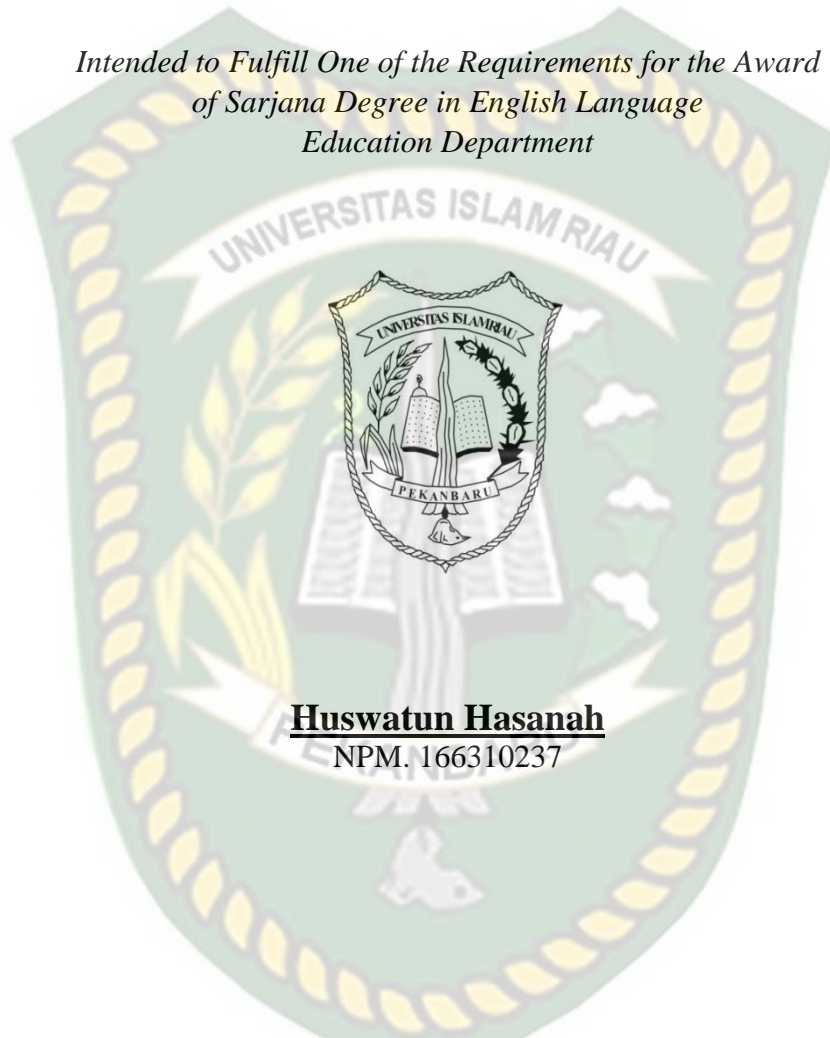


**AN ANALYSIS OF VISUAL LEARNING STYLE USED BY THE SECOND  
SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION OF  
FKIP UIR**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award  
of Sarjana Degree in English Language  
Education Department*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
PEKANBARU  
2020**

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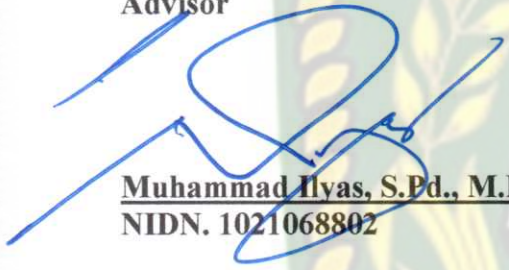
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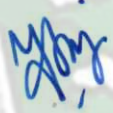
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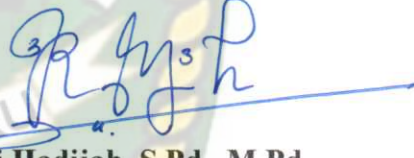
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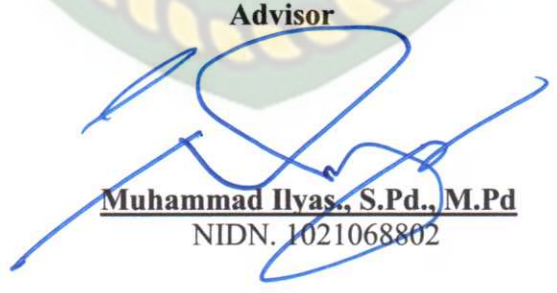
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











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 Title : An Analysis of Visual Learning Style Used by the Second Semester Students of English Language Education of FKIP UIR

No	Date	Guidance Agenda	Signature
1	Friday, 11/10/2020	Change another title.	
2	Monday, 23/12/2020	ACC the title and next chapter I, II and III.	
3	Monday, 3/2/2020	Revise the Cover and Chapter I: Background, Identification of the Problem, Focus of the Problem, Research Questions, Objective of the Research, Significance of the Research and Definition of the Key Terms.	
4	Thursday, 6/2/2020	Revise Chapter II: Relevance Theories and Relevance Studies.	
5	Thursday, 13/2/2020	Revise Chapter III: Source of Data, Data Collection Technique, and Data Analysis Technique, and References	
6	Wednesday, 19/2/2020	ACC the proposal/ Proposal Approved	
7	Monday, 27/04/2020	Join the Seminar Proposal	
8	Tuesday, 9/06/2020	Revise Chapter I (Research Questions, Objective of the Research, Focus of the Problem); II consistency in writing the quotations, Relevance Studies); & III (consistent in deciding the respondent, research instrument & Research Design).	
9	Monday, 6/07/2020	Revise Chapter IV & V (Revise the Suggestion & Conclusion).	
10	Friday, 10/07/2020	Revise Abstract, Thesis Guidance and Appendices	
11	Monday, 13/07/2020	Thesis Approved	
12	Monday, 24/08/2020	Join the Thesis Examination	

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## DECLARATION

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I truly state that this thesis derived from my own ideas, except some of questions (either directly or indirectly) that were adapted or taken from various sources included in the "References". Scientifically, I took responsible for the data and the facts which contain in this thesis.

Pekanbaru, 28<sup>th</sup> August 2020

The Writer



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Praise belongs to Allah the Almighty, the Lord of universe, by guidance and blessing. Finally, the researcher can finish and complete this academic requirement. Then, sholawats are presented upon prophet Muhammad S.A.W (Allahummashalialla Muhammad wa'alaalimuhammad),

In completing this paper, the researcher got alot of valuable helps and supports from many people. Therefore, in this occasion, deepest and sincere gratitudes are offered to:

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3. Dra. Hj. Tity Hastuti, M.Pd., the Vice Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau.
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Finally the researcher realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

May Allah, the Almighty, the Lord of the universe blesses you all. Amiin.

Pekanbaru, 28<sup>th</sup> August 2020

The Researcher



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## ABSTRACT

**Hasanah, Huswatun. 2020. *An Analysis of Visual Learning Style Used by the Second Semester Students of English Language Education of FKIP UIR*. Thesis, English Education, FKIP, UIR.**

**Keywords: Visual Learning Styles, Second Semester Students.**

The aims of this research to find out the types and the dominant visual learning styles used by the second semester students of English Language Education of FKIP UIR. Visual learning style is the way for the students to think and examine about the information received by focusing on the vision and then draw conclusions about what they were seen about who learn using a visual learning style, generally more emphasis on their vision such as looking at symbols, graphs or other the things that can be seen directly with the eyes. Then, the researcher classified the types of visual learning style used by the characteristics of Fleming (2001). So, this research applied Model Myers-Brigg Types Indicator (MBTI)/ Personality (1975) and Kolb's Learning Style (1984). Those the types of visual learning style divided into five types, namely: *Extrovert, Sensing, Intuition, Diverger and Assimilators*.

In this research, the researcher used descriptive qualitative method. The participants involved in this research were 100 students of the Second Semester Students of English Language Education of FKIP UIR. Meanwhile, to determine the sample in this research, the researcher used simple random sampling by the lottery. So, the sample in this research, the researcher took 25 students from the participant. In collecting the data, the researcher used two kinds of instruments, they were: questionnaire and interview. The researcher used three major phases of data analysis, namely: data reduction, data display, and conclusion: drawing/ verifying.

Based on the result in this research, the findings show that the types of visual learning style were diverger, assimilators, extrovert, sensing, intuition, sensing & intuition, sensing & diverger and intuition & diverger. Meanwhile for the dominant types of visual learning styles were sensing (24%) or 6 students. Then, another result from the types of visual learning styles, there were: intuition were 5 students (20%), extrovert were 4 students (16%), 3 students or (12%) in diverger, for the assimilators, sensing & intuition, sensing & diverger were 2 students (8%) and the last types of visual learning style were lowest is intuition & diverger (4%) or only 1 student.

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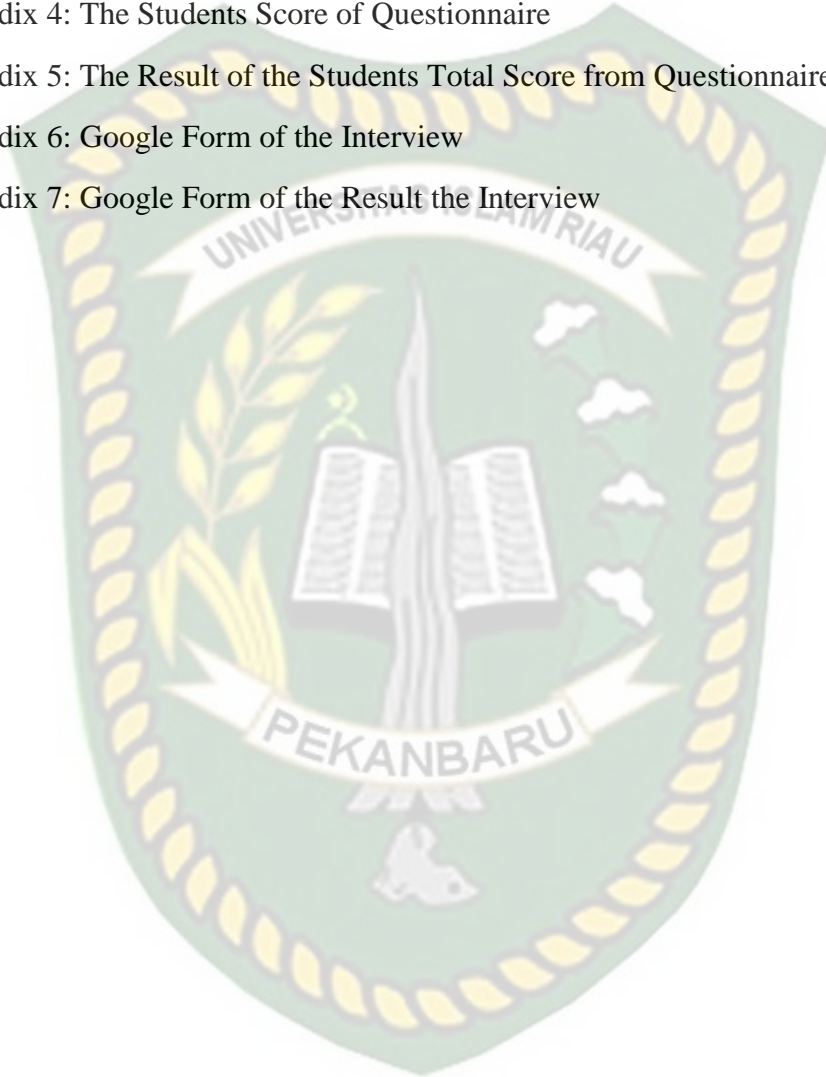
Appendix 3: Google Form of the Questionnaire Result

Appendix 4: The Students Score of Questionnaire

Appendix 5: The Result of the Students Total Score from Questionnaire

Appendix 6: Google Form of the Interview

Appendix 7: Google Form of the Result the Interview



## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Learning in general is a process, action, act or other thing done by people through learning to get knowledge or information, so that people can become a better. In addition, learning can also be interpreted as the acquisition of a matter in the form of knowledge from the unknown to know. According to Pritchard (2009) learning can be interpreted as follows: (1) as a change in a person's behavior from the results of experience that has been done before, (2) is a process to obtain some knowledge gained from the process of learning, experience and so forth. In addition, learning can defined as a change in behavior as a result of something that has been experienced before or as a result of previous experience, Lund (2010). As for one example of learning, namely; students who initially did not know about a thing such as how to pronounce a word or sentence in English, with the learning process that is taught by the instructor to pronounce the word or sentence, so that the students can pronounce it properly and correctly.

On the other hand, in this research focuses on learning English. Learning English is a learning process carried out by the students to be able to get knowledge about foreign languages, namely English through learning. Learning English is very important to learn, because the world are modern and growing rapidly, and many electronic media use English, so that by learning English, the students will not experience misunderstandings and difficulties with what they read. In addition, the students learn English at an educational level, learning English usually called Teaching English Foreign Language (TEFL) activities, which is the instructor

teaches the students about knowledge related to English. TEFL can be defined as a qualification (learning about foreign languages, can be in the form of English and others) which can be learned through open learning (free to study anywhere) or in the classroom, where there are teachers/ people with insight in their fields and students, Hadden (2013). So, the students get knowledge about English through people who have broad knowledge about English.

However, not all of the students in learning English can understand about it, because the students have different learning styles. In addition, levels of the students' skills in understanding English are different, so that when their students receive the information, the understanding obtained is also different. For example, the student who is only proficient in working on questions about writing and listening, so when the student is instructed to work on problems related to reading and speaking he/she will have little difficulty in solving the problem, because the level of understanding of the problem is lacking, and vice versa. Therefore, the students must be more active and diligent in honing their ability to learn English, so that they can improve their skills in writing, reading, speaking and listening.

In addition, there are several related phenomena in this study, one of them is about the learning style that are used by the students when they are learning, so they can affect the students' performances. When the learning process is ongoing, the students understand a subject matter depending on their learning style have, Assyari et al., (2020). So, the learning style can affect the students' ability to receive the material. In addition, the phenomenon includes: in the seventh semester students especially in class D of English language education of FKIP UIR consists of 27 students whose level of proficiency in English varies. Some of the students are



proficient only in the fields of writing, speaking and reading, writing and listening and others. So that the students are not proficient in the four skills that exist in learning English. Four skills in English, namely; speaking, listening, writing and reading. This can happen, because the students have different levels of understanding when the information provided is not in accordance with the learning styles possessed by each the students. However, whatever material is given by the teacher to the students, the students will try to understand what the contents of the material provided with the learning styles they have. Like, the teacher gives a picture to the students and ask to their students to describe about the contents of the picture. For the students who have a visual learning style, then he will be quick to solve and answer the problem than the students who have other learning styles, such as auditory, kinesthetic and read/ write.

Moreover, some of the phenomena like this that occur in some places of education especially in English language education of FKIP UIR. In order to create an understanding in the learning process between the students and teachers, the teachers should be able to understand the learning styles that are owned by their students. Vice versa, the students can improve their learning styles, so they can receive information and improve their learning abilities both inside and outside the classroom. So that their students will become a better in the future, can increase insight and have broad knowledge.

Nonetheless, not all of the students can find out the learning style that they have. So, when the students learn, they only understand the information that has been given, without knowing what learning styles they have. This resulted in their students not being able to fully improve their learning. If they understand the

learning style, for example like a student who already knows his learning style is a visual learning style, then he will improve his learning style by frequently viewing or watching material related to the lesson so that he can improve his learning abilities in class. The understanding of learning styles is a way carried out by someone to get information according to what they need. In addition, the definition of learning style can be defined as the way carried out by someone to receive new information by way of thinking, process and understanding of the information received, Allen et al., (2011). Meanwhile, according to Pritchard (2009) learning style defined as follows: (1) part of a person's way to obtain information or knowledge when studying and (2) as a habit or preference that someone does related to the field of educational learning when thinking, understanding information, and others in certain ways to gain broader knowledge.

Furthermore, there are several kinds of learning styles such as visual learning, auditory, read/ write and kinesthetic learning styles or commonly called VARK learning styles. The learning style can be seen from the characteristics of a student when studying in class. So, it can be seen how students understand the information provided by the instructor. According to Gardner et al., (2009) VARK learning styles focus on the events that occur to students about how students use their senses, such as how they listen to something, see, write, read, and also experiences that have happened to students when learning.

In addition, there are some the students who are dominant like the visual learning style. This has been proven by several researchers before. One of them is by Yuliani (2012), She was explained that, in English speaking of second grade SMA Unggala Sidoarjo were about 20 the students (67%) who liked the visual

learning style than the other learning styles, because most of the students were easier to remember and understand a material by seeing rather than listening. Then, they also have a good memory about something, because they like about the things such as; wrote down and visualize picture, word or number in their head.

Then, from some of the phenomena that have been described above, the researcher wants to analyze about the visual learning styles possessed by students, especially to the second semester students of English Language Education of FKIP UIR to find out about what visual learning styles they have. In addition, this research is very important because it will help students to improve their learning abilities, if their students already know about the learning styles they have. And also, the teachers will be easier to provide material and understanding to the students, because the teachers already know about the learning styles that are owned by each students.

Based on discussion above, the researcher conducted a research about the types of visual learning style that are owned by the students and what is the dominant visual learning style used by the students. So, the researcher interested to conduct a research entitled **“An Analysis of Visual Learning Style Used by the Second Semester Students of English Language Education of FKIP UIR”**.

## **1.2 Identification of the Problem**

Based on the phenomena that have been explained in the background, one of them is that the students in English speaking of second grade SMA Unggala Sidoarjo more dominant like the visual learning style than the other learning style which is about 20 students or 67%, this is because the students prefer to learn by seeing about the things directly with their eyes and can be easier to understand the material. In addition, there are some differences about the level of the students

understanding of the material provided, because the students have different learning styles from one another, so the understanding that the students get is different. For example, the students who have the ability to learn visual styles easily to describe a picture of a given problem, where the students sees an image then directly describes it, while for the students who have learning styles other than visual will have a little difficulty understanding what the meaning of an image. Therefore, the students need to understand what learning styles they have to be able to improve their learning abilities.

Then, there are several types of learning styles including; visual learning styles, auditory, kinesthetic and read/ write. Meanwhile, the learning styles will be investigated by the researcher is visual learning styles. As for the visual learning styles, there are five types namely; diverger, assimilators, extrovert, sensing and intuition. Then, the researcher also wants to find out what is the dominant visual learning style is used by the student.

### **1.3 Focus of the Problem**

Based on the identification of the problem, this research was focused to analyzing the types of the Visual Learning Style used by the second semester students of English language education of FKIP UIR. The researcher classified the types of visual learning style used by the characteristics of Fleming (2001). So, there are 5 types of learning style that suitable with the characteristics of Fleming's visual learning style, namely: diverger, assimilators, extrovert, sensing and intuition. Then, the diverger and assimilators learning styles are taken from the Kolb's Learning Style model (1984) and extrovert, sensing and intuition are taken from the Myers-Brigg Types Indicator (MBTI)/ Personality model (1975).

#### 1.4 Research Questions

There are some questions of this research:

- 1) What are the types of visual learning style used by the second semester students of english language education of FKIP UIR?
- 2) What are the dominant types of visual learning style used by the second semester students of english language education of FKIP UIR?

#### 1.5 Objective of the Research

Based on the research questions, the objectives of this research are:

- 1) To analyze the types of visual learning style used by the second semester students of english language education of FKIP UIR.
- 2) To find out the dominant types of visual learning style used by the second semester students of english language education of FKIP UIR.

#### 1.6 Significance of the Research

On the other hand, there are significance of the research will be presented as follows:

- 1) To find out about types and the dominant of visual learning style used by the second semester students of english language education of FKIP UIR.
- 2) To help the students to find out their learning style and can be a good learners.
- 3) To give the information to the teacher about the characters of students especially in Visual Learning Style (VLS) and they can understand about their student learning style.
- 4) Moreover, to add experience and knowledge to another field of education, especially in VLS for a better future.

## 1.7 Definition of the Key Terms

There are some terms of the research, there are:

### 1) Analysis

Analysis is a steps to analyze about the things. The definition of analysis based on Oxford Advanced Learner's Dictionaries (2020) daring, analysis is about investigating a particular study or thing in detail, so as to produce a conclusion that can be understood. In this research, analysis means that the researcher analyze about the types of visual learning style and the dominant of the visual learning style used by the second semester students of English language education of FKIP UIR. The way to analyze this research is that the researcher given a questionnaire to some students who have been predetermined.

### 2) Visual Learning Style

The word of visual can interpreted as viewing activities. Both seeing what is happening and others by using the eye senses. While, learning style is a special features or style using by someone in receiving the information or science in a different way from another. For the information is about knowledge in learning. According to (Priyatna, 2013), visual learning style can be defined as the students will get the information by seeing and reading. And every people has different ways of receiving information depending on their perspective. Because what we and they see, the meaning contained is not necessarily the same. In this research, visual learning style means that the researcher want to find out the types of visual learning style, there are five types of visual learning style, namely; diverger, assimilators, extrovert, sensing and intuition.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Definition of Visual Learning Style

In this chapter, the researcher mention and explain some the definition of visual learning style. There are some the definition of visual learning style according to some experts. One of them is according to Fleming (2001). The visual learning style theory was developed by Fleming and this theory is commonly referred to as VARK learning style. The definition of visual learning style according to (Norton, 2015), there are students who learn using a visual learning style, generally place more emphasis on vision such as looking at symbols, graphs or other things that can be seen directly with the eyes.

Moreover, another definition of visual learning style, according to (Pritchard, 2009), that is the way someone when learning by using his/ hers eyesight to process the information. This is because they prefer to see things clearly, so the information given when learning is faster to understand. So, after students see something in front of them like a picture and so on, then they think about what content is contained in it.

In addition, supported by another expert, where students who have a visual learning style focus more on their vision than on their hearing. According to (Syakir, 2014), visual learners are the students who study focus more on their vision, such as seeing pictures or evidence they can trust. So, visual learning style is a way for students when learning to focus more on their vision to receive and understand some information during their study.

Based on the definition of visual learning style above, the researcher concluded that visual learning style is a way for someone to think and examine the information received by focusing on the vision and then draw conclusions about what he has seen.

### **2.1.2 Characteristics of Visual Learning Style**

There are some of the characteristics about visual learning style according to some expert, one of them is according to (Rieger et al., 2016), there are several characteristics of visual learning style was adapted from VARK model, including: 1) students who have a visual learning style are usually more likely to talk more frequently when talking to others, 2) when receiving more information, the students using their senses in the form of eyes, 3) usually anything that seen by the eyes will affect the information students get (the intention is students get more information because of the factor of their vision/ eyes), and 4) as for the latter namely; besides students can receive information more often using vision, they can also receive information from gestures.

Moreover, the characteristics of visual learning styles above are supported by characteristics according to (Ockwel-Smith, 2017), namely students who have a visual learning style in accordance with those developed by Fleming before, namely: students are more likely and better when receiving information using their vision, such as seeing some images, graphics and others and usually prefer things related to imaginative. For example, when students are asked to imagine or draw something then explain something and they can do it well. So, students who have a visual learning style can describe something in their mind which it cannot be done by others.



In addition, there are several characteristics of visual learning style according to Fleming (2001) in (Mangal & Mangal, 2019a), he claimed that the students who have a visual learning style model will be more interested and understand, if they see directly what information is conveyed by others, such as when seeing a picture students will begin to imagine about the picture in order to get information, then see visual aids such as diagrams and the like. So, the main characteristics are students who are interested in learning by using their eyes rather than ears to get information, such as looking at pictures and then students are thinking and imagining, so that they get information and so on.

Based on the several characteristics above, the researcher concluded that the characteristics of the visual learning style are as follows: 1) likes to talk to others and when speaking the frequency of speech is very high/ fast when talking, 2) when receiving the information is more likely to use their vision, then understand the meaning contained in it, 3) in addition, to receiving information by looking at pictures and so on, and the students can also receive information through the gestures of others, and 4) students who have a visual learning style are more likely to like things related to imagination, when the student sees something, then she/he imagines something and get his/ hers own understanding that is different from the opinions of others.

### **2.1.3 Types of Visual Learning Style**

There are several types of visual learning styles seen from learning style models such as the Kolb's learning style model (1984) and the Myers-Briggs Type Indicator (MBTI)/ Personality model (1975). There are four learning styles of the Kolb's model namely; convergent, assimilator, divergent and accomodator. If seen from each characteristic of Kolb's learning style model, there are only two types of

learning styles that can be classified as visual learning styles, namely divergers and assimilators. As for the MBTI learning style model/ personality, which are included in the visual learning style based on its characteristics there are three namely; extrovert, sensing and intuition. So, both of these learning style models can be categorized as one type of visual learning style because each of these learning styles has characteristics that correspond to the visual learning style model Fleming (2001).

The explanation of the types of visual learning styles is as follows:

1. Kolb's Learning Style Model (1984)

Kolb's Learning Style model is one type of learning style that can be classified as a visual learning style. According to (Pritchard, 2009), Kolb's Learning Style model that is each individual has a learning style that has been classified into two dimensions, namely; concrete experience mode or abstract conceptualisation mode and active experimentation mode or reflective observation mode. In other hand, there are four models of Kolb's learning style, namely; diverger, assimilator, converger and accomodator. But, in this research only use two types of Kolb's learning style, there are diverger and assimilator because this type can classified into visual learning style from the characteristics of them.

- 1) Diverger

Diverger is a learning style that is combined by concrete experience (CO) and reflective observation (RO). Concrete experience (CO)/ feeling is how someone can understand information through examples or learn from concrete experiences. According to (Kolb, 2015), people who have a diverger learning style are usually more dominant in concrete experience

and reflective observation, where the person has the ability to be imaginative and aware of certain things, which he/she learns from experience and others then make an observation or action according to his/ hers opinion or experience.

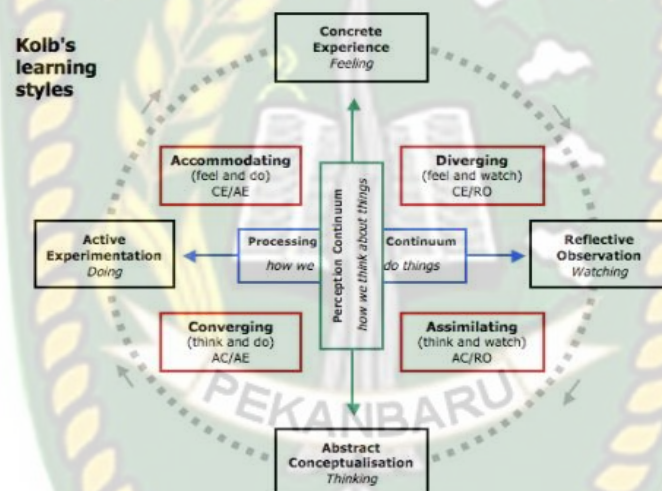
In addition, there are several characteristics of diverging learning style and learner's characteristics in diverging (feeling and watching) of Kolb's Learning Style model according to (Mangal & Mangal, 2019b), there are: students who have a diverging learning style will have the ability to experience concrete and reflective observation, which is another name for concrete experience is feeling and watching for reflective observation. The characteristics of students who have this learning style are; have a high ability of imaginative and emotional when they receiving the information, have an interest in a very broad culture and also very interested in people around, so it's easy to find friends anywhere, usually students or someone who has a diverger learning style will have a pretty good ideas, when concluding something and can look at concrete situations and see about the things from a different perspective.

## 2) Assimilators

The second types of visual learning style is assimilators or can called combination among abstract conceptualisation and reflective observation. Abstract conceptualisation (thinking) that is, where students learn through thinking in the form of logical ideas that are arranged systematically and also develop theories or ideas to solve problems in receiving information or when learning. In other hand, reflective observation (watching) that is,

students learn by observing about the things then draw a conclusion from the results of these observations. According to (Kolb, 2015), people who have an assimilator learning style are usually more dominant in the ability of abstract conceptualization and reflective observation, where the person thinks logically about theories related to problems then watching or observes the information and draws conclusions from the observations.

Meanwhile, for the dimensions of Kolb's Learning Style model, according to (Kolb, 2013), as follows:

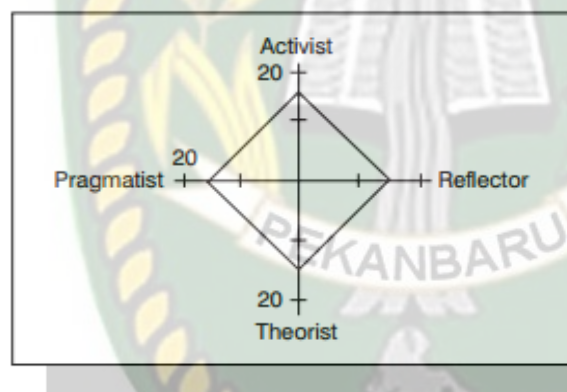


From the picture above, it is clear that assimilators are a combination of abstract conceptualization and reflective observation and diverger, which is a combination of concrete experience and reflective observation.

On the other hand, Kolb's learning style model related with Honey-Mumford learning style model (1986), where the diverger learning style is the same as the reflector learning style and theorist is the same as the learning style assimilators in Kolb's learning style. According to (Pritchard, 2009), students who have reflector learning styles are more interested in

gathering a lot of information then concluding something based on that information. In addition, they are interested in observing a picture including previous experiences and perspectives of others and they will come to a conclusion when they are looking at and listening to other people's ideas or opinions and based on their own knowledge and opinions about it. As for the theorists of learning styles, students can observe how one observation is related to another. Usually they observe the things based on basic theories or concepts and they have well-organized minds.

Below, the diagramming drawing of Honey-Mumford learning style model (1986) in (Pritchard, 2009) as follows:



**Figure 5.1** A typical Honey and Mumford 'kite'

Therefore, Kolb's Learning Style theory is related to Honey-Mumford theory. Then the questionnaire will be used in this study adapted from Kolb's Learning Styles, which is a reference source from Honey and Mumford. This questionnaire is used to find out about student learning styles, whether using diverger learning styles (reflective) or assimilators (theoretical). Meanwhile, to find out about learning style of extrovert, sensing and intuition will be used the questionnaire from Briggs and Myers.

Then, this learning style can also be classified into the Fleming (2001) about visual learning style, because the characteristics possessed by this learning style are the same as the visual learning style. Such as using vision to analyze something together.

## 2. Myers-Briggs Type Indicator (MBTI) Model/ Personality (1975)

The next types of visual learning style is Myers-Briggs Type Indicator (MBTI) model (1975). According to (Pritchard, 2009), a method used by individuals to improve their personality and usually used in testing one's talent for a job that is needed, and MBTI is also used as a tool to investigate the various types of personalities that each individual has. In addition, classified each individual of MBTI model follow based on the Psychological theory developed by Carl Jung. There are 8 types of MBTI model, but in this research only use 3 types, namely; extrovert, intuition and sensing. The 8 types of MBTI is according to (Yechezkel & Ruth, 2011), there are 8 types of MBTI models, namely; Extraversion (E), Introversion (I), Sensing (S), iNtuiting (N), Thinking (T), Feeling (F), Judging (J) and Perceiving (P). The researcher only choose 3 types of MBTI model because the characteristics in these types of learning styles in MBTI model can be classified into visual learning styles according to Fleming (2001).

### 1) Extrovert (E)

Students who are interested in the people around or often talk to others can be categorized as extroverted learning styles. This learning style is the opposite of the introvert learning style, where the introverter learners do not like being in peace and can only interact with certain people. According to (Yechezkel & Ruth, 2011), extrovert is someone who has personality traits

such as talking more to others and having a louder voice, very active and enthusiastic about a certain thing, likes to interact in groups and interact directly, and when they do something, they do the action or speak first rather than thinking.

However, the characteristics of extroverts of MBTI model is according to (Pritchard, 2009), there are: students with extrovert learning styles have several characters including; 1) very interested learning in a group, 2) when they want to do something, they prefer to see how other people do the something then they do it, 3) to obtain and understand about the material usually the students seeing the result/ example first and then try to understand about it and also they talk to others people to get more understanding, and 4) students with this learning style are also more interested in trying to do something first than thinking about it. As for the strength of this learning style that is, they are better when studying with friends rather than studying alone. In addition, they learn by trying to do something by seeing and listening from what others say and do. And when they are having difficulty with a matter or information they have, they can solve with other people, namely by talking to others.

## 2) Sensing (S)

Sensing is a learning style where students use their feelings when assessing something they have seen, such as when watching a film, they will feel and understand the existing storyline. According to (Yechezkel & Ruth, 2011), someone who has a sensing personality then he/she will think more of using their senses such as sight, hearing, touch senses and others in

judging something and will focus on the present, besides that they like things that are clearly and specifically shown that can be seen with the eye and think about something using feelings about the possibilities that can occur based on what they see.

Furthermore, according to (Pritchard, 2009), there are several characteristics and strength of sensing learning style of MBTI model, there are: students who have sensing learning styles usually have clear goals, are more careful when doing something, prefer practical tasks and ideas, and also having a good memory to the things/ facts they see and often take steps at one time or completing a matter in one particular time. In addition, the strength of sensing learning styles are; they better learn to use computers or others, where they can see and listen and can be touched by what they see before, so they can understand what they have learned.

### 3) Intuition (N)

The last type of learning style of MBTI model is intuition. The students are interested in imagining a problem in order to solve the problem. According to (Pritchard, 2009), students who have an intuition learning style, usually have the ability to imagine about a matter in the form of a problem in order to solve it or use instinct and understanding an image before they begin the given task. Meanwhile, the definition of intuition by Pritchard supported by (Yechezkel & Ruth, 2011), intuition is someone who thinks and believes with imagination, like seeing a big picture then they imagine about things related to the picture into one more detailed meaning.



On the other hand, the characteristics of students who have intuition learning style of MBTI model is according to (Pritchard, 2009), there are several characteristics of intuition, including: 1) students with intuition learning styles usually prefer to read and listen about something, 2) usually more interested in a problem that can use imagination, 3) prefer to start thinking about ideas or new information than existing information, and 4) interested in a picture that has a broad meaning rather than a more detailed meaning.

## 2.2 Relevance Studies

There are some relevance studies of this proposed research, they are:

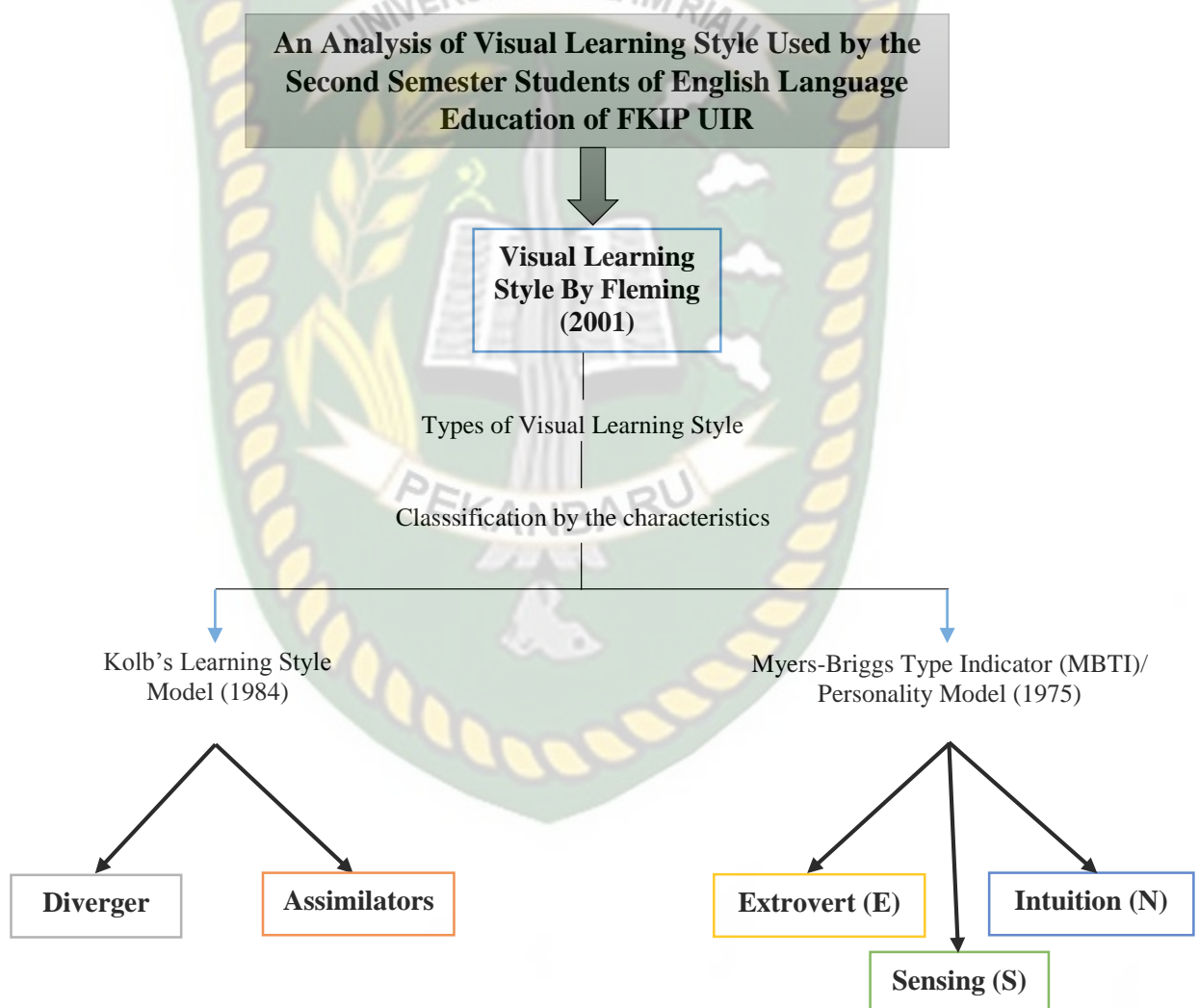
1. (Izzati, 2017) with her study entitled: An Analysis of Students' Learning Style in Speaking Skill at the Second Semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the Academic Year of 2016/2017. The aims of this research is to know about students' learning style in speaking skill. In addition, in this research, the researcher used qualitative research method and used purposive sampling technique to determine the sample. Then, the result showed that the most of the student have good attitude and used assimilating (85%), assimilating means that, if the student will speaking inside or outdoor, she/he have to watching and thinking. Another result showed that 70% used left brain, 60% used kinaesthetic and tolerance ambiguity and 40% used ambiguity.
2. (Yuliani, 2012) with her study entitled: An Analysis of Students' VAK Learning Styles and Strategies in English Speaking of Second Grade at SMA Unggala Sidoarjo. The aims of this research is to find out about students' learning style and the strategies used by students who have visual, auditory and kinesthetic

learners in English Speaking . In addition, the researcher used some of the method such as questionnaire (Learning Style Survey by Rebecca Oxford 2001), observation and interview. Then, the result of this research showed that the most of student used visual learning style (67%) and there are 3 students (10%) used auditory learning style and 7 students (23%) used kinesthetic. So, the students dominant used visual learning style than kinesthetic and auditory.

3. (Fatimah, 2017) with her study entitled: A Descriptive Study of Fleming's Theory Based on VARK (Visual, Aural, Read/ Write, Kinesthetic) of Learning Style in Learning English used by the Eleventh Grade Students of MAN Salatiga in the Academic Year of 2017/ 2018. The aims of this research is to find out the types of learning style and analyze how the learning strategies used by the eleventh grade students of MAN Salatiga. In addition, the researcher used mixed method by combining quantitative and qualitative research and the data was collected by using questionnaire and interview. Meanwhile, the result of this research showed that the most of student preferred style is Aural and Read/Write (AR). In other result showed that there are 20 students whom the strategies are suitable with their learning style preferences and only 4 students who do not study at home. The last, 8 students not appropriate yet between their learning style preference with their strategies.
4. (Wiranto, 2018) with his study entitled: An Analysis of Learning Styles on English of the First Grade Students at SMAN 9 Pekanbaru. The aims of this research is to find out about learning style they used based on Model Willing's Learning Styles. In addition, the researcher used descriptive qualitative research and the data was collected by using questionnaire, interview and documentation.

Then, the result of this research showed that the most of students used communicative learning styles (15 students of 38 participants in this research) and 11 students used authority-oriented learning style. Another result showed that only 3 students used multiple learning style and 4 students used concrete learning style, and the last 5 students used analytical learning style.

### 2.3 Conceptual Framework



Based on the conceptual framework above, this research entitled “An Analysis of Visual Learning Style Used by the Second Semester Students of English Language Education of FKIP UIR”. In this research will use the theory of

Fleming (2001) about visual learning style, and for the types of visual learning style use the models of Kolb's Learning Style (1984) and Myers-Briggs Type Indicator (MBTI) model/ personality (1975) in learning style. There are 5 types of visual learning style will use in this research, namely: diverger, assimilators, extrovert, sensing and intuition. This types have done classified based on the characteristics of visual learning style by Fleming (2001).

#### **2.4 Assumption**

Assumptions for this research is to analyze the types of visual learning style and to find out the dominant types of visual learning style used by the second semester students of english language education of FKIP UIR and give the information to the teachers about the types of visual learning style. The researcher assumes that the second semester students are dominant in extrovert, because most of the students are be able to talk more to the people around them and be able to quickly adjust to their environment.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research used a descriptive qualitative research design to identify and explain the information. According to (Creswell, 2014), qualitative research is an approach taken to understand and investigate the meaning associated with problems that exist in human beings or social problems. So, the researcher took a problem, and then the problem was observed, analyzed, and then understood to get the meaning contained in the problem and explained it in the form of a description so that the reader can easily understand what they read. In this research, the researcher analyzed the types of visual learning style and found the dominant visual learning style used by the second semester students of English Language Education of FKIP UIR. There are five visual learning style focused on this research, namely: diverger, assimilators, extrovert, intuition and sensing.

#### 3.2 Source of Data

The definition source of data by Dimiyati (2013) the source of data is where the data is obtained, whether from the subject or object of research. This research conducted at the Islamic University of Riau. It is located on Jl. Kaharuddin Nst No.113 Pekanbaru. Meanwhile, the time of the research was carried out on June 24-26, 2020. The researcher chose the Islamic University of Riau because the researcher was interested to analyze the types of visual learning styles and found out the dominant of the visual learning style used by the second-semester students in the English Language Education of FKIP UIR. The participants of this research were 100 students. From 100 students, the researcher selected several students to be sampled in this research. In addition, the definition of sampling is a part of the

participant that had certain characteristics, Sugiyono (2013). In this research, the researcher used simple random sampling and the sample took 25 students by the lottery because the sample took from the population were homogeneous. This was supported by Sugiyono (2013) that is, the number of samples taken does not have a certain level of the participant used for research.

Furthermore, for the research instrument of this research, the researcher used the questionnaire and interview. So the data collected through a questionnaire and interview. A questionnaire is a piece of writing obtained from various media and done in many ways then given to others to get answers from research, Brace (2008). In this research, the researcher used the questionnaire adapted from Kolb's Learning Style (1984) And Myers-Briggs Type Indicator (1975). Besides, the types of the questionnaire were closed questionnaire. The researcher chose a closed questionnaire because the respondent only answers "agree" or "disagree" with the statement. If the respondent answers the statement agree or disagree, they can put a checklist. A closed questionnaire is the respondents only choose the answers that have been provided, Febliza & Afdal (2015). Besides, in this research, the researcher also used the interview. Interview is a dialogue that contains several questions to obtain information from the interviewer and the respondents conducted directly or indirectly, Febliza & Afdal (2015). Meanwhile, for the interview questions in this research according to indicators from Kolb's Learning Style (1984) And Myers-Briggs Type Indicator (1975), there were: extrovert, sensing, intuition, diverger, and assimilators. The researcher made 3 questions for each indicator, so the number of all the questions used in the interview were 15 questions and validated by the advisor, because it is accordance with the existing the indicators,

so that it can be used as an instrument in this research. This interview used to strengthen the answers of the questionnaire, which is to interview the students who have the most dominant and the lowest type of visual learning style.

On the other hand, the questionnaire consists of 50 statements used options agree and disagree. For the respondents gave the questionnaire statements were 25 students of the Second Semester Students of English Language Education of FKIP UIR. In addition, the researcher used the questionnaire statement adapted from Kolb's Learning Style (1984) And Myers-Briggs Type Indicator (1975). The researcher adapted the questionnaire statement because in the content of Kolb's Learning Style have several indicators, there were; diverger, assimilators, converger and accomodator. So, the researcher chose and took the questionnaire statement based on the indicators that are in accordance with the research, namely diverger and assimilators. Meanwhile, the questionnaire statement of Myers-Briggs Types Indicator also had some of the indicators, namely: extrovert, introvert, sensing, intuition, thinking, feeling, judging, and perceiving. Then, the researcher classified several learning styles according to the characteristics of Flemings' visual learning style. Then, the types of learning styles that can be categorized as visual learning styles were extrovert, sensing, and intuition.

For the table of the number item distributions of the questionnaire used in this research as follows:

**Table 3.2.1 The Blue Print of Questionnaire the Second Semester Students of English Language Education of FKIP UIR by Kolb (1984) and Myers-Briggs (1975)**

No	Indicators	Number of Item	Total
1	Diverger	31, 32, 33, 34, 35, 36, 37, 38, 39, 40	10
2	Assimilators	41, 42, 43, 44, 45, 46, 47, 48, 49, 50	10
3	Extrovert (E)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
4	Sensing (S)	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
5	Intuition (N)	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
Total		50	

Meanwhile, for the interview questions in this research according to indicators from Kolb's Learning Style (1984) And Myers-Briggs Type Indicator (1975), there were: extrovert sensing, intuition, diverger and assimilators. In addition, the interview gave to the students was determined based on the results of the questionnaire, namely the students who have the most dominant and the lowest type of visual learning style through the link provided by the researcher. So, the number of all the respondents were 7 of 25 students of the Second Semester Students of English Language Education of FKIP UIR.

Then, for the table of the number item distributions of the interview used in this research as follows:



**Table 3.2.2 The Blue Print of Interview of the Second Semester Students of English Language Education of FKIP UIR by Kolb (1984) and Myers-Briggs (1975)**

No	Indicators	Questions
1	Extrovert	<ol style="list-style-type: none"> <li>1. Apakah kamu pendengar yang baik di dalam sebuah kelompok? Berikan alasannya! (Are you a good listener in a group? Give the reason!)</li> <li>2. Apakah kamu suka melihat salah satu temanmu memberikan beberapa informasi dengan suara lantang dan menggunakan beberapa gerakan tubuh? (Do you like to see one of your friends give some information out loud and use some of gestures?)</li> <li>3. Apakah kamu dapat dengan mudah memahami informasi yang diberikan temanmu tersebut? Apa alasannya? (Can you easily to understand about the information provided by your friend? What is the reason?)</li> </ol>
2	Sensing	<ol style="list-style-type: none"> <li>1. Apakah kamu dapat dengan mudah menghayati, memahami dan tersentuh dengan sebuah film yang baru saja kamu tonton? Mengapa? (Can you easily to appreciate, understand and be touched by a film that you just watched? Why?)</li> <li>2. Apakah kamu dapat dengan mudah mengingat kembali apa yang baru saja kamu tonton? Berikan alasannya! (Can you easily to remember what you just watched? Give the reason!)</li> <li>3. Apakah kamu menyukai sebuah fakta/ pernyataan? Apa alasannya? (Do you like a fact/ statement? What is the reason?)</li> </ol>
3	Intuition	<ol style="list-style-type: none"> <li>1. Apakah kamu tertarik untuk menyelesaikan masalah dengan mengimajinasikan terlebih dahulu masalah tersebut? (Are you interested in solving problems by first imagining the problem?)</li> <li>2. Setelah kamu berimajinasi tentang suatu permasalahan, apakah kamu akan berpikir mengenai ide/ informasi yang berkaitan dengan permasalahan tersebut, sehingga mendapatkan suatu kesimpulan yang lebih jelas? (After you imagine about a problem, will you think about ideas/ information related to the problem, so that you get a clearer conclusion?)</li> <li>3. Apakah kamu lebih tertarik dengan orang yang memiliki cara berpikir dengan menggunakan imajinasinya, sama seperti dirimu? Apa alasannya? (Are you more interested in people who have a way of thinking using their imagination, just like you? What is the reason?)</li> </ol>

4	Diverger	<ol style="list-style-type: none"> <li>1. Apakah kamu sering mengambil kesimpulan dengan hati-hati sehingga kesimpulan tersebut sesuai dengan hasil observasi yang telah kamu lakukan? (Do you often draw conclusions carefully, so that the conclusions are suitable with the results of the observations you have been to do?)</li> <li>2. Apakah kamu sering mencari beberapa sumber informasi yang jelas, sehingga kamu dapat berpikir jauh lebih baik dan mendapatkan data yang lebih akurat? (Do you often look for some clear sources of information, so you can think far better and get more accurate data?)</li> <li>3. Apakah kamu menyukai tentang perbedaan perspektif? Apa alasannya? (Do you like the difference in perspective? What is the reason?)</li> </ol>
5	Assimilators	<ol style="list-style-type: none"> <li>1. Apakah kamu menyukai hal-hal yang bersifat logis? (Do you like things that are logical?)</li> <li>2. Apakah kamu sering mengaitkan hal-hal yang bersifat logis dengan teori yang ada, sehingga mendapatkan hasil observasi yang jelas dan sesuai? (Do you often associate things that are logical with existing theories, so that you get clear and appropriate observations?)</li> <li>3. Apakah kamu sering menyelesaikan setiap masalah dengan cara bertahap/ terstruktur? Apa alasannya? (Do you often solve each problem in a gradual/ structured way? What is the reason?)</li> </ol>

### 3.3 Data Collection Technique

The data collection technique was several steps used by the researcher to obtain the data. Sugiyono (2013) data collection techniques can be done in various ways or sources, for example through questionnaires and are the primary source where data is directly obtained from the respondents. In this research, the researcher used the instrument in the form of a questionnaire and interview. Meanwhile, the data took directly from the respondents through the link provided by the researcher.

There are several steps in the data collecting technique done by the researcher in this research. For the first, the researcher collected the data from the

questionnaire, there are: 1) the researcher was determined several the respondents gave a questionnaire; 2) then, the questionnaire distributed to the respondents through a predetermined link; 3) the researcher waited for the respondents to answer the questionnaire gave through the link; 4) after that, the researcher saw the results of the questionnaire answers in the link; and 5) finally, the researcher calculated and analyzed the results of the questionnaire. Then, from the result of the questionnaire, the researcher collected the data from the interview, there are: 1) the researcher distributed some of the interview questions to the 7 of 25 students through a predetermined link; 2) then, the researcher waited for the respondents to answer the interview questions through the link; 3) after that, the researcher saw the results of the interview answers in the link, and 4) finally, the researcher analyzed and drew a conclusion from the interview.

### **3.4 Data Analysis Technique**

Data analysis was a very important step conducted in this research. Also, the data analysis used to obtain some of the data results in this research. To found the results of the research, the researcher needs to do some of the data analysis techniques. There are 3 stages of the data analysis techniques, namely; data reduction, data display, and conclusion (drawing/ verifying). This supported by Siyoto & Sodik (2015) there are several stages in the data analysis process included data reduction, data display, and conclusion: drawing/ verifying. There were several steps for analyzed the data: 1) first, the researcher did the data reduction, that is the researcher did summarize the data to be more specific, that is the researcher was classified each learning style following the results of a questionnaire were filled out by the students, namely: Diverger, Assimilators, Extrovert, Sensing, and Intuition.

Meanwhile, for calculating the results of the questionnaire, the researcher collaborated with the Guttman scale. Febliza & Afdal (2015) namely, the number of scores for the respondents who answered agreed (by putting a checklist) got 1 point, conversely, those who answered disagreed (by putting a checklist) got 0 points. So, each number was filled out by agree got 1 point, if not agree to be got 0 points. Then add up the indicators and group them according to learning styles. Then, the researcher analyzed the results of the interviews obtained after conducted the questionnaire; 2) after that, display data, that is, the researcher displayed the results of the data in the form of descriptive by looking for a percentage or amount of each type of visual learning style add up before from the questionnaire. The formula found out the percentages according to (Rukajat, 2018), to analyze the data descriptively using the following formula:  $P = \frac{f}{n} \times 100\%$ ,  $n = 25$ , where P is the percentage figure, f is the number of the respondents individually (the number of the students after being grouped into their respective types of learning styles) and n is the number of samples taken; and 3) the last, draw conclusions, that is, the researcher drew the conclusions from the data analysis process carried out previously. For example, “So, the type of extrovert learning style more dominantly used by the second-semester students as many as 10 people (40%).”

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Description

The description of the data in this research described the result of qualitative from the instrument in the form of a questionnaire about the types of visual learning style gave to the respondents predetermined by 25 students and interview through the link provided by the researcher to the respondents. Besides, the number of respondents for the interview was 7 students, there were: student2, student7, student8, student12, student17, student20, and student4. Meanwhile, the respondents in this research were the second semester students of English Language Education of FKIP UIR.

##### 4.1.1 Visual Learning Style Used by the Second Semester Students

In this research, the researcher distributed some of the questionnaires about the types of visual learning style to 25 students of the second semester students as a sample of this research and for the instrument in the form of interviews, the researcher distributed interview questions through the links were available to 7 predetermined students. It was done on June 24-26, 2020. Also, the number of interview questions used in this research was 15 questions (saw in appendix 6). Meanwhile, the questionnaire consisted of 50 statements (saw in appendix 1 & 2). The students only chose one answer by a checklist based on the options that they prefer and one statement only has one answer. Then, the format of the answer from the statement as follows:

Agree = 1

Disagree = 0

## 4.2 Data Analysis

### 4.2.1 Visual Learning Style Used by the Second Semester Students of English Language Education of FKIP UIR

In this research, the researcher shared the questionnaires through the link to 25 students as samples. After that, the researcher analyzed and drew conclusions from the results of the questionnaires and then, made the percentage from 50 items that consists of 10 questions for each type of visual learning style. The types of visual learning style namely: extrovert, sensing, intuition, diverger, and assimilators. Meanwhile, to get the data from the interview, the researcher shared the interview questions through the link to 7 students. Then, the researcher analyzed and concluded the results of the interview. Meanwhile, the number of interview questions in this research were 15 questions.

Furthermore, the result and score from the questionnaire can see appendix 3 & 4. Meanwhile, the result of the interview can see appendix 7. However, in this research, the researcher classified the types of visual learning styles used by the second semester students based on their scores of the questionnaire. Based on their score, the students have a different style of learning. In addition, based on their score were classified to the types of visual learning style (saw in appendix 5), the researcher classified the types of visual learning style used by the second semester students and made percentages with the formula was mentioned before, that is  $P = \frac{f}{n} \times 100\%$ ,  $n = 25$ . Meanwhile, the explanation in detail about the types of visual learning style was classified by the researcher and made percentages based on the data as follows:

**Table 4.2.1.1 The Percentage Result of the Extrovert Learning Styles Based on the Result of Students Total Score from Questionnaire**

No	Name	Total
1	Student6	$P = \frac{f}{n} \times 100\%$ $P = \frac{4}{25} \times 100\%$ $P = 16\%$
2	Student11	
3	Student15	
4	Student24	

Based on the data above, it can be concluded that there are four out of 25 students or if it is made the percentage becomes 16% who prefer extroverted learning styles when studying. The students are student6, student11, student15, and student24. This can be seen from the results of the total answers to the questionnaire that the students have filled in (saw appendix 6), where students prefer things related to extroverted indicators rather than other learning style indicators.

**Table 4.2.1.2 The Percentage Result of the Sensing Learning Styles Based on the Result of Students Total Score from Questionnaire**

No	Name	Total
1	Student2	$P = \frac{f}{n} \times 100\%$ $P = \frac{6}{25} \times 100\%$ $P = 24\%$
2	Student7	
3	Student8	
4	Student12	
5	Student17	
6	Student20	

Based on the percentage results above, the researcher concluded that students prefer sensing learning styles more than the previous learning styles, namely extrovert. This can be seen from the large number of students who choose this learning style, namely there are 6 out of 25 students, or if the percentage is 24%

prefer the sensing learning style. Meanwhile, the other 4 students prefer extroverted learning styles when studying. As for seeing the results of the total answers from the questionnaire about sensing learning styles that have been filled in by students, it can be seen in appendix 5.

**Table 4.2.1.3 The Percentage Result of the Intuition Learning Styles Based on the Questionnaire Result**

No	Name	Total
1	Student1	$P = \frac{f}{n} \times 100\%$ $P = \frac{5}{25} \times 100\%$ $P = 20\%$
2	Student10	
3	Student19	
4	Student22	
5	Student25	

Based on the table above, the researcher concluded that there were some students who chose learning styles other than sensing and extrovert. This is shown in the table 4.2.1.3, there are about 20% or 5 students, namely student1, student10, student19, student22, and student25 who agree to use this type of intuition learning style when they are learning. This is in accordance with the results of the total answers from the questionnaire that they have filled in the link provided by the researcher. So, it can be said that the intuition learning style is chosen more than the extroverted or intuition learning style is the second learning style after the sensing learning style.



**Table 4.2.1.4 The Percentage Result of the Diverger Learning Styles Based on the Result of Students Total Score from Questionnaire**

No	Name	Total
1	Student5	$P = \frac{f}{n} \times 100\%$ $P = \frac{3}{25} \times 100\%$ $P = 12\%$
2	Student9	
3	Student14	

Based on the table 4.2.1.4 above, the researcher concluded that there were only 3 or about 12% of students who chose the diverger learning style rather than the intuitive learning style. This can be proven through the answers from the questionnaire (saw appendix 5) and the percentage results above. When viewed by the number of students who choose the learning style mentioned above, the diverger learning style is the fourth learning style after the extroverted learning style.

**Table 4.2.1.5 The Percentage Result of the Assimilators Learning Styles Based on the Result of Students Total Score from Questionnaire**

No	Name	Total
1	Student13	$P = \frac{f}{n} \times 100\%$ $P = \frac{2}{25} \times 100\%$ $P = 8\%$
2	Student21	

In table 4.2.1.5 above, it can be seen that student13 and student21 chose the assimilators learning style rather than the diverger learning style. This can be seen from each of the tables above, namely there are 3 students who choose the diverger learning style, while the assimilators are only 2 or 12% of the students. So, students who choose this learning style are much less than other learning styles, such as extrovert, intuition, sensing, and diverger.

**Table 4.2.1.6 The Percentage Result of the Sensing & Intuition Learning Styles Based on the Result of Students Total Score from Questionnaire**

No	Name	Total
1	Student3	$P = \frac{f}{n} \times 100\%$
2	Student16	$P = \frac{2}{25} \times 100\%$ $P = 8\%$

From the percentage results above, the researcher concluded that not only the assimilators' learning styles had only 2 students, in fact in table 4.2.1.6 it shows that there are 2 students or about 8% who choose a mixed learning style between sensing & intuition. So, based on these data, the number of the students for assimilators learning styles with mixed learning styles between sensing & intuition is the same, namely 2 students or around 8%.

**Table 4.2.1.7 The Percentage Result of the Sensing & Diverger Learning Styles Based on the Result of Students Total Score from Questionnaire**

No	Name	Total
1	Student18	$P = \frac{f}{n} \times 100\%$
2	Student23	$P = \frac{2}{25} \times 100\%$ $P = 8\%$

Based on the results shown in table 4.2.1.7, the researcher concluded that there were 2 students who chose a mixed learning style between sensing & diverging, namely student18 and student23. In addition, when viewed from the percentage results above, there are 3 types of learning styles that have the same number of students and the percentage of results, namely assimilator learning styles, mixed learning styles between sensing & intuition, and sensing & diverging, namely 2 students or about 8%.

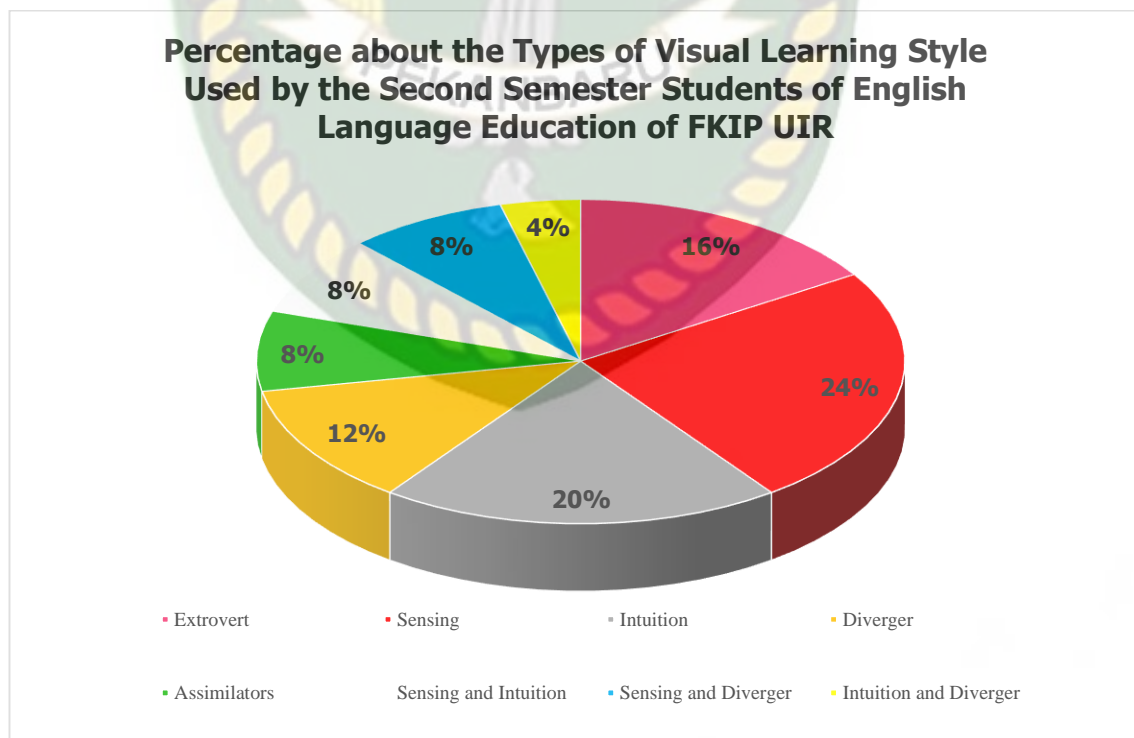
**Table 4.2.1.8 The Percentage Result of the Intuition & Diverger Learning Styles Based on the Result of Students Total Score from Questionnaire**

No	Name	Total
1	Student4	$P = \frac{f}{n} \times 100\%$ $P = \frac{1}{25} \times 100\%$ $P = 4\%$

In the table above, it can be seen that there is only 1 student or about 4% who choose a mixed learning style between Intuition & Diverger. So, this learning style is the lowest type of learning style used by students when learning compared to the learning styles previously described by the researcher.

On the other hand, there are several types of visual learning style based on the percentage result above and it showed in the diagram below:

**FIGURE 3**



Based on the result above, the researcher found that the types of visual learning styles used by the second-semester students of English language education of FKIP UIR namely: extrovert, sensing, intuition, diverger, and assimilators. After the data analyzed, some of the students had some visual learning styles namely: sensing & intuition, sensing & diverger, and intuition & diverger. Meanwhile, the dominant types of visual learning styles used by the second-semester students based on the result above were sensing style, 6 students (24%). Then, another percentage from the types of visual learning style, there are: intuition learning style were 5 students (20%), extrovert learning style were 4 students (16%), diverger learning style were 3 students (12%), for the assimilators, sensing & intuition, and sensing & diverger were 2 students (8%) and the last types of visual learning style were intuition & diverger (4%) or only 1 student and it was the very lowest percentage in this types of visual learning style.

On the other hand, after the researcher analyzed the data based on the questionnaire, then, the researcher also analyzed interviews to get more accurate results from the questionnaire above. Especially for the students who had the dominant and lowest type of visual learning style. Then, the result of the research from the interviews as below:

**Table 4.2.1.9 The Interview Result of the Extrovert Learning Styles**

Questions	Answer
1. Apakah kamu pendengar yang baik di dalam sebuah kelompok? Berikan alasannya! (Are you a good listener in a group? Give the reason!)	<b>Student2:</b> Not really, because I am not a good listener. <b>Student7:</b> Sometimes, because saya lebih suka untuk melihat sesuatu dengan jelas seperti menonton film daripada harus mendengarkan seseorang yang berbicara. <b>Student8:</b> Not really, because hal itu membosankan. <b>Student12:</b> Not, because I feel bored being a listener.

	<p><b>Student17:</b> No really, because mendengarkan itu hal yang membosankan bila tidak melihat sesuatu secara langsung.</p> <p><b>Student20:</b> No really, because I more be like to watching about the something rather than just listening.</p> <p><b>Student4:</b> Yes, but do not listen too much. If more be listen, so i can feel bored.</p>
<p>2. Apakah kamu suka melihat salah satu temanmu memberikan beberapa informasi dengan suara lantang dan menggunakan beberapa gerakan tubuh? (Do you like to see one of your friends give some information out loud and use some of gestures?)</p>	<p><b>Student2:</b> Sometimes.</p> <p><b>Student7:</b> Yes, but not very happy.</p> <p><b>Student8:</b> Not really.</p> <p><b>Student12:</b> No, because I am more pleased with the information on TV, movies and so on.</p> <p><b>Student17:</b> A little like, because I sometimes have difficulty understanding the information conveyed.</p> <p><b>Student20:</b> Not really.</p> <p><b>Student4:</b> I like it, but the information provided is sometimes not what I understand.</p>
<p>3. Apakah kamu dapat dengan mudah memahami informasi yang diberikan temanmu tersebut? Apa alasannya? (Can you easily to understand about the information provided by your friend? What is the reason?)</p>	<p><b>Student2:</b> Not everything can be understood, because usually only some information can be received.</p> <p><b>Student7:</b> Yes a little information that I can receive, because I do not really like to listen and understand what other people are talking about.</p> <p><b>Student8:</b> No, because I find it difficult to understand information if given through people/ friends directly.</p> <p><b>Student12:</b> No, because I understand and enjoy watching and listening to information on TV/ movies.</p> <p><b>Student17:</b> Not really, because I have a hard time understanding information from other people.</p> <p><b>Student20:</b> Yes sometimes, because I often have difficulty understanding information and sometimes it's different understanding of the information provided.</p> <p><b>Student4:</b> Little understanding, because the understanding that I can differ from the information provided.</p>

Based on the interview results above related to the extroverted indicator, the researcher concluded that the students do not really like extroverted learning styles. This can be seen from the answers of the interviews student2, student7, student8, student12, student17, student20, and student4 from the first, second, and third questions. In the first question, almost all of the students answered that they did not really like listening to explanations or information given by other people because it would be better if they watched something, so they would not feel bored. Whereas

in the second to third questions, almost all of the students had difficulty getting information provided by other people directly or using body gestures, because they found it easier to understand the information provided through something that could be seen and heard, such as watching movies/ videos.

So, it can be concluded that student2, student7, student8, student12, student17, student20, and student4 are not included in the extroverted learning styles, because they do not have any of the characteristics of extroverted learning styles. This is in accordance with the characteristics that exist in extroverts, namely (1) students can receive and understand the information provided by seeing examples or results from other people directly, do not have to watch videos and others, and (2) become good listeners in a group, because the students are interested learning in groups, Pritchard (2009).

**Table 4.2.1.10 The Interview Result of the Sensing Learning Styles**

Questions	Answer
1. Apakah kamu dapat dengan mudah menghayati, memahami dan tersentuh dengan sebuah film yang baru saja kamu tonton? Mengapa? (Can you easily to appreciate, understand and be touched by a film that you just watched? Why?)	<p><b>Student2:</b> Yes of course, because saya menghayati film tersebut dengan perasaan sehingga dapat dengan mudah untuk menghayati dan memahaminya.</p> <p><b>Student7:</b> Yes, because saya suka menonton dan dapat merasakan apa yang saya lihat.</p> <p><b>Student8:</b> Of course, because I really like movies and ketika saya menonton saya dapat merasakan hal yang sama seperti yang saya tonton tersebut.</p> <p><b>Student 12:</b> Sure, because dengan menonton kita dapat melihat sekaligus mendengarkan.</p> <p><b>Student17:</b> Yes, because menonton itu merupakan salah satu hal yang saya sukai, jadi saya dapat dengan mudah untuk memahami isinya.</p> <p><b>Student20:</b> Yes, because I like it and I'm not bored if I watched the film especially.</p> <p><b>Student4:</b> Not really, it depends on the movie that I saw, karena jika film tersebut tidak sesuai dengan genre saya, maka saya akan mudah bosan dan tidak dapat memahami sepenuhnya.</p>

<p>2. Apakah kamu dapat dengan mudah mengingat kembali apa yang baru saja kamu tonton? Berikan alasannya! (Can you easily to remember what you just watched? Give the reason!)</p>	<p><b>Student2:</b> Sure, because I have a good memory.  <b>Student7:</b> Yes, of course, because saya dapat merasakan hal tersebut dan dapat dengan mudah untuk mengingatnya kembali.  <b>Student8:</b> Yes, of course, because saya sangat suka menonton, jadi apapun yang saya lihat saya dapat dengan mudah untuk mengingatnya atau dapat menjelaskan ulang hal tersebut.  <b>Student12:</b> Of course, because I have a good memory.  <b>Student17:</b> Yes, because when I watch it, I definitely experience the film.  <b>Student20:</b> Yes, because i like watching the movie/ film, so easily to remember it.  <b>Student4:</b> Sometimes I remember, but not all, because saya hanya suka menonton film yang sesuai dengan genre saya.</p>
<p>3. Apakah kamu menyukai sebuah fakta/ pernyataan? Apa alasannya? (Do you like a fact/ statement? What is the reason?)</p>	<p><b>Student2:</b> Yes, because it can be trusted.  <b>Student7:</b> Yes of course, because the facts or statements that are true can be directly believed and we do not need to think long.  <b>Student8:</b> Of course, because if good statements and facts will be useful later.  <b>Student 12:</b> Yes, because with clear facts and statements, we do not need to think logically and look for sources anymore.  <b>Student17:</b> Sure, because it's clear.  <b>Student20:</b> Yes, because there is no need to doubt the truth.  <b>Student4:</b> Not really, because we have to observe and draw conclusions carefully.</p>

Based on the interview results above related to the sensing indicator, the researcher concluded that all of the students except students4 can be categorized into the types of sensing learning styles. This is evidenced by the results of the first to the last answers. The students who have a sensing learning style will find it easier to appreciate, understand, and are easily touched by what they have seen because they use feelings when seeing/ watching something, so they can easily understand, appreciate and remember/ give conclusions with what they have seen, Pritchard (2009). As for the conclusion of the answers from the first to the last questions, namely, student2, student7, student8, student12, student17, and student20, that is, the students can easily to appreciate, understand, and can be easily touched by what

they see because they prefer to watching a video in the form of films and another and also they use their feelings so that it can be easily touched and understood and very easy to remember what they have seen before.

Meanwhile, Student4 cannot be categorized into the sensing learning style, because it does not have one of the characteristics of the sensing learning style. This is evidenced by the results of the answers to the first questions to the end, namely, students do not like to watch movies/ videos if they are not in accordance with the genre. So, if the type of film is not in accordance with the genre of the student4, the student will get bored easily/ have difficulty understanding what she has just seen and also the student is happier to do something that can be observed and draw conclusions from the observation.

**Table 4.2.1.11 The Interview Result of the Intuition Learning Styles**

Questions	Answer
1. Apakah kamu tertarik untuk menyelesaikan masalah dengan mengimajinasikan terlebih dahulu masalah tersebut? (Are you interested in solving problems by first imagining the problem?)	<b>Student2:</b> Not really. <b>Student7:</b> Sometimes, but don't really like to imagine. <b>Student8:</b> Do not really like it. <b>Student12:</b> Not really. <b>Student17:</b> Not really, because I prefer clear problems without having to imagine. <b>Student20:</b> Sometimes. <b>Student4:</b> Yes, of course, because it can produce certain ideas.
2. Setelah kamu berimajinasi tentang suatu permasalahan, apakah kamu akan berpikir mengenai ide/ informasi yang berkaitan dengan permasalahan tersebut, sehingga mendapatkan suatu kesimpulan yang lebih jelas? (After you imagine about a problem, will you think about ideas/ information related to the problem, so that you get a clearer conclusion?)	<b>Student2:</b> Sometimes. <b>Student7:</b> Sometimes I get an idea, but it's a little difficult to draw a conclusion. <b>Student8:</b> do not always get ideas. <b>Student12:</b> Sometimes I get a conclusion. <b>Student17:</b> Sometimes. <b>Student20:</b> Sometimes I get an idea and conclude a problem, but it is not according to my understanding. <b>Student4:</b> Yes, of course, because from imagination can produce good ideas and conclude the problem.



<p>3. Apakah kamu lebih tertarik dengan orang yang memiliki cara berpikir dengan menggunakan imajinasinya, sama seperti dirimu? Apa alasannya? (Are you more interested in people who have a way of thinking using their imagination, just like you? What is the reason?)</p>	<p><b>Student2:</b> Sometimes, because you do not really like imagination.  <b>Student7:</b> Not really, because I am not always like that.  <b>Student8:</b> Sometimes, because you can understand the problem through friends.  <b>Student12:</b> Sometimes, because it's hard to imagine.  <b>Student17:</b> Not really, because that is not my way of thinking.  <b>Student20:</b> Not really, because my ideas and conclusions are not in accordance with what is available.  <b>Student4:</b> Of course, because it can produce good ideas and can draw conclusions.</p>
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Based on the results of the interview answers above, almost all of the students cannot be categorized into intuition learning styles. This is because the results of the answers from the first to the last interview questions from student2 to student20 are only slightly interested in imagining something before giving a new idea based on their imagination because some of the students have difficulty to drawing conclusions from their imagination/ there can be misunderstandings between the imagination and the understanding of these students.

However, when viewed from the results of the students4 answers, these students can be categorized as students who have an intuitive learning style. This is because the results of the answers to the first, second, and third questions students have characteristics that match the intuition learning style. The characteristics of the intuition learning style include: students are interested in the things that use imagination so that they can provide new ideas based on the results of their imagination, Pritchard (2009).

**Table 4.2.1.12 The Interview Result of the Diverger Learning Styles**

Questions	Answer
1. Apakah kamu sering mengambil kesimpulan dengan hati-hati sehingga kesimpulan tersebut sesuai dengan hasil observasi yang telah kamu lakukan? (Do you often draw conclusions carefully, so that the conclusions are suitable with the results of the observations you have been to do?)	<b>Student2:</b> sometimes. <b>Student7:</b> not always. <b>Student8:</b> sometimes. <b>Student12:</b> Yes, but not always. <b>Student17:</b> Not really. <b>Student20:</b> not often. <b>Student4:</b> Certainly.
2. Apakah kamu sering mencari beberapa sumber informasi yang jelas, sehingga kamu dapat berpikir jauh lebih baik dan mendapatkan data yang lebih akurat? (Do you often look for some clear sources of information, so you can think far better and get more accurate data?)	<b>Student2:</b> Not really. <b>Student7:</b> Sometimes if needed. <b>Student8:</b> not always. <b>Student12:</b> rarely. <b>Student17:</b> Sometimes. <b>Student20:</b> Not always. <b>Student4:</b> Of course, to get better results.
3. Apakah kamu menyukai tentang perbedaan perspektif? Apa alasannya? (Do you like the difference in perspective? What is the reason?)	<b>Student2:</b> I do not think so. Because not very like. <b>Student7:</b> Sometimes, because it has never been like that. <b>Student8:</b> Not really, because there is no fundamental reason. <b>Student12:</b> Not really, because I sometimes find it difficult to distinguish someone's perspective. <b>Student17:</b> Sometimes, because I am a little difficult to understand. <b>Student20:</b> Not really, because sometimes I find it difficult to understand people with different perspectives from me. <b>Student4:</b> Of course, because humans are unique, they have different characteristics and criteria.

Based on the table 4.2.1.12 above, it can be seen that student4 has several characteristics that are in accordance with the diverger learning style. This is evidenced by the results of the answers from the first, second, and third questions. The conclusions on the answers from the first and second questions, namely, the student will provide a new idea/ conclusion based on the results of the observations because of these observations she can find several clear sources of the information and get more accurate data. In addition, in the third question, the student answered

that she liked the different perspectives because humans have many characteristics and criteria so that these students can get different opinions from others. So, the results of student4's answers from the initial to the final questions can be categorized into the diverger learning styles, because she has characteristics in accordance with the diverger learning styles such as liking the different perspectives, making observations and looking for clear sources so as to get a conclusion with accurate data, Pritchard (2009).

Meanwhile, student2 to student20, they cannot be categorized into the diverger learning styles because the results of the answers do not match the existing characteristics. For example, in the third question, the students do not really like different perspectives, because they will have a little difficulty in understanding other people's opinions so that they will experience misunderstandings about something. As for one of the characteristics of the diverger learning style, namely, the students are very interested in solving problems/ concluding something by getting different opinions/ perspectives from others, Pritchard (2009).

**Table 4.2.1.13 The Interview Result of the Assimilators Learning Styles**

Questions	Answer
1. Apakah kamu menyukai hal-hal yang bersifat logis? (Do you like things that are logical?)	<b>Student2:</b> Not really. <b>Student7:</b> Sometimes not. <b>Student8:</b> not often. <b>Student12:</b> sometimes. <b>Student17:</b> Not really like. <b>Student20:</b> Pretty like it. <b>Student4:</b> Sometimes you like it.
2. Apakah kamu sering mengaitkan hal-hal yang bersifat logis dengan teori yang ada, sehingga mendapatkan hasil observasi yang jelas dan sesuai? (Do you often associate things that are logical with existing theories, so that you get clear and appropriate observations?)	<b>Student2:</b> sometimes. <b>Student7:</b> sometimes yes and sometimes not. <b>Student8:</b> yes sometimes. <b>Student12:</b> If needed only. <b>Student17:</b> Not really. <b>Student20:</b> If it is necessary, I do. <b>Student4:</b> rarely.

<p>3. Apakah kamu sering menyelesaikan setiap masalah dengan cara bertahap/ terstruktur? Apa alasannya? (Do you often solve each problem in a gradual/ structured way? What is the reason?)</p>	<p><b>Student2:</b> No, because usually I finish the easy ones according to my feeling.  <b>Student7:</b> Not gradually, because I solve the problem just by feeling.  <b>Student8:</b> Not really, because if I find something easier, I will solve it.  <b>Student12:</b> rarely, because each problem has its own solution.  <b>Student17:</b> Not often, because it is a little difficult if it completes gradually/ structured.  <b>Student20:</b> It is rare, because I am a little difficult if it is gradually in accordance with the existing problem.  <b>Student4:</b> Sometimes, because the problem varies in levels.</p>
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Based on the results of the interview in table 4.2.1.13 above, the researcher can conclude that almost all of the students cannot be categorized into the assimilators learning styles. This is because the answers student2, student7, student8, student12, student17, student20, and student4 of the first, second, and third questions do not match the characteristics of the assimilators learning style. The characteristics of the assimilators learning style include liking the things that are logical and then linking these things with existing theories and making observations to get clear and appropriate data then concluding the data in a structured manner, Pritchard (2009).

As for the conclusions from the results of the answers student2 to student4 on the first, second, and third questions, the students are almost not interested in the things that are logical/ relate to existing theories and are not interested in solving problems gradually. This is because the students prefer to think of the things using their feelings rather than having to think logically. So, student2 to student20 cannot be categorized into assimilators learning styles.

### 4.3 The Types of Visual Learning Styles

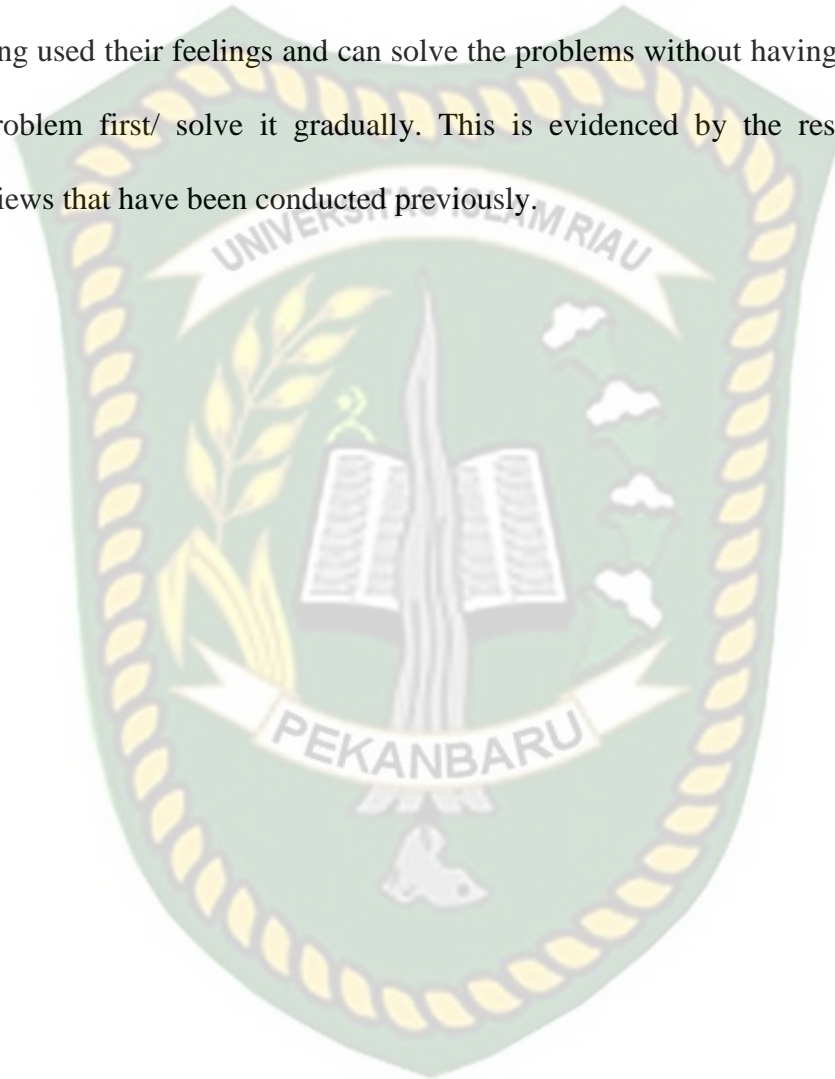
Based on the results of the answers and percentages from the table previously described, the researcher can conclude that there are eight types of visual learning styles used by the second semester students, including extrovert, sensing, intuition, diverger, assimilators, mixed learning styles; sensing & intuition, sensing & diverger, and intuition & diverger. This has been proven by the results of the total answers from the questionnaires that have been filled in by the students.

### 4.4 The Dominant Types of Visual Learning Styles

Based on the results of the total answers from the questionnaire and the percentage results above, the researcher concludes that the types of visual learning styles are the most dominant used by the second semester students of English Language Education of FKIP UIR were sensing learning styles. This is evidenced by the results of the highest percentage, namely 24% of students who use sensing learning styles rather than other learning styles, especially mixed learning styles between intuition & diverger which have the least number of the students. They prefer sensing learning styles rather than intuition & diverger, because they were easy to understood, appreciated, be touched, and easy to remember what they saw and heard before, especially film/ existing scene. Some of the things can happen because they used feelings when they were watched and listened to something. Besides, for their students, the facts or statements were something that can be trusted without having to think logically/ imagine first before getting an idea, looking for sources of clear information, and drawing conclusions carefully.

On the other hand, to solve some of the problems/ receive the information from others, they were a little difficult to understand, if the information received

from other people/ friends only used loud sounds and a little gesture, because they prefer things that can touch their feelings, for example, scenes, movies, and the like that can be watched/ saw. Also, they believed in their feelings that they have because their think about the possibilities that can occur based on what they saw by thinking used their feelings and can solve the problems without having to observe the problem first/ solve it gradually. This is evidenced by the results of the interviews that have been conducted previously.



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## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, the researcher would like to give some of the conclusions and suggestions.

#### 5.1 Conclusions

Based on the result above (see chapter IV), the researcher get some of the conclusions in this research, there are : 1) there are some the types of visual learning style used by the second semester students of language education of FKIP UIR, namely: extrovert, sensing, intuition, diverger and assimilators, sensing & intuition, sensing & diverger and intuition & diverger; and 2) the dominant types of visual learning style used by the second semester students were sensing learning style (24%) or 6 students, it is not same with the researcher assumes before, that is the dominant types of visual learning style is extrovert but the result of this research found that sensing learning style more dominant than extrovert, because extrovert only have 4 students (16%) and for the intuition less than sensing, because the intuition were 5 students (20%). In addition, diverger were 3 students (12%). Meanwhile, assimilators, sensing & intuition, and sensing & diverger have the same amount of 2 students (8%). Then, the visual learning style of students with the least amount of intuition & diverger is 2 students (4%).

Based on the results of the interviews conducted by the researcher, there are several reasons why the students are more dominant in choosing a sensing learning style, namely: students prefer to learn by watching films because they are easy to understand, appreciate and be touched by what they have seen before and they are also easy to remember/ re-conclude what they see rather than having to solve a

problem by imagining first then concluding something based on the results of their imagination. Meanwhile, the type of visual learning style that is least used by the students is the intuition & diverger learning style. The students who use this learning style are only 1 students, that is the students is more interested in finding ideas by first imagining or by making an observation then concluding carefully and in more detail based on the imagination/ observation and some sources of information related to the problem.

## 5.2 Suggestions

In carrying out this research, the researcher was experienced various obstacles to reach success. Therefore, the researcher went to give some suggestions related to this qualitative research. As for the suggestions include:

1. For the students who already know about the type of visual learning style that they have, hopefully can improve their learning and get better performance.
2. Based on the results of the research, the students have several types of visual learning styles, including extroverts, sensing, intuition, divergers, and assimilators. It turns out that from the results of the research, the students prefer to use the sensing than use the intuition & diverger learning style. So, with this research, the students can find out the type of visual learning styles they use and the teacher can look at the learning styles that they have in this research. So, if the teacher can apply the learning style in the classroom with different ways, there will be an effective and efficient learning process.
3. For the future researchers or people who want to develop this research, they should conduct research with other types of visual learning styles, so as to get more in-depth information about the types of visual learning styles.



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