APPENDIX

TABLE OF OBSERVATION

Modified from Ayu Nurul Izzati (2017)

No	Learning Styles	Characteristics	Yes	No	Notes
1	Visual	Use underlining words or words with different color			
2		Use pictures			
3		Use textbook with pictures			
4		Use gestures or body language			
5		Use words pictures			
6		Use maps or diagrams			
7		Use layout to their book page to be different			
8		Use symbol			
9		Draw things to show ideas			
10		Read the words and convert them into their own ways.			
1		Discuss the lesson with others.			
2		Discuss the lesson themselves silently			
3		Use tape recorder to listen again and again			

4	Aural	Use interesting examples, jokes or stories.			
5		Like to join oral session.			
6		Like to describe pictures other visuals			
7		Explain things by talking.			
8		Listen to those who know a lot.			
9		Listen to their own self-talk.			
10		Explain new ideas to other students			
1	Reading/Writing	Use points or bullets			
2		Like to write essays			
3		Like to write reports			
4		Like to read words definition			
5		Use printed handouts			
6		Like reading and bibliographies			
7		Like correcting mistakes			
8		Use dictionaries and glossaries or articles.			
9		Rewrite any ideas			
10		Do any suggested reading.			

1	Kinesthetic	Like to study practical lessons.			
2		Like to use trial and error lesson.			
3		Use real-life examples.			
4		Use hands-on approaches.			
5		Use all their senses e.g. sight, touch, smell, hearing, and taste.			
6		Like application before theories.			
7		Use problem solving techniques			
8		Use action to help understanding.			
9		Apply their ideas in action			
10		Use surveys or practical interview.			

TABLE OF OBSERVATION

Modified from Ayu Nurul Izzati (2017)

Observation 1

23-07-2019

No	Learning Styles	Characteristics	Yes	No	Notes
1	Visual	Use underlining words or words with different color	✓		Some of learners use underlining words with different color when the teacher explaining the material.
2		Use pictures			
3		Use textbook with pictures			
4		Use gestures or body language	✓		A learner use gestures in explaining or discussing with her group
5		Use words pictures			
6		Use maps or diagrams			
7		Use layout to their book page to be different			
8		Use symbol			
9		Draw things to show ideas	✓		Some of learners write down bullets point related to the topic
10		Read the words and convert			

		them into their own ways.			
1	Aural	Discuss the lesson with others.			
2		Discuss the lesson themselves silently			
3		Use tape recorder to listen again and again			
4		Use interesting examples, jokes or stories.			
5		Like to join oral session.	✓		Some of learners pay attention when the teacher explains the material.
6		Like to describe pictures other visuals			
7		Explain things by talking.	✓		Some of learners present the ideas in pairs.
8		Listen to those who know a lot.			
9		Listen to their own self-talk.			
10		Explain new ideas to other			

		students			
1	Reading/Writing	Use points or bullets			
2		Like to write essays			
3		Like to write reports	✓		A learner write the expression on his book while the whole class try to pronounce the expression (he doesn't pronounce together, unlike his friends
4		Like to read words definition			
5		Use printed handouts			
6		Like reading and bibliographies			
7		Like correcting mistakes			
8		Use dictionaries and glossaries or articles.	✓		Most of learners look up dictionaries to find out the ideas.
9		Rewrite any ideas			
10		Do any suggested reading.			
1		Like to study	✓		Learners practicing

	Kinesthetic	practical lessons.			altogether to pronounce the expression of asking attention
2		Like to use trial and error lesson.			
3		Use real-life examples.			
4		Use hands-on approaches.			
5		Use all their senses e.g. sight, touch, smell, hearing, and taste.			
6		Like application before theories.			
7		Use problem solving techniques			
8		Use action to help understanding.			
9		Apply their ideas in action			
10		Use surveys or practical interview.			

Observation 2

26-07-2019

No	Learning Styles	Characteristics	Yes	No	Notes
1	Visual	Use underlining words or words with different color	✓		Some of learners use underlining words with different color when the teacher explaining the material.
2		Use pictures			
3		Use textbook with pictures			
4		Use gestures or body language	✓		A learner use gestures in explaining or discussing with her group
5		Use words pictures			
6		Use maps or diagrams			
7		Use layout to their book page to be different			
8		Use symbol			
9		Draw things to show ideas	✓		Some of learners write down bullets point related to the topic
10		Read the words and convert them into their own ways.			
1		Discuss the			

	Aural	lesson with others.			
2		Discuss the lesson themselves silently			
3		Use tape recorder to listen again and again			
4		Use interesting examples, jokes or stories.			
5		Like to join oral session.	✓		Some of learners pay attention when the teacher explains the material
6		Like to describe pictures other visuals			
7		Explain things by talking.	✓		Some of learners present the ideas in pairs.
8		Listen to those who know a lot.			
9		Listen to their own self-talk.			
10		Explain new ideas to other students			
1		Use points or bullets			

2	Reading/Writing	Like to write essays			
3		Like to write reports	✓		A learner write the expression on his book while the whole class try to pronounce the expression (he doesn't pronounce together, unlike his friends
4		Like to read words definition			
5		Use printed handouts	✓		Some of learners use printed handouts provided by their teacher
6		Like reading and bibliographies			
7		Like correcting mistakes			
8		Use dictionaries and glossaries or articles.	✓		Most of learners look up dictionaries to find out the ideas.
9		Rewrite any ideas			
10		Do any suggested reading.			
1	Kinesthetic	Like to study practical lessons.	✓		Learners practicing altogether to pronounce the expression of asking

					attention
2		Like to use trial and error lesson.			
3		Use real-life examples.			
4		Use hands-on approaches.			
5		Use all their senses e.g. sight, touch, smell, hearing, and taste.			
6		Like application before theories.			
7		Use problem solving techniques			
8		Use action to help understanding.			
9		Apply their ideas in action			
10		Use surveys or practical interview.			

Observation 3

30-07-2019

No	Learning Styles	Characteristics	Yes	No	Notes
1	Visual	Use underlining words or words with different color			
2		Use pictures			
3		Use textbook with pictures			
4		Use gestures or body language	✓		A learner use gestures in explaining or discussing with her group
5		Use words pictures			
6		Use maps or diagrams			
7		Use layout to their book page to be different			
8		Use symbol			
9		Draw things to show ideas	✓		Some of learners write down bullet point related to the topic
10		Read the words and convert them into their own ways.			
1		Discuss the lesson with			

	Aural	others.			
2		Discuss the lesson themselves silently			
3		Use tape recorder to listen again and again			
4		Use interesting examples, jokes or stories.			
5		Like to join oral session.	✓		Some of learners pay attention when the teacher explains the material
6		Like to describe pictures other visuals			
7		Explain things by talking.			
8		Listen to those who know a lot.	✓		Some of learners pay attentions to others in group discussion
9		Listen to their own self-talk.			
10		Explain new ideas to other students			
1		Use points or bullets			

2	Reading/Writing	Like to write essays			
3		Like to write reports	✓		A learner write the expression on his book while the whole class try to pronounce the expression (he doesn't pronounce together, unlike his friends
4		Like to read words definition			
5		Use printed handouts			
6		Like reading and bibliographies			
7		Like correcting mistakes			
8		Use dictionaries and glossaries or articles.	✓		Most of learners look up dictionaries to find out the ideas.
9		Rewrite any ideas			
10		Do any suggested reading.			
1	Kinesthetic	Like to study practical lessons.	✓		Learners practicing altogether to pronounce the expression of asking attention

2		Like to use trial and error lesson.			
3		Use real-life examples.			
4		Use hands-on approaches.			
5		Use all their senses e.g. sight, touch, smell, hearing, and taste.			
6		Like application before theories.			
7		Use problem solving techniques			
8		Use action to help understanding.			
9		Apply their ideas in action			
10		Use surveys or practical interview.			

Observation 4

03-08-2019

No	Learning Styles	Characteristics	Yes	No	Notes
1	Visual	Use underlining words or words with different color			
2		Use pictures			
3		Use textbook with pictures			
4		Use gestures or body language	✓		A learner use gestures in explaining or discussing with her group
5		Use words pictures			
6		Use maps or diagrams			
7		Use layout to their book page to be different			
8		Use symbol			
9		Draw things to show ideas	✓		Some of learners write down bullet point related to the topic
10		Read the words and convert them into their own ways.			
1		Discuss the lesson with			

	Aural	others.			
2		Discuss the lesson themselves silently	✓		Discuss the lesson themselves silently by reading in their textbook
3		Use tape recorder to listen again and again			
4		Use interesting examples, jokes or stories.			
5		Like to join oral session.	✓		Some of learners pay attention when the teacher explains the material
6		Like to describe pictures other visuals			
7		Explain things by talking.			
8		Listen to those who know a lot.	✓		Some of learners pay attentions to others in group discussion
9		Listen to their own self-talk.			
10		Explain new ideas to other students			
1		Use points or bullets			

2	Reading/Writing	Like to write essays			
3		Like to write reports	✓		A learner write the expression on his book while the whole class try to pronounce the expression (he doesn't pronounce together, unlike his friends
4		Like to read words definition			
5		Use printed handouts			
6		Like reading and bibliographies			
7		Like correcting mistakes			
8		Use dictionaries and glossaries or articles.	✓		Most of learners look up dictionaries to find out the ideas.
9		Rewrite any ideas			
10		Do any suggested reading.			
1		Like to study practical lessons.	✓		Learners practicing altogether to pronounce the expression of asking attention

2	Kinesthetic	Like to use trial and error lesson.			
3		Use real-life examples.			
4		Use hands-on approaches.			
5		Use all their senses e.g. sight, touch, smell, hearing, and taste.			
6		Like application before theories.			
7		Use problem solving techniques			
8		Use action to help understanding.			
9		Apply their ideas in action			
10		Use surveys or practical interview.			

Observation 5

06-08-2019

No	Learning Styles	Characteristics	Yes	No	Notes
1	Visual	Use underlining words or words with different color			
2		Use pictures			
3		Use textbook with pictures			
4		Use gestures or body language	✓		A learner use gestures in explaining or discussing with her group
5		Use words pictures			
6		Use maps or diagrams			
7		Use layout to their book page to be different			
8		Use symbol			
9		Draw things to show ideas	✓		Some of learners write down bullet point related to the topic
10		Read the words and convert them into their own ways.			
1		Discuss the lesson with			

	Aural	others.			
2		Discuss the lesson themselves silently			
3		Use tape recorder to listen again and again			
4		Use interesting examples, jokes or stories.			
5		Like to join oral session.	✓		Some of learners pay attention when the teacher explains the material
6		Like to describe pictures other visuals			
7		Explain things by talking.	✓		Some of learners present the ideas in pairs.
8		Listen to those who know a lot.			
9		Listen to their own self-talk.			
10		Explain new ideas to other students			
1		Use points or bullets			
2		Like to write			

	Reading/Writing	essays			
3		Like to write reports	✓		A learner write the expression on his book while the whole class try to pronounce the expression (he doesn't pronounce together, unlike his friends
4		Like to read words definition			
5		Use printed handouts	✓		Some of learners use printed handouts provided by their teacher
6		Like reading and bibliographies			
7		Like correcting mistakes			
8		Use dictionaries and glossaries or articles.	✓		Most of learners look up dictionaries to find out the ideas.
9		Rewrite any ideas			
10		Do any suggested reading.			
1		Like to study practical lessons.	✓		Learners practicing altogether to pronounce the expression of asking attention

2	Kinesthetic	Like to use trial and error lesson.			
3		Use real-life examples.			
4		Use hands-on approaches.			
5		Use all their senses e.g. sight, touch, smell, hearing, and taste.			
6		Like application before theories.			
7		Use problem solving techniques			
8		Use action to help understanding.			
9		Apply their ideas in action			
10		Use surveys or practical interview.			

TRANSCRIPT

Observation 1

Opening

Before starting the lesson, the teacher invites students to pray, followed by checking students' present.

At the beginning of the lesson the teacher gives some questions to students regarding the material (expression) that will be given.

Some students respond by answering things they know related to the material what the teacher is asking. There are some students raise their hands first before answering, there are those who immediately answer without raising their hands, there are those who answer after being invited, there are those who add answers from previous friends and those who only silently look and listen.

Then the teacher aligns the answers students give to justify and unify understanding in accordance with the concepts and subject matter.

Main Activity

After that, the teacher directs the student's attention to the projector screen to see the material slides the teacher will give.

Then students pay attention to the teacher's explanation using power point presentations.

When the teacher explains that there are several responses shown by students, including: seriously about listening to the material the teacher conveys, paying attention while taking notes and underlining the expression of 'Asking for Attention' in their textbook using a different color.

When the teacher is explaining the materials, several times the teacher asks students to practice the phrases of the phrase 'asking for attention', some students are seen repeating the sentence the teacher is saying, among students who are active in repeating the sentence the teacher says there is one student who is silent while only looking at the text of the book, some students are seen opening a dictionary to find meaning of words that are not yet understood,

It seems that not many students can answer, only a few students are able to respond to the teacher's question, the rest nodding their heads to show that they agree even though they cannot understand.

Then the teacher divides students into groups to practice and practice using some expressions in English.

After dividing into several groups, students begin to practice each other's expressions on the sheets / books they have.

Among the dialogue groups there are those who are more active in speaking, there are those who actively respond and respond to the conversation of their friends, there are those who listen and listen to what their friends say, some are seen expressing sentences with body movements, some underline expressions that are still difficult for them pronounce, there are only two dialogues to be more focused, there are those who add a joke in a dialogue, and some are just participating and seem not interested to be active.

On the sidelines of the dialogue, the teacher gives direction so that passive students become more active in dialogue so they can practice and smoothly recite expressions.

After finishing the group dialogue, the teacher gives tips to students to often use the expressions they have just learned to get used to and not forget. This is part of the exercise that they must do often so that they can add to their vocabulary in speaking using English.

Closing

Before the lesson ends, the teacher reviews today's lesson, the majority of students begin to memorize and recite well. This shows that the group dialogue activities students have done have a significant impact on their learning so that it makes it easier for students in the learning process and the teacher can observe the progress of each student's learning through communication or active discussion in the classroom.

Observasi 2

Opening

In the second observation, the teacher checks student's ability before starting the lesson by asking how the students are doing, then guiding the group together and recording the attendance of the students that day.

After that, the teacher starts the learning session by introducing the topic of the material they will discuss today, 'Checking Understanding'. The teacher asks the extent of students' understanding of the topic material.

In response, there are some students who raise their hands and then answer what they know about the material, some only answer without raising their hands, and some others just quietly watching.

after the teacher sees the extent of understanding of his students, the teacher then begins to enter the material discussion session where in this session the teacher while aligning the students' understanding which is incorrect about the topic.

Main activity

The teacher distributes material handouts to all students in the class. Students are asked to read and understand the text and discussion contained in the handout.

Some students were busy reading and some were not interested in reading, some were chatting with their peers while practicing some of the expressions on the handout sheet.

The teacher then asks students to work in groups looking for other examples of expressions related to checking understanding. Some of them use bullet points to compose examples of expressions.

The teacher then explains the correct definition related to social functions, and the purpose of the 'Checking Understanding' expression, then cites examples of expressing understanding expressions while referring to the handout sheet.

In this session students are divided into groups where some of them focus on listening without doing any activity, there are those who are busy taking notes on the material delivered by the teacher, and those who are busy highlighting points that they consider important from handout sheets that were previously distributed.

When the teacher asks students to read sentences to practice their pronunciation skills, some students just keep quiet while reading a book, but others are busy writing difficult words and checking the dictionary to find out the correct pronunciation. There are also students who practice with their peers, there are also those who practice alone or together using gestures.

The teacher in this session encourages students to interact and practice together, especially students who are quiet / passive to be more active.

Closing

After all material topics have been submitted and practiced, the teacher uses the last few minutes to conclude in broad outline the discussion of their learning material today by summarizing what they have just learned.

The teacher holds a question and answer session with students about the topics discussed.

In this session, some students take notes on the summaries of the answers given by the teacher, then for some material, such as conversations, are practiced again with their peers. Some other students are busy with their own affairs and pay less attention to the teacher.

Observasi 3

Opening

In the third observation, the teacher checks the students' ability before starting the lesson by asking how the students are doing, then guiding prayers together and recording the attendance of the students that day.

After that, the teacher starts the learning session by introducing the topic of the material they will discuss today, 'Complement'. The teacher asks students if anyone has heard of complement before.

Students respond by answering what they know. Some students who seemed to not understand asked other students who were considered to be more understanding. others are just silent watching.

After the teacher sees the extent of his students 'understanding, the teacher then starts to enter the material discussion session where in this session the teacher while aligning the students' understanding is not right about the topic.

Main activity

The teacher then prepares a slide projector and asks students to pay attention to the power point slides and asks students to form small study groups.

Then students do what the teacher asks. Then the teacher begins to explain the contents of each slide to students.

During the discussion of the material by the teacher, some students seemed to be quietly focused paying attention without doing any other activities at all, some were busy taking notes on the contents of power point presentation and a few quotations from the teacher in their respective notebooks. Students who take notes also use pens / highlighter in different colors to highlight points that they consider important. In addition, there is also a list of important points that use bullet points to make it easier for them to remember the material.

Some of them also discuss the material with the group silently, some also asked their friends who were considered to be more familiar with the material. One, two people look cool doing other activities and do not pay attention.

After the teacher's explanation was completed, students were asked to practice their pronunciation but many just kept quiet while reading their notes.

Some people open dictionary books to see the meaning of a word and write it in the book.

Closing

In the closing session, the teacher reviews what has been discussed again while giving a small test to students.

The teacher gives a daily evaluation by stating the topics they have discussed interspersed with small Q & A. Most students focus on listening rather than writing or reading and then practicing compliment expressions in pairs.

This situation shows that some of the students took the initiative to practice the topic to help other students who have difficulty understanding the material.

The teacher then closes the class today.

Observasi 4

Opening

The fourth observation, the teacher guides students before starting the lesson by guiding prayer together and recording the attendance of students that day.

After that, the teacher starts the learning session by introducing the topic of the material they will discuss that day, 'Asking and Giving Opinion'. The teacher gives some examples of expressions 'Asking and Giving Opinion' to students and asks if anyone has heard those expressions before.

Some students have answered and some have not.

After the teacher sees the extent of student understanding related to the material, the teacher then starts to enter the material discussion session where in this session the teacher while aligning the students' understanding which is incorrect about the topic.

Main activity

After that the teacher directs the student's attention to the projector screen to see the material slides the teacher will give.

Then students pay attention to the teacher's explanation using power point presentations.

When the teacher explains that there are some responses that students show, including: they are serious about listening to the material the teacher is conveying, some are watching while taking notes, and there are also those who are busy highlighting important points in their textbooks using colorful highlighter or drawing bullet points in their respective notebooks.

During the discussion, the teacher asked the students several times to recite and repeat afterwards some examples of the expression 'Asking and Giving Opinion'. Some of them are busy following the teacher's recitation but some are just quiet while reading a book.

After discussion by the teacher, students are divided into groups by the teacher to be able to practice and practice using several expressions in English.

Some students who are still confused or do not understand the material discuss with other students individually. There are also those who ask other students' heads who they think understand better. Others repeat the recitation of these expressions many times and practice them with their groupmates while using hand gestures and facial expressions.

Among the dialogue groups there are those who are more active in speaking, there are those who actively respond and answer the conversation of their friends, there are those who listen and listen to what their friends say, some are seen expressing sentences with body movements, some underline expressions that are still difficult for them pronounce, there are only two dialogues to be more focused, there are those who add a joke in a dialogue, and some are just participating and seem not interested to be active.

After the group discussion finished, the teacher gives tips to students to use the expressions they have just learned to get used to and not forget. This is part of the exercise that they must do often so that they can add to their vocabulary in speaking using English.

Closing

Before the lesson ends, the teacher reviews today's lesson, most of students begin to memorize and recite well. This shows that the group discussion activities that students have done have a great impact on their learning so that it makes it easier for students in the learning process and the teacher can observe the progress of each student's learning through communication or active discussion in the classroom.

Observasi 5

Opening

In the fifth observation, the teacher guides students to pray together and record the attendance of students that day.

After that, the teacher starts the learning session by introducing the topic of the material they will discuss today, 'Offering Help'. The teacher asks the extent of students' understanding of the topic material.

In response, there were some students who raised their hands and then answered what he knew about the material, some who only answered without raising their hands, and others who were silent.

After the teacher sees the extent of understanding of his students, the teacher then begins to enter the material discussion session.

Main activity

The teacher distributes hand-out material to all students in the class. Students are asked to read and understand the text and discussion contained in the hand-out.

As students read, the teacher explained the topic of their material that day based on the printed hand-out that the teacher shared.

Some students responded by busy reading and some others seemed not so interested in reading, some students discussed the material with their peers while practicing some of the expressions contained in the hand-out sheet.

The teacher then asks students to work in groups looking for other examples of expressions related to 'Offering Help'. Some of them use bullet points to compose examples of expressions, others draw pictures of something in their books to make it easier for them to understand the topic being discussed.

The teacher then explains the correct definition related to social functions, and the purpose of the "Offering Help" expression, then cites examples of Offering Help expressions while referring to the handout sheet and taking part in practicing it with gestures and facial expressions.

In this session, students are divided into groups where some of them explain the discussion of the teacher by speaking both alone and in discussion, some note

important points in their notebooks, some open the dictionary to find out the meaning of new words. they hear.

When the teacher asks students to read sentences in order to practice their pronunciation skills, some students actually silence while reading a book, while others also recite the word with the teacher. There are also students who practice with their peers, there are also those who practice alone or with groups.

The teacher in this session encourages students to interact and practice together, especially students who are quiet / passive to be more active in order to make it easier to understand the material.

The teacher also opens a question and answer session if there are still things that students don't understand about the material being discussed.

After the group discussion is finished, the teacher gives tips to students to use the expressions they have just learned to get used to and not forget. This is part of the exercise that they must do often so that they can add to their vocabulary in speaking using English.

Closing

Before the lesson ends, the teacher briefly discusses today's lesson in this session the students' response is good because the majority of students begin to memorize and can recite some words in the offering help expression well. This shows that the group discussion activities that students have done have a great impact on their learning so that it makes it easier for students in the learning process and the teacher can observe the progress of each student's learning through communication or active discussion in the classroom.

INTERVIEW PROTOCOL

No	Types of Question	Purpose	Question no.
1	Background	To recognize the characteristic of the learners	1,2
2	Knowledge	To acquire factual information	5,6
3	Opinion	To find out what the learners think the topic	3,4

A. Main Interview

1. How do you usually learn in the classroom, e.g. Read books, articles and handouts, see patterns in things, like to talk things through, or use examples and applications?
2. Do you usually apply the same style when you are learning in the classroom?
3. Do you know any other learning styles?
4. Does your teacher help you to go with your learning styles?
5. Do you think this learning styles goes with you?
6. What do you think about the learning styles that you apply in the classroom?

TRANSCRIPT

Student 1

Interviewer: What are the activities that you usually do when studying and when the teacher explains the lesson in class, especially English lessons?

S1: I usually learn by listening while noting important things when the teacher gives an explanation.

Interviewer: Can you focus while listening to your lessons while you focus?

S1: Actually, I am a little disturbed, because I have to do two things simultaneously. However, if I do not take notes, it is rather difficult to understand and recall the material that has been submitted.

Interviewer: oohh so, do you apply that learning style to all lessons?

S1: Yes miss, my lessons are always like that. I once tried not to take notes and only listened, but during the test I found it difficult because I did not have important notes from the lesson explained.

Interviewer: do you feel the learning style you are doing is in accordance with your character?

S1: Yes miss in line.

Interviewer: All right, what about your classmates, do they do the same thing?

S1: No miss, my classmates are different, some do not take notes at all but can understand the subject matter, some must be accompanied by practice to be able to understand the lesson.

Interviewer: So the learning styles vary. What about the way teaching is done by the teacher when class?

S1: My homeroom teacher when teaching does not give too many explanations, he more often gives print out of subject matter. After that we were given time to read and try to understand the material and then he explained to us related to the material.

Interviewer: Is it that way / style of teaching that you can easily understand the lesson?

S1: I feel that I am not maximal miss. Therefore I often ask classmates who understand better.

Interviewer: oh yes, there are many ways / styles of teaching a teacher, there are only those who speak to explain, there are many who practice the subject matter, there are those who only rely on books, there are also those who use audio visual and so on. From some of the examples above, is there any other teaching style that you have experienced?

S1: There is a miss, there are only those who give assignments for a paper portfolio as a learning media.

Interviewer: I see, so they give assignments as a basis for learning material?

S1: Yes miss.

Interviewer: What do you think about your leaning styles?

S1: Personally I think it is easier for me to understand the lesson when the teacher explains while practicing or giving illustrations related to the lesson. Not only giving an explanation without accompanied by practice or aids to give a description of the material.

Interviewer: does that mean explaining while practicing?

S1: Yes miss, that's right.

Interviewer: So, the learning style through verbal explanation followed by practice will help make you easier to learn as the learning style that you often do?

S1: Yes that's right, I find it difficult if the lesson is only explained once and only through oral explanation, especially if the teacher explains quickly. The style of learning that I like must be accompanied by direct practice as in Expression lessons I will more quickly understand when practiced directly through dialogue.

Interviewer: Should it be practiced with classmates?

S1: Yes, I usually practice with classmates.

Interviewer: OK, last question, did the teacher help you apply the learning style you want?

S1: Yes several times. But not always because there are times when the teacher only talks in explaining such as telling a story and it makes it sleepy.

Interviewer: Are there any suggestions you would like to make regarding this matter?

S1: yes, my suggestion is that the teacher not only explains but must also frequently ask whether students understand or not and the teacher must also often give students the opportunity to ask questions to get explanations that are felt to be lacking, otherwise it would be better if students were given more opportunities to practice things related to the lesson because we often find it difficult to understand the lesson if only explained through oral explanation.

Interviewer: Alright, thanks for the time and explanation. Goodluck

Student 2

Interviewer: Hello Nurul, Miss igin asked a number of things. What is the attitude and what do you do when the class is being explained by the teacher?

S2: When the teacher explained in class I listened but was not very focused. And when I feel bored I start writing or drawing something on a book.

Interviewer: why is that?

S2: Because writing or drawing something on a book will make you feel sleepy and bored when you are in class. And if I get sleepy I can be scolded.

Interviewer: I see. How is the normal way your teacher explains the class? Is it just giving verbal explanation or using supporting media such as PPT on a computer.

S2: Actually, I was not interested when learning to use PPT because usually we were told to read and repeat sentences in PPT. And I feel the subject matter is even more difficult to remember in this way.

Interviewer: what do you mean by repeat?

S2: repeat, we read together the sentences in a PPT raised by a computer projector.

Interviewer: I see, so what kind of learning style do you prefer?

S2: I prefer the learning style by using the miss textbook.

Interviewer: What does textbook mean?

S2: I prefer to read the text of the book directly.

Interviewer: Does it not require explanation?

S2: You need an explanation miss, but only modestly, because if there are too many explanations I become bored and sleepy.

If I learn directly from a textbook I feel I can bring to life the imagination and it feels more fun.

Interviewer: do you apply the learning style to all lessons?

S2: Usually I can adjust.

Interviewer: do you mean?

S2: I mean when I was in class I could adapt to the style of learning applied by my teacher. But at home I read more and understand textbooks, of course with a calm atmosphere. Although I feel my learning outcomes when class are not optimal because it does not match my actual learning style.

Interviewer: can you explain more briefly what that means?

S2: So for certain materials I have to study again at home by reading the textbook because the class doesn't understand when explained.

Interviewer: means you need to repeat the lesson by reading a textbook to really understand?

S2: Yes, miss, that's right.

Interviewer: what about your friends' learning styles in class? Do they use the same method as you to understand the lesson.

S2: A various way.

Interviewer: for example?

S2: Maybe someone who just listens is enough. Some have to take notes because if they are not written down they will forget and so on.

Interviewer: does the note include reading the textbook?

S2: It could be, because by noting we can re-read the lessons that have been delivered.

Interviewer: do you think the teacher has delivered the student material according to the desired learning style?

S2: Majority don't.

Interviewer: What do you mean?

S2: Yes, although they don't always explain verbally. I don't like the way to explain one direction because I prefer an interactive explanation.

But before students are required to read the material first.

Interviewer: Does that mean you think interactive learning styles are more interesting?

S2: Yes, I think it is interesting when students are given more opportunities to talk in class and are not considered to be empty glasses that are only silent.

Interviewer: So, of the many learning or teaching styles applied by the teacher in the class, what kind of learning or teaching style do you prefer?

S2: In class, I prefer a learning style that is balanced between practice and reading books. Because if only practice we will lack the reference when filling out written tests in the form of text problems.

Interviewer: so practice and reading books will be very helpful?

S2: That's right, miss. That will be very helpful.

Interviewer: final question, does your teacher play a role in applying the learning style you want?

S2: Not really. Because usually when the teacher is old they tend not to pay attention to the learning styles of each student.

Interviewer: What do you think of the advice for teachers like that?

S2: I think teachers should be able to keep abreast of the times so that students can be interested in more enthusiasm for learning and do not consider English as a difficult subject.

Interviewer: do you like English lessons?

S2: Yes, miss. But when it comes to speaking practice I'm having a hard time.

Interviewer: OK, keep the spirit and practice. I hope you can speak fluently in English soon.

S2: Okay, thank you miss.

Student 3

Interviewer: I want to ask, when the teacher explains what you usually do? Especially English lessons.

S3: if the teacher explains that I listen with focus so that I understand what is explained by the teacher who is speaking in front of the class

Interviewer: OK, you focus. So what are you doing? While writing? or see examples in the book?

S3: I keep listening because before the teacher finishes speaking there is no command to write if I will write the material

Interviewer: Oh, so you rely more on your hearing

S3: Yes

Interviewer: You only listen when the teacher explains something in front of the class. You understand right away or you do something so you can understand the explanation from the teacher?

S3: If I don't understand, I ask again

Interviewer: Before asking the teacher, you try to understand yourself first, right? or when you don't understand, you ask right away?

S3: Ask directly

Interviewer: Every time you study like that?

S3: Yes, the problem is that I can understand it if explained and told by the teacher

Interviewer: Should you use examples or practice?

S3: practiced

Interviewer: So when the teacher explains you listen and then you listen, you don't understand right away asking?

S3: Yes

Interviewer: That is when the teacher explains, there are usually examples, do you immediately understand or what?

S3: Understand immediately

Interviewer: So if you study the teacher explain it and there is an example you will immediately understand

S3: Yes ma'am

Interviewer: Examples are in the form of pictures, writings or direct practice of cement?

S3: practice directly to friends

Interviewer: Are you always studying like that?

S3: yes

Interviewer: Your learning style is like that. It's not the same as you? Do you mean according to your character? Try to explain

S3: According to me, it's quite easy to quickly understand the material

Interviewer: Does English Mapel include lessons that you like?

S3: yes

Interviewer: What do you think about your learning style?

S3: I think it's positive to quickly understand in learning

Interviewer: Can everyone with your learning style understand right away?

S3: Not sure

Interviewer: Try to explain

S3: Because other people have not been in high school with me to respond to the material. thank God I can do that

Interviewer: As far as km and vision in the class. What are your class's learning styles in class so they can understand?

S3: I see my friends there are those who are quick to respond and also not

Interviewer: Well you told me that someone was quick to catch a baseball. How do you feel about students who are not so fast especially in English? Friends, you see in class

S3: if you don't understand, you have to ask again. Trying to understand

Interviewer: Do you have any friends who have been modeled and already practiced, still don't understand?

S3: a lot

Interviewer: Why do you think according to you?

S3: Maybe it is good for English and there is no sense to take lessons. There is also him already asked then repeated not understand too? maybe he already understood but in his mind did not understand

Interviewer: Oh mind set, huh?

S3: Yes

Interviewer: What kind of teacher do you usually teach in class?

S3: firm, fierce

Interviewer: how do you teach him?

S3: with dictation, talk

Interviewer: Use power point and picture?

S3: yes there is

Interviewer: Direct practice too much huh?

S3: yes

Interviewer: According to your teacher's style do you explain you already match your own learning style?

S3: Yes, really

Interviewer: So there are many teachers of this type, some are just talking, some are practicing constantly, some are just many in the book, what else do you think according to your teachers when you explain?

S3: Yes, explain the dictation of the book and practice too. If it practiced there must be a picture / explanation so as to make students understand

Interviewer: So the conclusion with your teacher's teaching style is that you really help you learn in accordance with your learning style huh?

S3: Yes, Basically, how the teacher delivers the materials goes with my styles.

Interviewer: OK, so prada. This is the end of our interview

S3: yes

Interviewer: thanks

S3: You're welcome

Student 4

Interviewer: I want to ask, when the teacher explains what you usually do? Especially English lessons.

S4: I listened to my father's explanation miss, Sometimes the pictures on the paper because sometimes like do not understand what is explained

Interviewer: How come you don't understand? Aren't you interested? or how?

S4: It's hard to miss the lesson, what are you talking about?

Interviewer: What do you usually teach the teacher?

S4: Usually the teacher teaches using ppt miss, then is told to follow.

Interviewer: What do you follow?

S4: So like for example the teacher said what was that miss, then we were told to follow along

Interviewer: Oh really. Why do you usually learn how you like it so you can focus and understand what the teacher is explaining?

S4: I usually like it when the teacher explains it, or don't play games. I really like science lessons, miss, then teachers often play games like that. Then I understand the problem is cool.

Interviewer: Oh really. Don't you like English lessons?

S4: Yes miss, the teacher is scary

Interviewer: How did the teacher explain the material?

S4: So, the teacher explains from the package book, then the teacher also likes to bring tools like that

Interviewer: Do you like to study while actually doing that or not?

S4: Do not miss, because if you take notes later you miss the teacher's explanation

Interviewer: While listening to the teacher's explanation, you don't understand, you can directly ask for your appointment?

S4: Yes miss

Interviewer: Every time you study, you always do that?

S4: Yes miss. The thing is I am afraid if I ask the teacher directly.

Interviewer: Do you think this learning style is in line with your character?

S4: Yes miss.

Interviewer: What do you think about your learning style?

S4: "I think I really understand the material when it goes with my styles."

Interviewer: Do you think your classmates are the same as your learning style like you?

S4: I don't think I missed it, a friend of mine learned it while taking notes

Interviewer: What are you doing, anyway? There are things that need to be painted first in a book. Some are drawn or colored in their notebooks. There is something he needs to emulate if he understands better. Some have to reread it many times, understand.

S4: Oh yes there was a miss, my friend learned while using a highlighter. Then there are also those who make a summary of miss

Interviewer: Yes a lot means friends learning styles. Do they all understand in class?

S4: If I don't know miss, I seem to understand miss. The thing is if I ask to teach, they want to teach miss

Interviewer: Yes2. Oh, right, we talked about the teaching style of your teacher. What do you think about such teaching style?

S4: Make me sleepy miss. The problem is only told to repeat what the teacher said miss.

Interviewer: Mmmm. Your teacher does not convey the material with your learning style huh?

S4: Yes miss

Interviewer: Based on your learning style that can help improve your learning?

S4: Yes miss, if you study using my method

Interviewer: Finally, did your teacher help you follow your learning style?

S4: No miss, because the teacher rarely gives miss games.

Interviewer: Mmm. Do you have any suggestion for your teacher?

S4: Yes. So you can learn while playing games miss, then if you use ppt while explained miss is not just repeating what the teacher says miss. Continue to use the tools too miss.

Interviewer: OK, really. Thanks for the time

S4: Yes miss

Student 5

Interviewer: I want to ask, when the teacher explains what you usually do? Especially English lessons.

S5: Usually when I study in class when the teacher explains the lesson I am listening, so that if the teacher gives a question I can answer the question.

Interviewer: When listening to what are you doing? Listen or while taking notes?

S5: Yes I usually listen to the teacher while noting the important things

Interviewer: Can you focus on doing 2 activities at the same time?

S5: Yes, I usually focus on doing these 2 activities

Interviewer: Do you usually apply the same style when studying in class?

S5: yes I applied the same style as that in class

Interviewer: Is that in line with your character?

S5: Yes, it is the same as my character

Interviewer: And with your learning style you understand?

S5: Yes, I understand better but I will understand more if the teacher explains the material while playing a game about the material

Interviewer: Do you usually chase after the teacher in your class?

S5: Sometimes the teacher explains the material while slipping the game, such as turning the material into songs, for example the name of the country and the currency of the country are made to make the song easy to remember

Interviewer: what are your responses to your learning style?

S5: In my opinion, I prefer this style of learning because I think it is more effective for learning

Interviewer: Do you think your friends are as learning style as you?

S5: I think it's the same because they also prefer to be rooted to tuck the game because it's more exciting

Interviewer: Are you sure it's the same? Do they understand that style too?

S5: In my opinion they understand that learning style

Interviewer: There are those that need to be painted first in a book, some are outlined or colored by the book, there are examples that need to be exemplified using pictures, he understands more, some have to reread many times to understand

S5: yes miss usually I and my friends are like that, first I write the important material after that I am highlighted and decorated again to make it more interesting to read

Interviewer: Oh, so it's not just explained and playing games, right?

S5: Yes, miss

Interviewer: Return to teaching style of the teacher. Does your teacher deliver lessons according to your own learning style?

S5: Yes miss my teacher is delivering the material according to my learning style

Interviewer: The style of teaching a teacher is a lot. Some are just talking about it. There are only lots of people in books. What else do you think according to the teachers when you explain?

S5: Some are like that, some are boring

Interviewer: What is a boring subject?

S5: It's boring if the teacher only enters assignment even though he hasn't explained it at all

Interviewer: Oh, is there a teacher like that?

S5: There is a teacher miss like that

Interviewer: Yes2. What teaching style did you like to apply the most to class?

S5: I like the teacher who explains the material while playing the game in my opinion is more exciting and more in the brain of the material.

Interviewer: Based on your learning style. Does it help you improve the way you learn?

S5: Yes, miss really helped what else if there is a test I can learn through the notes important material only and I don't need to open the textbook again to study

Interviewer: It's easier to understand, too

S5: Yes, miss

Interviewer: So last of all, do your teachers help you to follow your learning style, especially in English?

S5: Yes, miss. There was a teacher who helped me to follow the learning style

Interviewer: OK, ready for that. Thank you, nandini. Good luck, okay? Thank you for helping me.

THE RESULT OF FINAL TERM

SMPN 97 JAKARTA

Learners	Learning Style Category	Score
1	Aural Learners	95
3	Aural Learners	90
5	Aural Learners	87
2	Visual Learners	80
4	Visual Learners	78

DAFTAR RIWAYAT HIDUP

Ratih Mu'thiya Illahi, dilahirkan pada 10 Januari 1997 di Bekasi. Penulis merupakan anak pertama dari 2 bersaudara dari pasangan Bapak Sutan Arbi dan Ibu Ratini. Dari lahir hingga kini tinggal di Villa Mutiara Jaya II Blok M 38 No 41 RT 003 RW 009 Desa Wanajaya Kecamatan Cibitung Kabupaten Bekasi. Pada tahun 2009, lulus dari SDN Wanajaya 05. Di tahun 2012, lulus dari MTS Ummul Quro Al-Islami. Lulus dari MA Al Imaroh pada tahun 2015. Setelah lulus madrasah aliyah, penulis melanjutkan pendidikan di Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Pada tahun 2020, mengantarkan skripsi berjudul "Exploring Eight Graders' Learning Styles in English Classroom at SMPN 97 Jakarta" dan mendapatkan gelar Sarjana Pendidikan (S1).