AN ANALYSIS OF TEACHERS' TEACHING STRATEGIES AND STUDENTS' DIFFERENT LEARNING STYLES IN ENGLISH TEACHING-LEARNING PROCESS

(A Qualitative Research at MTs Ash-Shiddiqiyyah and MTs Arifin Billah Cirebon)

A THESIS

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ABSTRACT

Fitri Yani. 14111310023. An Analysis of Teachers' Teaching Strategies and Students' Different Learning Styles in English Teaching-Learning Process (A Qualitative Research at MTs Ash-Shiddiqiyyah and MTs Arifin Billah Cirebon)

As international language, English has important role in the world. English usually used by among people who comes from different countries to communicate each other. So, learning English becomes a demand in the world today. Because there are many things that related to the world including education uses English as a lingua franca. As stated by Broughton, et. al,(2003: 3) that "half the world's scientific literature is written in English." The English teaching and learning process will be successful if there is enough knowledge about the characteristic and behavior of students. Teacher, as a person who delivers the knowledge to the students should aware about their students' learning styles. Moreover, strategy is one way that used to achieve the goal. In this case, strategy is one ways which can be used by teacher or students to enhance the language learning.

The purpose of the research is to know how the English teachers formulate and implement the teaching strategies in English teaching-learning process regarding to students' different learning styles. Here the researcher will discuss the strategies used by the teachers regarding to their awareness about students' different learning styles, and how they apply it in English teaching-learning process.

The qualitative method was conducted with using questionnaire, documentation, observation, and interview for collecting data. The researcher distributes the questionnaire for students to identify the students learning styles. The researcher categorizes the students into three learning style, those are visual, auditory, and kinesthetic learners. Then to know how the teachers formulate the strategies, the researcher conducted the documentation of lesson plan. Then to know the implementation of teaching strategies the researcher did the observation in the class. Furthermore, to crosscheck all of the data gathered, the researcher conducted the interview with three English teachers.

The result shows that the teachers used some strategies for covering the differences of students' learning styles. The strategies used upon the consideration of students' character, the learning objectives would be achieved by student, and the characteristic of learning material. Teaching strategies used by the teacher such as demonstration, videos, reading text, lecturing/ storytelling, cooperative learning, discussion, and games. The other strategy used is based on the consideration of different preferences of learning styles. Teachers accommodate the students' learning styles with giving different instruction for every learning style. For students of visual learners, the teachers facilitate the students some visualization in English learning. For auditory learners, teachers facilitate them with oral explanation. Then for kinesthetic learners, teachers provide the activities that encourage learning by doing.
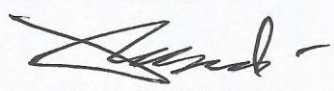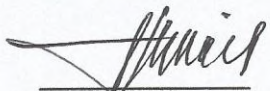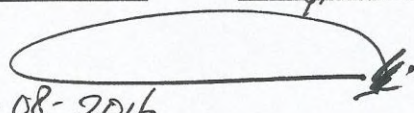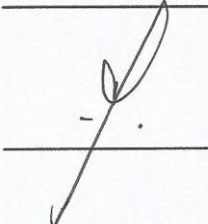
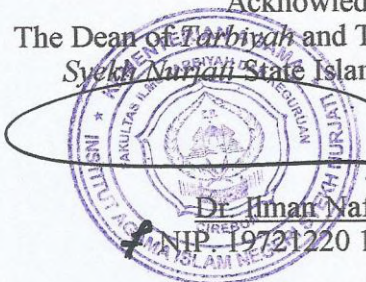**Keyword:** *Teaching strategies, learning styles, teaching-learning process*

RATIFICATION

The thesis entitled **"AN ANALYSIS OF TEACHERS' TEACHING STRATEGIES AND STUDENTS' DIFFERENT LEARNING STYLES IN ENGLISH TEACHING-LEARNING PROCESS (A Qualitative Research at MTs Ash-Shiddiqiyyah and MTs Arifin Billah Cirebon)"** written by Fitri Yani, with student number 14111310023, has been examined on August 4th, 2016. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I

INTRODUCTION

This chapter consist of background of the problem that explains about the problem and why the writer choose the topic, focus of study, research questions, aims of research, usefulness of the research, theoretical foundation, significance of research, research method, and previous study.

1.1 Background of the Problem

As international language, English has important role in the world. English usually used by among people who comes from different countries to communicate each other. As stated by Maxom (2009: 9) that today English is viewed as language that can give an access to the world. It means that through mastering English people easy to access or communicate with everyone in another country.

Learning English becomes a demand in the world today. Because there are many things that related to the world including education uses English as a lingua franca. As stated by Broughton, Brumfit, Flavell, Hill and Pincas (2003: 3) that "half the world's scientific literature is written in English." Then, they also state that "English is therefore often the only available tool for twentieth-century learning" (Broughton, et. Al., 2003: 3). So, teaching English as a foreign language should begin from now, in order to give learners easy to access their learning in the next higher level even if in senior high school or university level because there are many books in advance level are written in English.

Furthermore, Kachru and Nelson (2006: 9) state that "English by now is the most widely taught, learnt, and spoken language in the world". That is why English become a part of educational system in junior and senior high school, where English learning is doing in the school and classroom. Alisjahbana (1990: 320) states that English was taught as an obligatory subject in junior and senior high school. Like in Indonesia, the fact that English is first foreign language which becomes a language should be learnt by students in school.

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Research in the area of Teaching English as a Foreign Language is mostly position in several fields such as teaching methodology, analysis factors affecting language learning and learning style and strategies. The previous studies have conducted by Machida (2011) which applying strategy and technique in teaching EFL. Tuan (2011) and Shi (2011) investigated learning styles and strategies. Other previous studies have conducted by Alsayed (2003), Abhakorn (2008), Liu (2011), Mateo (2012), Gilakjani, Leong, and Sabouri (2012), Huang (2012), and Sudiarta, Marhaeni and Suhandana (2013) which investigated factors affecting language learning. The researches above are conducted in several fields of TEFL area. But, however, the researcher want to analyze the students' learning styles and strategies in the EFL learning from the teacher's perspective in what they do expect in EFL teaching and learning. In Indonesia English is as compulsory subject in junior and senior high school level. Therefore, this research will conduct in junior high school level where students are learning English for the first time as compulsory subject in curriculum, even if they may have learnt English before.

The English teaching and learning process will be successful if there is enough knowledge about the characteristic and behavior of students. In this case, as a person who delivers the knowledge to the students, teacher should aware about things that influence the learning such as factors of students. In the teaching and learning process, teacher use certain methodology and technique in the teaching English. The aim of using certain methodology is to help students to achieve the goal of language learning. As stated by Fromkin, Rodman, and Hyams (2011: 463-464) that "all methods have something to offer, and virtually any method can succeed with a gifted teacher who is a native or near-native speaker, motivated students, and appropriate teaching materials". Properly, teachers are more creative in teaching English in the classroom in order to students more enthusiastic in learning English. The using of proper strategies for teaching also makes easy the teacher's work to help them success in EFL learning. But in the fact, teacher sometimes still use one way direction in teaching English.

Actually, every student has different style in language learning. But, mostly teacher in school give an equal approach in the language teaching. Whereas may

every student has different anxiety in the learning. May some students who typically visual learner more interest to learn English through picture, or may some students who typically auditory learner more interest to learn English through song. But, for this case, there are many teachers do not take more attention about it. For example, one of cases of educational system in Indonesia, cited from informasi-pendidikan.com (Saturday, June 07, 2014) that the one of kinds problem in learning is *"tidak adanya upaya para tenaga didik untuk memulai cara pembelajaran yang baru supaya para peserta didik dapat lebih aktif di dalam lingkup pembelajaran."* Furthermore, the researcher will investigate whether the English teachers use some strategies in the teaching process and what do strategies that teacher do in facing different learning styles of students.

Strategy is one way that used to achieve the goal. In this case, strategy is one ways which can be used by teacher or students to enhance the language learning. Strategy in language learning can determine the comprehension of language learning, whether positive or negative outcomes. As stated by Oxford (1991: 359) that "language learning styles and strategies are among the main factors that help determine how -and how well- the students learn a second or foreign language". So, the use of learning strategies is one of aspects that can determine the success of language learning.

English as a foreign language that becomes a compulsory subject in junior and senior high school has an important position where the success of learning should be reached by students. As stated above, that the use of strategies give the contribution for the comprehension of language learning. But the case is, how about the differences of learning styles of students? Therefore, what should the teacher do to face that problem? What the strategies are used by teacher?

Furthermore, the researcher investigates the strategies which are used by teacher, based on the teacher's awareness towards differences of students' learning styles in English teaching and learning in the classroom. The researcher conducts this research with analyzing some strategies are used by teacher in teaching English in the classroom.

1.2 Focus Study

Actually, there are thirteen learning styles which are proposed by Oxford (1991). However, the researcher takes a focus on the teaching strategies which is papplied by teacher for the area of visual, auditory, kinesthetic learners. This area is including to the sensory preferences categories. As stated by Oxford (1991: 356) that there are four main areas of this category, they are visual, auditory, kinesthetic and tactile.

1.3 The Question of the Research

Based on the focus of the study above, so the research question of this research:

1. How do the teachers formulate the teaching strategies regarding to the students' different learning styles?
2. How do the teachers implement the teaching strategies in English teaching-learning process regarding to students' different learning styles?

1.4 The Aims of Research

The aims of this research:

1. To find out how the teachers formulate the teaching strategies regarding to the students' different learning styles.
2. To find out how the teachers implement the strategies in English teaching-learning process regarding to the students' different learning styles.

1.5 The Usefulness of Research

Theoretically, the research should provide the theory about learning styles and teaching-learning strategies. So, the researcher hopes that this research has a contribution for improving language learning and teaching even for teacher or student in EFL learning.

Furthermore, practically, the teacher who applies the strategies in English learning has awareness about different learning style of her/ his students in the class. So that, teacher use some strategies to enhance the language learning. So,

the researcher hopes that this research will be useful for the students and teacher. The significances are:

a. For students: the researcher hopes that with this research the students can know more option about the strategies that proper to their learning styles that can help them to enhance their language learning.

b. For teachers: the researcher hopes that the result of this research will be useful for the other teacher in applying strategies for teaching English in the classroom, based on the awareness of the students' different learning styles. So that, they can improve the English teaching and learning become more active, effective, and efficient.

1.6 Theoretical Foundation

A. Definition of Teaching and Learning

Teaching English as a Foreign Language refers to teaching and learning English which English is not a primary language. According to Brown (2007: 7), learning is acquiring the knowledge of a subject or a skill by study, experience, or instruction. Then teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching gives support to learning activity.

Learning a language means that learning a new culture, a new way of thinking, feeling, and acting (Brown, 2007: 1). In this case, English as a foreign language is not easy to learn by students in the country that English is not primary language in everyday life. Every student is different in learning style. So, they have different technique and approach in facing the difficulty of their own language learning, exactly in English learning process. Therefore, the teachers are demanded to aware about the students' learning styles in order that they can use some appropriate approaches or strategies in the teaching process. So that, teaching process will be spread evenly.

B. Learning Styles

1. Definition of Learning Styles

The term of "learning styles" speaks to the understanding that every student learn differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. There are number definitions of the term "learning styles" according to the experts. Brown (2007: 119) states that *style* is the terms refer to the consistent and rather enduring tendencies or preferences within an individual. More, Brown (2000: 210) defines that styles related to the personality such as extroversion, self-esteem, and anxiety or to cognitive such as left/ right brain orientation, ambiguity tolerance, and field sensitivity that differentiate one person to another in learning.

However, Oxford (2003: 2) defines that *learning styles* as the general approach such as visual or auditory, which students use in acquiring new language or learning or in learning another subject. Furthermore Dunn and Griggs cited in Oxford (2003: 2) also state that "Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others". According to Nunan (1991: 168) defines that the terms *learning style* refers to any individuals' preferred ways of going about learning. It is generally considered that one's learning styles will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience.

So, learning style is the individual tendencies in the language learning. Learning style differentiate one person to another. Some students may typically visual learner, and other may typically auditory learner, so that between visual and auditory learner has different way in learning. The definition of Oxford above will become a base of this research.

2. **Kinds of learning styles**

Oxford (1991: 360) divides learning styles into four dimensions: sensory preferences, personality types, desired degree of generality, and biological differences. However, the learning style differentiates one student to another student in do the expectation of learning.

a. *Sensory Preferences*

In the sensory preference, there are four main areas of learning styles. Those are visual, auditory, kinesthetic (movement-oriented), and tactile (touch oriented). These sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Students are in visual learning styles more like to read and deal with the visual stimulation. For visual students, they need to add any visual backup to understand oral direction in the learning process easily. In contrast, Oxford (2003: 4) states that "auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and similar activities." Furthermore the kinesthetic and tactile students like to move and enjoy their learning with some activities learning without sitting at desk for very long time. They prefer to move around the room.

b. *Personality Types*

Personality types consist of four strands: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving. **Extraverted vs. Introverted.** By definition, extraverts gain their greatest energy from the external world. Students want interaction with people and have many friendships, some deep and some not. In contrast, introverts derive their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep. Extraverts and introverts can learn to work together with the help of the teacher. Enforcing time limits in the

L2 classroom can keep extraverts' enthusiasm to a manageable level. Rotating the person in charge of leading L2 discussions gives introverts the opportunity to participate equally with extraverts (Oxford, 2003: 5).

Intuitive-Random vs. Sensing-Sequential. Intuitive-random students or Brown (2007: 125) namely with *right-brain dominance*, think in abstract, futuristic, large-scale, and non-sequential ways. They like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning. In contrast, *sensing-sequential learners* are grounded in the here and now. They like facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency. The key to teaching both intuitive-random and sensing-sequential learners is to offer variety and choice: sometimes a highly organized structure for sensing-sequential learners and at other times multiple options and enrichment activities for intuitive-random students (Oxford, 2003: 5).

Thinking vs. Feeling. Thinking learners are oriented toward the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily –even though they might secretly desire to be praised themselves. Sometimes they seem detached. In comparison, feeling learners value other people in very personal ways. They show empathy and compassion through words, not just behaviors, and say whatever is needed to smooth over difficult situations. Though they often wear their hearts on their sleeves, they want to be respected for personal contributions and hard work. L2 teachers can help thinking learners show greater overt compassion to their feeling classmates and can suggest that feeling learners might tone down their emotional expression while working with thinking learners (Oxford, 2003: 5).

Closure-oriented/ Judging vs. Open/ Perceiving. Closure-oriented learners want to reach judgments or completion quickly

and want clarity as soon as possible they can. These typical learner usually they are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. In contrast, open learners want to stay available for continuously new perceptions and are therefore sometimes called "perceiving." They take second language learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed. Open learners are dislike deadlines; they want to have a good time and seem to soak up second language information by osmosis rather than hard effort. Closure-oriented and open learners provide a good balance for each other in the second language classroom. The former are the task-driven learners, and the latter know how to have fun. Skilled second language teachers sometimes consciously create *cooperative groups* that include both types of learners, since these learners can benefit from collaboration with each other cooperatively (Oxford, 2003: 6).

c. *Desired Degree of Generality*

This strand contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details (Oxford, 2003: 6). **Global** or holistic students like socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical minutiae. They are comfortable even when not having all the information and they feel free to guess from the context. **Analytic** students tend to concentrate on grammatical details and often avoid more free-flowing communicative activities. Because of their concern for precision, analytic learners typically do not take the risks necessary for guessing from the context unless they are fairly sure of the accuracy of their guesses. The global student and the analytic student have much to learn from each other. A balance between generality and specificity is very useful for second language (L2) learning (Oxford, 2003: 6)

d. *Biological Differences*

The differences in second language learning style can also be related to biological factors, such as biorhythms, sustenance, and location (Oxford, 2003:7). **Biorhythms** reveal the times of day when students feel good and they can perform their best. Some students maybe the morning people, when he/ she can perform their best learning in the morning, while some others are both of like to learn in afternoon, evening, or night. **Sustenance** refers to the students need a meal when they learn. The students are typically sustenance may feel comfortable to learn with a candy, coffee, or etc, while others are distracted to learn with some foods or drinks. The **location** involves the nature of the environment such as temperature, lighting, sound, and even the firmness of the chairs. Those are some factors of environment can determine students' comfort in what situation of learning.

Meanwhile, Nunan (1991: 170) argues that there are four types of learner. Those are concrete learners, analytical learners, communicative learners, and authority-oriented learners. The concrete learners are typical that tend to like games, pictures, films, videos, using cassettes, talking in pairs and practicing English outside class. Then analytical learners liked studying grammar, studying English book and reading newspapers, studying alone, finding their own mistakes and working on problems set by teacher. The students are communicative learner like to learn by watching, listening to the native speaker, talking with their friends in English and watching television in English, they also like to use English out of the class, learning new words by hearing them, and learning by conversation. While the students of authority-oriented learners preferred to the explanation of the teacher, liked to have their own textbook, learning by reading, writing everything in their notebook, study grammar, and learning new words by seeing them.

3. The Characteristic of Visual, Auditory and Kinesthetic Learners

a. Visual Learners

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non verbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented.

b. Auditory Learners

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information in written form.

c. Kinesthetic Learners

Individuals that are kinesthetic learn best with and active "hands-on" approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unconfused effortlessly.

C. Teaching Strategy

1. Definition of Teaching Strategy

The term "strategy" was originally from military term that referred to procedures for implementing the plan of a large-scale military operation. Then Ahmadi and Prasetya (2005: 11) commonly define that *"strategi mempunyai pengertian sebagai suatu garis besar haluan dalam bertindak untuk mencapai sasaran yang telah ditentukan"* (strategy has a definition as an outline of direction in taking steps to reach the specific goal). While, in the context of English teaching and learning process, there are number definition of strategy. Brown (2007: 132) supposes that "strategies are those specific attacks that we can make on a given problem, and that vary considerably within each individual". Moreover, Brown (2007: 137) states that learning strategies deal with the receptive domain intake, memory, storage and recall.

Nunan (1991: 168) defines that learning strategy is the mental process which learner employ to learn and use the target language. Snowman in Schmehk (1988: 5) define that learning strategy is a plan of sequence procedure in the learning process for accomplishing the goal of the learning. Dick and Carey (1990) explain that the learning strategy consists of all components of learning materials and procedures or stages of learning activities used by teachers in order to help learners achieve specific learning goals. Moreover, Franzoni and Assar (2009) states that "teaching strategies are the elements given to the students by the teachers to facilitate a deeper understanding of the information. A given strategy is neutral and considerable to the students learning style. The strategy will impact to the students' outcomes whether positive or negative. Furthermore Oxford (2003: 8) supposes that a strategy will be useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

So, from those definition above the researcher concludes that teaching strategies is a plan, method, or series of activities designed to achieves particular goal of learning. The teaching and learning strategies designed to achieve a particular goal. It means that the direction of creating strategies is achieving the goal. So that the preparation of the study, the use of various facilities and learning resources are all directed towards the achievement of objectives.

2. Kinds of Teaching Strategy

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching gives support to

learning activity (Brown, 2007: 7). While Crawford et al. (2005: 10) define that "teaching well means addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting".

Teaching strategies are teaching behavior designed to help the students reach the identified learning goals. These strategies are perspective in that teacher responsibilities as well as student responsibilities are defined in a series of steps and are clearly recognizable. Franzoni and Assar (2009) states that "teaching strategies are the elements given to the students by the teachers to facilitate a deeper understanding of the information. The emphasis relies on the design, programming, elaboration and accomplishment of the learning content".

Hartanto (2008: 5) divide the learning strategies based components emphasized in the teaching program into three categories. Those are: (1) teacher-centered, (2) student-centered, and (3) learning material-centered. Merlot.org (1997-2014) provides several teaching strategies as follow:

1) *Active Learning* - Active learning approach is anything that students do in a classroom other than merely passively listening to an instructor's lecture. The students are more active than teacher. The research shows that active learning can improve students' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking.

2) *Clicker Use in Class* **-** Clickers enable instructors to rapidly collect and summarize student responses to multiple-choice questions which they ask of students in class.

3) *Collaborative/Cooperative Learning* - Cooperative and collaborative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal.

4) *Critical Thinking* - Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It

brings these activities together and enables the student to question what knowledge exists.

5) *Discussion Strategies* – Discussion strategies engaging students deepens their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

6) *Experiential Learning* - Experiential learning is an approach to education that focuses on "learning by doing" on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises. This approach is pioneered by John Dewey.

7) *Games/Experiments/Simulations* - Games, experiments and simulations can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

8) *Humor in the Classroom* – The using humor in the classroom can enhance student learning by improving understanding and retention.

9) *Inquiry-Guided Learning* - With the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences.

10) *Interdisciplinary Teaching* - Interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content.

11) *Learner-Centered Teaching* - Learner-centered teaching means that the student is at the center of learning. The student assumes the responsibility

for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

12) *Learning Communities* - Communities bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants take responsibility for achieving the learning goals. Most important, learning communities are the *process* by which individuals come together to achieve learning goals. So that in the learning communities, all students in a certain communities are responsible to the learning.

13) *Lecture Strategies* - Lectures are the way most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are a means of conveying information to students.

14) *Mobile Learning* - Mobile learning is any type of learning that happens when the learner is not at a fixed location.

15) *Online/Hybrid Courses* - Online and hybrid courses require careful planning and organization. However, once the course is implemented, there are important considerations that are different from traditional courses. Communication with students becomes extremely important.

16) *Problem-Based Learning* - Problem-based Learning (PBL) is an instructional method that challenges students to "learn to learn," working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students for their careers. This approach is similar to the problem-solving approach.

17) *Service Learning* - Service learning is a type of teaching that combines academic content with civic responsibility in some community project. The learning is structured and supervised and enables the student to reflect on what has taken place.

18) *Social Networking Tools* - Social networking tools enable faculty to engage students in new and different means of communication.

19) *Teaching Diverse Students* - Instructors today encounter a diverse population in their courses and many times need assistance in knowing how to deal with them.

20) *Teaching with Cases* - Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices.

21) *Team-Based Learning* - Team-based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has found that students are more responsible and more engaged when team-based learning is implemented. The major difference in TBL and normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting.

22) *Team Teaching* - At its best, team teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interaction as well as different viewpoints.

23) *Writing Assignments* - Writing assignments for class can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content.

3. Component of Teaching-Learning Strategy

There are several component of the teaching-learning strategy (Hamruni, 2011: 22) as follow:

1) Teacher

Teacher has a role to create the students' environment in order to suit with the expected environment from the students' learning process that finally students can get the expected learning outcomes.

2) Students

Students are the component who doing the learning activity to develop the real potential competence to achieve the learning objectives.

3) The objectives

The objectives are the basic foundation to determine the strategy, learning material, media, and the evaluation of learning.

4) Learning material

Learning materials is a medium to achieve goals, in the form of learning material which is arranged systematically and dynamically in accordance with the direction and development progress of science and the demands of society.

5) Learning activities

In order to the learning objectives can be achieved optimally so in determining the learning strategies need to be formulated components of learning activities in accordance with the standards learning process. Sanjaya (2011: 4) states that definition of educational Standards processes are national standards education relating to the implementation of learning in the unit education to achieve the standard of competence completion. The standard contains the minimum criteria for the learning process in primary and secondary education units in the whole territory of the Unitary Republic of Indonesia.

6) Method of teaching

Method of teaching is the way used to achieve the learning objectives which has been planned.

7) Media of learning

Tools used in learning are anything that can be used to achieve the learning objectives.

8) Source of learning

Source of learning is everything that can be used as a place or reference where learning materials can be obtained.

9) Evaluation

Evaluation is a component that functions to determine whether the goals set have been reached or not.

10) Environment

The environment will influence the teacher in determining teaching-learning strategies.

D. Teaching Strategies for VAK Learners

According to Reid (1995), there are several strategies that can be used to facilitate the students' learning styles:

1. Teaching strategies for visual learners

   a) Writing the instructions for all assignments or test

   b) Giving the summary or outline in every note

   c) Writing definitions of new terms

   d) Writing and giving oral explanations for charts, graph, and diagram

   e) Applying follow-up reading for any class lecturer or discussions

   f) Demonstrating and modeling every assignments or test

   g) Relating to imagery, metaphor and fantasy first when teachers want to explain a new concept of vocabulary.

2. Teaching strategies for auditory learners

   a) Presenting the information through lectures, class discussion, small group activities, films, and tape

   b) Using oral instructions for all homework assignments or tests

   c) Using oral explanation for all graphs, charts, diagram, and pictures

   d) Facilitating the students with small group discussion and problem solving activities

   e) Giving students opportunities to ask questions and share the idea during the class lecture

   f) Providing oral summary for all the explanations have been given

   g) Providing oral reports on subjects and listening to oral report by classmate

3. Teaching strategies for kinesthetic learners

   a) Providing activities that encourage learning by interacting with others

b) Encouraging the students in participating in role plays or simulation

c) Allowing the students to take a note during class lectures and discussions as the act of the writing aids concentration

d) Facilitating them by going to field trips.

E. Lesson Plan

Generally, lesson plan is a set plan which describing the procedures of activity and learning management in conducting the learning process. According to the PP number 19 year 2005 section 20 states that the planning of learning process includes the syllabus and lesson plan which involves at least the learning objectives, learning material, method of teaching, source of learning, and learning assessment. While, the components of lesson plan those are:

1. The identity of lesson, which consist of: (a) Educational unit, (b) Class, (c) Semester, (d) Skill program, (e) Subject or theme of the lesson, and (f) Number of meeting.

2. Standard competence

   Competency standard is minimal ability qualification of learners that describe the acquisition of knowledge, attitudes, and skills to be achieved in each class or semesters in a subject.

3. The basic competence,

   Basic competence is the number of ability has to be mastered by students in certain subjects as reference the development of indicators of competence in a subject.

4. Indicators of competence achievement

   Indicator of competence achievement is a behavior that can be measured or observed to demonstrate achievement of certain basic competencies assessment is the reference subjects. Indicators of achievement of competencies formulated using operational verbs that can be observed and measured, which includes knowledge, attitudes, and skills.

5. The learning objectives

   Describe the process and the expected learning outcomes achieved by learners in accordance with the basic competencies.

6. The learning materials

   Includes facts, concepts, principles, and the relevant procedures, and written in the form of the parts in accordance with the formulation of indicators of competence achievement.

7. The time allocation,

   Determined in accordance with the need for basic competence achievement and learning load.

8. The method of Teaching

   Method of teaching used by teachers to create an atmosphere of learning and the learning process so that learners achieve basic competence or set of indicators that have been set. Selection of teaching methods adjusted to the circumstances of learners, as well as the characteristics of each indicator and competencies to be achieved in each subject.

9. learning activities

   a. Introduction

      Introduction is an initial activity in a meeting aimed to generate learning motivation and focus the attention of learners to participate actively in the learning process.

   b. core

      Core activity is a learning process to achieve basic competence. Interactive learning activities conducted, inspiring, fun, challenging, motivate learners to actively participate and provide sufficient space for innovation, creativity, and independence in accordance with the their talents, interests, and physical and psychological development of learners. This activity is carried out systematically and systemic through the process of exploration, elaboration and confirmation.

c. closing

Closing is an activity undertaken to terminate learning activities that can be done in the form of summaries or conclusions, assessment and reflection, feedback, and follow up.

10. The assessment of learning outcomes

The procedures and instrument of learning assessment and learning outcomes are adjusted with the indicator of competence achievement and refers to the standard of assessment.

11. Source of learning

Determination of learning resources is based on standards and basic competencies, as well as teaching materials, learning activities, and indicators of competence achievement.

F. Teaching-Learning Process

The procedures of activity in the teaching and learning process according to Standard Process Permendiknas no. 41 year 2007, about the implementation of teaching and learning, states that implementation of the learning is an implementation of the lesson plan. It includes pre-activity, whilst activities and post activity.

1. Pre- activity. In a pre- activity, the teacher:
   a. Prepare students psychologically and physically to follow the process learning.
   b. Ask questions that relate previous knowledge with the material will be studied.
   c. Explain the learning objectives or basic competences that will be achieved.
   d. Convey the range of material and explanation the description of activities based on the syllabus.

2. Whilst activity

   The implementation of whilst activity is conducted to motivate students to actively participate and provide sufficient space for innovation, creativity, and independence according to their talents,

interests and physical and psychological development of participants learners. This activity uses the methods which are appropriate with characteristics of the learners and the subject which includes the process of exploration, elaboration, and confirmation.

a. Exploration

In this process, the teacher:

1. Involves students seeking abroad and deep information about topic or theme of the material will be studied which is got from any resources.
2. Uses a variety of learning approaches, instructional media, and other learning resources.
3. Facilitates interaction between students with other students, teachers, environmental, and other learning resources.
4. Involves learners actively in all activities learning.
5. Facilitates learners to do the experiment in the laboratory, studio, or field.

b. Elaboration

In the elaboration of activities, teacher:

1. Familiarize students read and write the diverse through certain tasks are meaningful.
2. Facilitate learners through the provision of tasks, discussing to bring new ideas both orally and in writing.
3. Provide an opportunity to think, analyze, resolve problems, and act without fear.
4. Facilitate learners in cooperative learning and collaborative.
5. Facilitate learners to compete in a healthy improving learning achievement.
6. Facilitate learner make a report conducted exploration both orally and in writing, individually or in groups.
7. Facilitate the learners to present the results of individual work and groups.

8. Facilitate the learners to do exhibitions, tournaments, festivals, and products produced.

9. Facilitate the learners engage in activities that foster pride and confidence of learners.

c. Confirmation

In confirmation of activity, the teacher:

1. Give positive feedback and reinforcement in verbal form, writing, gesture, or a gift to the success of learners.

2. Confirm the results of exploration and elaboration of participant students through a variety of sources.

3. Facilitate learner to reflect on to obtain learning experience that has been done.

4. Facilitate learners to gain experience significant in achieving the basic competencies.

3. Post Activity

In post activity, the teacher:

a. Together with students making summary or conclusion of lessons which have been learnt at the day.

b. Have assessment or reflection of the activities that have been implemented consistently and programmed.

c. Provide feedback on process and learning outcomes

d. Plan the follow-up activities in the form of remedial learning, enrichment programs, counseling service or providing good task individual and group tasks according to the learning outcomes of students.

e. Submit lesson plans for the next meeting.

G. Evaluation of Teaching-Learning Process

1. The Definition of Evaluation

Assessment is defined as the act of determining progress and measuring achievement while evaluation refers to making interpretations and judgements about student progress and achievement. Zainal Arifin

stated in his book that evaluation is the one of important components and steps should be done by the teachers to know the effective of learning (2012: 6). Then Hamalik (1995: 159) in *Paradigma Pendidikan kontruktivistik*, argued that evaluation is all measurement activities (including the process of gathering data and information), management, interpretation, and estimation in order to make decisions in students learning outcomes whether it had achieved the learning outcomes or not. Assessment and evaluation are intended to determine performance in relation to the stated outcomes for the course. The stated outcomes provide the framework for teacher and student planning with respect to learning and are the basis for judging student progress and achievement.

So, the evaluation is a systematic process of gathering data and information quantitatively and qualitatively for analyzing and interpreting students learning outcomes in order to make meaningful decisions.

2. Domains of Learning

There are three domains of learning process that can be evaluated according to Bloom's taxonomy.

a) Cognitive domain

Cognitive domain includes knowledge of content and the development of intellectual skills. These domains include: memory or knowledge of the facts, concepts that become the basis for developing the abilities and intellectual skills.

b) Affective domain

Affective domain includes feelings, values, appreciation, enthusiasms, motivations, and attitude.

c) Psychomotor domain

Psychomotor domain include: physical movement, coordination, and motor skills. The development of these skills requires practice and measurement include: speed, precision, procedures or techniques.

3. Kinds of Evaluation

Evaluations are normally divided into two categories: *formative* and *summative*.

1) Formative evaluation

A *formative evaluation* (sometimes referred to as internal) is a method for judging the worth of a program while the program activities are *forming* (in progress). Thus, formative evaluations are basically done on the fly. They permit the designers, learners, instructors, and managers to monitor how well the instructional goals and objectives are being met. As stated by Brown (2004: 6) that most of the assessment used in the classroom is the formative assessment. It used for evaluating the students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning.

Formative evaluation is also useful in analyzing learning materials, student learning and achievements, and teacher effectiveness. Formative evaluation is primarily a building process which accumulates a series of components of new materials, skills, and problems into an ultimate meaningful whole. (Wally Guyot, 1978).
For all practical purposes, virtually all kinds of informal assessment are (or should be) formative. Tbey have as their primary focus tbe ongoing development of the learner's language. So when you give a student a comment or a suggestion, or call attention to an error, that feedback is offered in order to improve tbe leamer's language ability.

2) Summative evaluation

A *summative evaluation* (sometimes referred to as external) is a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome. Summative assessment aims to measure, or summarize, what a student has

grasped, lind typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams are examplcs of summative assessment (Brown, 2004: 6). All assessments can be summative (i.e., have the potential to serve a summative function), but only some have the additional capability of serving formative functions (Scriven, 1967).

4. Technique in Evaluation

There are two techniques that usually used for evaluation of teaching and learning (Arikunto, 2012: 40). Those are using test and non test:

1) Test

A test, in plain words, is a method of measuring a person's ability or knowledge in a given domain (Brown, 2000: 384). A test is first a method. It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test-taker (and sometimes on the part of the tester as well). A test has a purpose of measuring. This test measures a person's knowledge or ability.

A person who will be evaluated (*testee*) will get a same treatment in the matter of instruction, assignments, and time needed for doing the evaluation. So, the *testees* will get certain score that will be a description upon what is evaluated.

2) Non-Test

This technique can be used for measure the domain of psychomotor and affective of the students, not for cognitive domain. The implementation of non-test techniques can be through the observation, interview, documentation, assessment scale and behavior, questionnaire, and etc.

1.7 Significance of Research

One factor that should be considered by teacher in formulating the strategy of teaching is the differences of students' learning styles. Teacher's awareness about the differences of students is most important thing in the English teaching and learning process. Through this awareness, teacher can choose the appropriate method in their language teaching. As stated by Snowman in Schmehk (1988: 5) that learning strategy is a plan of sequence procedure in the learning process for accomplishing the goal of the learning. So, the main point of the choosing strategy is to achieve the learning objective. Then teacher with the knowledge of the students' characteristic or students' tendencies, it will help the teacher in facilitating the English teaching and learning process in order to be able to reach the maximal result.

1.8 The Methodology of the Research

This research has the aims to analyze the strategies used by teacher based on the teacher's awareness about the differences of students' learning styles in teaching English. This part discuss about what the research method used in this research.

a. Research Time and Setting

The research conducted in three months from 28th of April until 28th of July 2015 which is located in MTs Ash-Shiddiqiyah and MTs Arifin Billah, Cirebon, West Java. MTs As-shiddiqiyyah is the school which was built on 1992. While MTs Arifin Billah is the school which was built on 1991. It means that since the building until now, these schools have attained the age of 23 and 24 years. If looked from the staff educator from these schools, they have some experienced teachers especially the English teacher. There are a number teacher which has been teaching English for long time such as 19 years, 13 years, and 10 years. So that, based on their long experience in teaching English, the researcher interest for conducting research based on their own experience and perspective about students' learning styles and the using of strategies in the English teaching and learning.

Table 1.1 Research Timeline

Steps	April 2015	May 2015						June 2015					July 2015				
	V	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V
Observation 1	■																
Designing instrument		■	■														
Distribute questionnaire for students				■													
Study document of lesson plan					■												
Observation in the classroom					■	■											
Interview with English teachers						■	■										
Analyzing data								■	■	■	■	■					
Interpreting and reporting data														■	■	■	■

b.   Participants

The source data of this research is taken from the participants. The researcher chooses the students of three classes and three English teachers as participant. The students are analyzed their learning styles based on their preferences in English learning. While the teachers are analyzed their strategic using based on their awareness about the differences of students learning styles especially visual, auditory, and kinesthetic learners.

Relating to the purpose of this research, the research describes the formulation and implementation of the teaching strategies that are used by English teacher consider to their awareness about the differences of students' learning styles. So, the researcher had chosen three different English teachers from two different schools to accomplish the research.

c. The Method of Research

In this research, the researcher conducted a qualitative approach and use descriptive qualitative method, relating to the aims of this research those are to describe the teachers' formulation and implementation of the teaching strategies that used by English teacher in teaching and learning process in the classroom. So that, descriptive qualitative applied in conducting the research which use questionnaire, study document, observation, and interview for collecting data. As stated by Fraenkel and Wallen (2008: 422) that qualitative research is the research studies that investigate the quality of relationship, activities, situation, and materials. Furthermore, descriptive qualitative research is the research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables (Ary, et al., 2010: 640).

d. Technique and Instrument of Collecting Data

In this research, the researcher conducts the research with using questionnaire, interview, observation, and documentation.

1. Questionnaire

Actually this technique is rare used in qualitative research. But this research use questionnaire as technique for collecting data because the technique is efficient for collecting data in sorter time and provide structural survey information. This questionnaire is used for analyzing the students' learning styles. However, this technique uses the questionnaire for instrument. As stated by Cohen, Manion and Morison (2007: 317) that "questionnaire is a widely used and useful instrument for collection survey information, providing structured…"

This questionnaire is given to the students to analyze the students' learning styles based on their preferences in English learning. The

questionnaire sheet is provided in 15 questions refers to the characteristics of visual, auditory, and kinesthetic learners. However, the questionnaire for students is available in Appendix 1.

2. Observation

For collecting data of this research, one of technique of collecting data which is used in this research is observation. Observation is used for giving description of data which is needed in the research. Lodico, Spaulding and Voegtle (2006: 117) state that "observation as a tool of research requires systematic and careful examination of the phenomena being studied". So, to give a description about what teacher do in the class, the researcher use observation as a technique for collecting data. The researcher uses a field note observation and observation checklist as the instrument. The researcher enters the class then observes the teaching and learning process with completing the observation checklist and field note observation. The checklist of observation is available in appendix 2.

3. Interview

Interview is the exchange of conversation between the researcher and participant; in this case the participants are students and English teacher. Interviews are used to gather information regarding an individual's experiences and knowledge; his or her opinions, beliefs, and feelings; and demographic data. Interview questions can be asked so as to determine past or current information as well as predictions for the future (Best and Kahn, 2006: 267).

This interview is intended for English teacher for collecting data about the strategies are used by teacher in his/ her teaching English in the classroom regarding to the different students' learning styles. Cohen, Manion, and Morison (2007: 349) states that "the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard". So that, the interview guide become an instrument for this technique, and the instrument of interview guide is available in the Appendix 3. The questions in the

interview guide for teacher are about the using strategies that applied by teacher in the classroom. The questions are provided in twelve questions.

4. Documentation

One techniques of collecting data in qualitative research is using documentation. Documents can be valuable source of information data in qualitative research. Creswell (2012: 223) states that documents can support the source data in qualitative study. Because documents represent a good source for text (words) data. They provide the advantages of being in the language and words of the participants who have usually given thoughtful attention to them. Documents are an important source of data in many areas of investigation, and the methods of analysis are similar to those used by historians (Best and Kahn, 2006: 257) Then these documents consist of public and private records that qualitative researchers obtain about a site or participants in a study. Document which has been analyzed in this research is the lesson plan of English teachers. So, the documentation checklist for lesson plan is provided as the instrument for collecting data. The documentation checklist is available in the appendix 4.

e. The Techniques of Analysis Data

1. Data analysis

Lodico, et al. (2006: 301-302) propose the data analysis in qualitative research consists of six steps as follow:

1) Preparing and organizing the data
2) Reviewing and exploring the data
3) Coding data into categories
4) Constructing descriptions of people, places, and activities
5) Building themes and testing hypotheses (adapted from Lodico, et al.(2006))
6) Reporting and interpreting data

So, adopt from the steps above, this research has analyzed the data were collected into the steps.

(a) Preparing the instruments;

(b) Classifying and categorizing the students' learning style into three category of learning style those are visual, auditory, and kinesthetic learners;

(c) Mapping the result of categorization including the result data of documentation, observation, and interview to relate each of them;

(d) Giving code for some data into some categories;

(e) Interpreting the result data collection; and

(f) Presenting the result using descriptive method that describe students' learning styles, the formulation of teaching strategies regarding to the students' different learning styles, and the implementation of that teaching strategies in English teaching-learning process in the classroom.

f. Coding

Lodico, et al. (2006: 305) states that "Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names". Therefore, for facilitating more profound analysis of the data, the researcher put the code of the data as follow:

1) VL   : Visual Learner

2) AL   : Auditory Learner

3) KL   : Kinesthetic Learner

4) VAK: Visual, Auditory, and Kinesthetic Learners

5) SVL : Strategy for Visual Learners

   -   E.g.: Teacher use picture to give understanding for visual learners in teaching and learning process.

6) SAL : Strategy for Auditory Learners

   -   E.g.: Teacher gives an oral explanation to the students.

7) SKL (Strategy for Kinesthetic Learners):

   -   E.g.: Teacher plays a dynamic gesture when giving the explanation to the students.

1.9 Previous Study

The previous study on learning styles was conducted by Tuan (2011) about EFL learners' learning styles and their attributes. The study conducted about teaching and learning of EFL students in Vietnam where the field of perceptual learning style preferences in language learning has been ignored in the learning process. The majority of the teachers are unaware of their students' learning styles. They are also unaware of the importance to identify learning styles. Tuan indicated that there existed some significant relationships between students' learning style preferences and such variables as fields of study, length of tertiary study, gender, age, learning language experience, and English proficiency level. Furthermore, Tuan said that teaching of EFL in Vietnam is dominated by a teacher-centered, book-centered, grammar-translation method and an emphasis on mechanical memory which resulted in a number of typical learning styles, with visual learning being one of them, this study proved that the visual and the individual were only preferred by a tiny number of EFL students.

Then Shi (2011) conducted research of 184 second-year English majors from the Foreign Language School of a university in Wuhan, about the relationship between cognitive styles and learning strategies. The research concentrates on the relationship between cognitive styles and learning strategies. Shi found out that cognitive styles have a significant influence on learners' choice of learning strategies. Then synthesizing style, sharpener style, field-independent style and impulsive style of cognitive styles correlate positively almost with every strategy, so they turn to be the most influential cognitive styles that have an impact on learners' learning strategy choices. However, she was conducted the research about the relationship between cognitive styles and learning strategies, but she did not relate to the students learning outcomes.

The other study was conducted by Liu, Huu, and Gun (2013), the research about learning style preferences with different academic backgrounds. They conducted the research in Tujia-Miao region. They investigated about distribution of learning styles preferences and academic background to the EFL learning of students at Tujia-Miao University. They use the quantitative method for conducting research with the steps of giving pre-test, questionnaire, and interview

for collecting data. The result of study shown that generally speaking, reflective style is a major learning style preference and impulsive is negligible by Tujia students of almost all the majors. Individual-oriented and independent were major learning styles of Tujia students with different academic backgrounds. However, there are the differences in learning styles among students in different academic background. The results indicated that differences of learning style preferences in terms of different majors were significant for some learning style variables. This research only investigated about learning styles of Tujia University without suggest the specific strategies for facing different learning styles and different academic background.

Liu and Feng (2011) conducted research about an empirical study on the relationship between metacognitive strategies and online-learning behavior & test achievements. This study conducted in Beijing University with used 93 students as participants from thirteen different majors of Technology are surveyed about their use of metacognitive strategies and self-learning online. This study used questionnaire and test for collecting data about the metacogitive strategy. Then the result there is significant difference between high and low mark groups of metacognitive strategies in test achievements, and the high mark group has better average final test achievements. Students who are better aware of the use of metacognitive strategies show initiative in learning, having better self-learning ability and test achievements.

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