram untuk melihat permasalahan itu
  - (A) Berbicara sendiri tentang permasalahan itu
  - (K) Menggunakan seluruh tubuh saya atau menggerakkan objek untuk membantu saya berfikir
10. Ketika membaca instruksi tertulis tentang bagaimana membangun atau membuat sesuatu, saya:
- (V) Membacanya diam-diam dan mencoba memvisualisasikan bagaimana menyusun bagian-bagian tersebut dengan baik
  - (A) Membacanya secara nyaring dan berbicara kepada diri sendiri ketika saya menyusun bagian-bagian tertentu

(K) Mencoba untuk menyatukan bagian-bagian tersebut lebih dahulu  
kemudian membaca intruksinya

11. Agar tetap sibuk ketika menunggu, saya:

(V) Melihat sekeliling, menatap, atau membaca

(A) Berbicara atau mendengarkan orang lain

(K) Berkeliling, memegang benda-benda, atau menggerakkan kaki ketika duduk

12. Jika saya harus menggambarkan sesuatu secara verbal kepada orang lain, saya akan:

(V) Sangat singkat menjelaskan karena saya tidak suka bicara dalam waktu yang lama

(A) Menjelaskan dengan detail karena saya suka berbicara

(K) Memberikan gerakan isyarat dan bergerak ketika berbicara

13. Karena ada seseorang yang sedang menjelaskan sesuatu secara verbal, saya akan:

(V) Mencoba untuk memvisualisasikan apa yang dikatakannya

(A) Mendengarkan dengan baik tetapi ingin mengintrupsi dan berbicara kepada diri sendiri

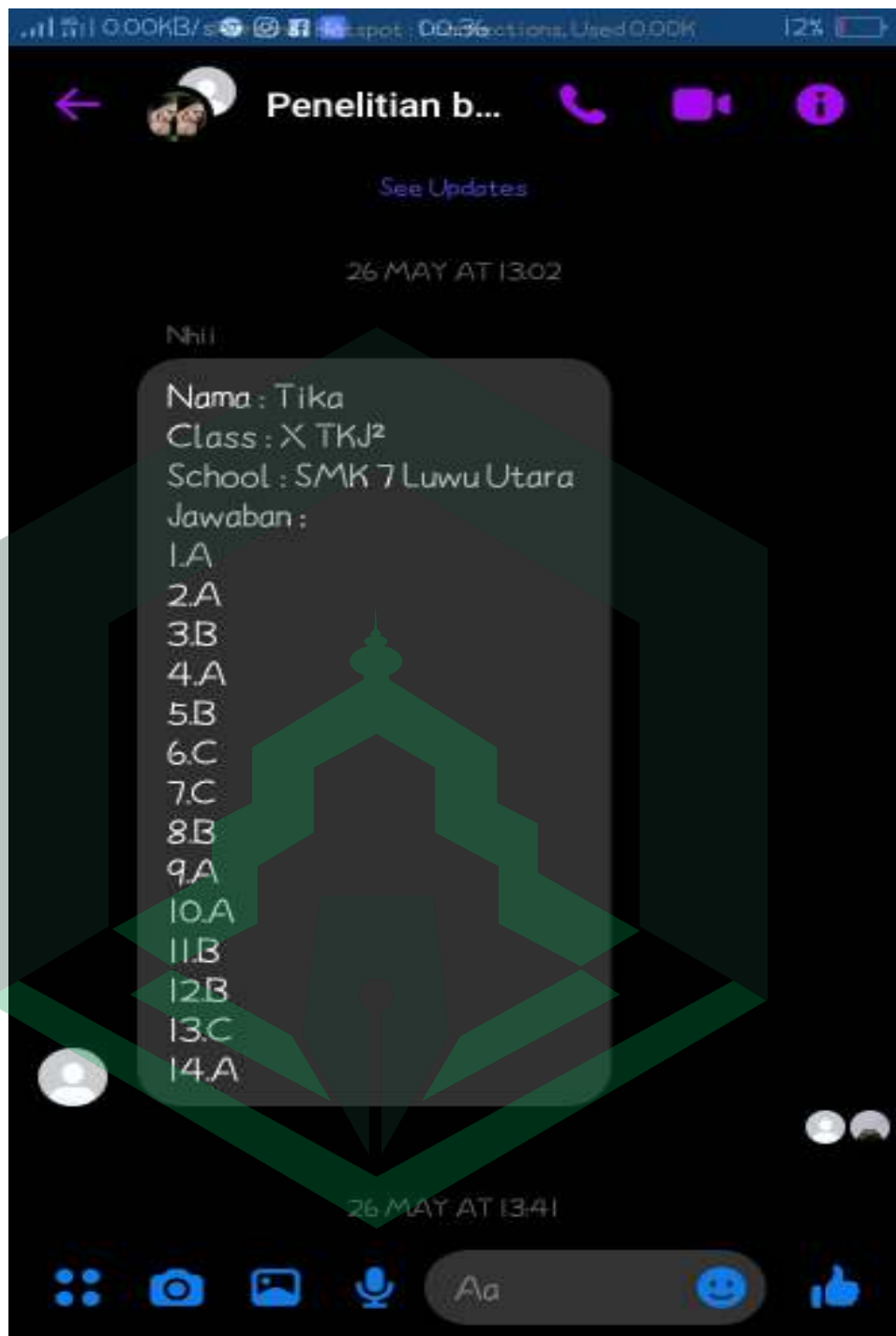
(K) Bosan jika orang tersebut terlalu lama menjelaskan

14. Ketika mencoba mengingat nama, saya ingat:

(V) wajahnya tetapi lupa namanya

(A) Namanya tetapi lupa wajahnya

(K) Situasi dimana saya bertemu dengannya daripada nama atau wajahnya



Picture 1 the results of the questionnaire at smkn 7 luwu Utara via messenger



**Picture 2 the results of the questionnaire at MA AL-Jihad Buangin via whatsapp**



**DOCUMENTATION**  
**Interview teacher**



**Picture 3**