

BIBLIOGRAPHY

- Adewale, B. A., Jegede, F. O., Aderonmu, P. A., Fulani, O. A., Erebor, E. M., & Joshua, O. (2018). THE Relationship between teacher's/students' characteristics and their learning styles in a visual communication class. *International Journal of Civil Engineering and Technology*, 9(9), 782-791.
- Al-Mahrooqi, R., Denman, C., Al-Siyabi, J., & Al-Maamari, F. (2015). Characteristics of a good EFL teacher: Omani EFL teacher and student perspectives. *SAGE Open*, 5(2), 2158244015584782.
- Armstrong, P., & McDaniel, E. (1986). Relationships between learning styles and performance on problem-solving tasks. *Psychological Reports*, 59(3), 1135-1138.
- Azlinda, A. (2006). Learning Style Adopted by Students in Learning English as a Second Language. Master's Thesis. Kuala Lumpur: Universiti Teknologi.
- Brown, H. D. (2002). *Strategies for Success: A Practical Guide to Learning English*. Addison Wesley Longman, Inc., a Pearson Education Company, Order Processing Center, PO box 11071, Des Moines, IA 50336.
- Fakomogbon, M. A., & Bolaji, H. O. (2017). Effects of collaborative learning styles on performance of students in a ubiquitous collaborative mobile learning environment. *Contemporary Educational Technology*, 8(3), 268-279.
- Gappy, L. L. (2013). Relationship between learning style preferences and academic performance of students. *International of Educational Research and Technology*, 4(2), 70-76.

- Griffiths, C., & Inceçay, G. (2016). Styles and style-stretching: How are they related to successful learning?. *Journal of psycholinguistic research*, 45(3), 599-613.
- Haider, M., Sinha, A., & Chaudhary, B. (2010). An Investigation of relationship between learning styles and performance of learners. *International Journal of Engineering Science and Technology*, 2(7), 2813-2819.
- Hasib, M., Yassi, A. H., & Nasmilah, N. (2021). Synchronizing Students Learning Styles in Promoting Learners' Grammatical Knowledge; a Cultural Dimensions Study. *International Journal of Multicultural and Multireligious Understanding*, 8(2), 264-272.
- Herod, L. (2004). *Learning Styles and Strategies*. Winnipeg: Manitoba, Inc.
- Jaya, H. P. (2019). Learning styles used and english proficiency of the students of english education study program faculty of teacher training and education sriwijaya university. *HOLISTICS*, 11(1).
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.
- Kopylova, N. (2019). The model of university teachers and students' cooperation and interaction. In *EDULEARN19 Proceedings 11th International Conference on Education and New Learning Technologies: Palma, Spain. 1-3 July, 2019* (pp. 2213-2219). IATED Academy.
- Krajewska, A. (2019). Circumstances constricting the didactic cooperation of teachers and students in their assessment. *Zeszyty Naukowe Wyższej Szkoły Humanitas Pedagogika*, 19, 183-193.
- Marzulina, L. (2019). Learning Styles and English Proficiency of Undergraduate EFL Students at One State Islamic University in Sumatera, Indonesia. *Jurnal Pendidikan dan Pengajaran*, 6(1).

- Moser, S., & Zumbach, J. (2018). Exploring the development and impact of learning styles: An empirical investigation based on explicit and implicit measures. *Computers & Education, 125*, 146-157.
- Munir, S., Emzir, E., & Rahmat, A. (2017). The Effect of Teaching Methods and Learning Styles on Students' English Achievement (An Experimental Study at Junior High School 1 Pasangkayu). *Journal of Education, Teaching and Learning, 2*(2), 233-237.
- Paulsrud, D., & Nilholm, C. (2020). Teaching for inclusion—a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support. *International Journal of Inclusive Education, 1-15*.
- Prasetyo, G. (2021). *The Correlation Between Learning Styles To The Students English Achievement At Junior High School 16 Bengkulu City* (Doctoral dissertation, IAIN Bengkulu).
- Pratama, Y., & Awaliyah, Y. (2015). Teacher's Strategies in Teaching Speaking to Young Learners. *English Journal of Ibnu Khaldun university, 17*(2).
- Pritchard, A. (2009). *Ways of learning: Learning theories and learning styles in the classroom*, 2nd ed. New York: Routledge Taylor & Francis Group.
- Rebecca, L., & Oxford, P. (2003). Language learning styles and strategies: An overview. *Learning Styles & Strategies, 1-25*.
- Reid, G. (2005). *Learning styles and inclusion*. Sage.
- Reid, J. M. (1995). *Learning styles in the ESL/EFL classroom*. Boston: Heinle & Heinle.
- Reiser, B. J., Novak, M., McGill, T. A., & Penuel, W. R. (2021). Storyline units: An instructional model to support coherence from the

students' perspective. *Journal of Science Teacher Education*, 32(7), 805-829.

Rezaeinejad, M., Azizifar, A., & Gowhary, H. (2015). The study of learning styles and its relationship with educational achievement among Iranian high school students. *Procedia-social and behavioral sciences*, 199, 218-224.

Sabatova, J. (2008). *Learning Styles in ELT*. Masaryk.

Sadeghi, N., Kasim, Z. M., Tan, B. H., & Abdullah, F. S. (2012). Learning styles, personality types and reading comprehension performance. *English Language Teaching*, 5(4), 116-123.

Tam, S. (2021). Humor and learning styles: toward a deeper understanding of learning effectiveness in the virtual environment. *Qualitative Research Journal*.

Valentine, J. A. (1975). The Liberal Arts College and the Experienced Learner. *Adult Leadership*.

Wan, W., Low, G. D., & Li, M. (2011). From students' and teachers' perspectives: Metaphor analysis of beliefs about EFL teachers' roles. *System*, 39(3), 403-415.

APPENDICES

A. VAK Learning Styles Self-Assessment Questionnaire

1. When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it
2. When I need directions for travelling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass
3. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook
4. If I am teaching someone something new, I tend to:
 - a) write instructions down for them
 - b) give them a verbal explanation
 - c) demonstrate first and then let them have a go
5. I tend to say:
 - a) watch how I do it
 - b) listen to me explain
 - c) you have a go
6. During my free time I most enjoy:
 - a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY
7. When I go shopping for clothes, I tend to:
 - a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out
8. When I am choosing a holiday I usually:
 - a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there
9. If I was buying a new car, I would:
 - a) read reviews in newspapers and magazines
 - b) discuss what I need with my friends

c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:

- a) watching what the teacher is doing
- b) talking through with the teacher exactly what I'm supposed to do
- c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:

- a) imagine what the food will look like
- b) talk through the options in my head or with my partner
- c) imagine what the food will taste like

12. When I listen to a band, I can't help:

- a) watching the band members and other people in the audience
- b) listening to the lyrics and the beats
- c) moving in time with the music

13. When I concentrate, I most often:

- a) focus on the words or the pictures in front of me
- b) discuss the problem and the possible solutions in my head
- c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:

- a) their colours and how they look
- b) the descriptions the sales-people give me
- c) their textures and what it feels like to touch them

15. My first memory is of:

- a) looking at something
- b) being spoken to
- c) doing something

16. When I am anxious, I:

- a) visualise the worst-case scenarios
- b) talk over in my head what worries me most
- c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:

- a) how they look
- b) what they say to me
- c) how they make me feel

18. When I have to revise for an exam, I generally:

- a) write lots of revision notes and diagrams
- b) talk over my notes, alone or with other people
- c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:

- a) show them what I mean
- b) explain to them in different ways until they understand
- c) encourage them to try and talk them through my idea as they do it

20. I really love:

- a) watching films, photography, looking at art or people watching
- b) listening to music, the radio or talking to friends
- c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:

- a) watching television
- b) talking to friends
- c) doing physical activity or making things

22. When I first contact a new person, I usually:

- a) arrange a face to face meeting
- b) talk to them on the telephone
- c) try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:

- a) look and dress
- b) sound and speak

c) stand and move

24. If I am angry, I tend to:

- a) keep replaying in my mind what it is that has upset me
- b) raise my voice and tell people how I feel
- c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:

- a) faces
- b) names
- c) things I have done

26. I think that you can tell if someone is lying if:

- a) they avoid looking at you
- b) their voices changes
- c) they give me funny vibes

27. When I meet an old friend:

- a) I say "it's great to see you!"
- b) I say "it's great to hear from you!"
- c) I give them a hug or a handshake

28. I remember things best by:

- a) writing notes or keeping printed details
- b) saying them aloud or repeating words and key points in my head
- c) doing and practising the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:

- a) writing a letter
- b) complaining over the phone
- c) taking the item back to the store or posting it to head office

30. I tend to say:

- a) I see what you mean
- b) I hear what you are saying
- c) I know how you feel

B. Interview Result

Student Name	Question	Answer
<p>Ahmat Supartmant</p> <p>Questionnaire Result</p> <p>A: 8</p> <p>B: 9</p> <p>C: 13</p> <p>Kinesthetics</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Storytelling</p> <p>Presentation</p> <p>Describing something</p> <p>Simulation</p> <p>Reporting</p> <p>Storytelling, I think, exercise my English and help me improve English. But I don't really enjoy it because it does not fit my personality.</p> <p>Unlike storytelling, I like presentation because I can fully exercise my speaking.</p> <p>But I think I like the "describing something" exercise because it this method help me improve my word bank and getting to know more with new things to describe.</p> <p>Simulation, I do not like this method because besides needing much time, it also does not help me improve my English</p>

<p>Fahrul Achsan Saputra</p> <p>Questionnaire Result</p> <p>A: 8</p> <p>B: 10</p> <p>C: 12</p> <p>Kinesthetics</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Discussion</p> <p>Describing People</p> <p>Retelling</p> <p>I also like discussion because I am forced to think. I also find Describing people is fun because it helps me improve my English, my word of choice.</p> <p>I dislike retelling since it is tedious and time consuming. However, I believe it helps me develop since it's difficult for me to recount what I've read or seen. The difficult aspect is that I'm required to describe things in my own terms. I believe that creating phrases is a beneficial activity.</p>
<p>Nova Anugrah</p> <p>Questionnaire Result</p> <p>A: 17</p> <p>B: 16</p> <p>C: 7</p> <p>Visual</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p>	<p>Discussion</p> <p>Storytelling</p> <p>Presentation</p> <p>Describing Something</p> <p>Interview</p> <p>Reporting</p> <p>I like discussion because I can expel anything out in my head. I think it is important to train making sentences from what is in my head.</p> <p>I also like story telling because we can tell our experiences but sometimes hard because it is hard to find good words for certain situation.</p>

	<p>What type of task you do not like?</p>	<p>I like presentation because we use formal language. I only find describing something is good if it's in the lower grade because it is very basic</p> <p>I do not like interview because I feel nervous. Yes, maybe it is good to train impromptu ideas but I am Nervous.</p> <p>I do not like reporting. Yes, because we only read.</p>
<p>Muh Hasby</p> <p>Questionnaire Result:</p> <p>A: 8</p> <p>B: 11</p> <p>C: 11</p> <p>Kinesthetics & Auditory</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Simulation</p> <p>Discussion</p> <p>Presentation</p> <p>Retelling</p> <p>I think discussion because I feel intrigue to express my ideas and make more critical</p> <p>I don't like simulation because I think in my level, I am more into exercising my critical thinking. I also do not really enjoy presentation because it is monotone.</p> <p>I do not like retelling because it is boring and takes so much time. But I think it helps me improve because I find it challenging to retell something I have read or watch. The challenging part is I have to explain things in my own words. I think it is a good exercise to make sentences</p>

<p>Elbu Bahtiar</p> <p>Questionnaire Result:</p> <p>A: 10 B: 12 C: 8</p> <p>Auditory</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Discussion</p> <p>Memorizing and Telling</p> <p>Presentation</p> <p>I think it is discussion that helps me the most because it is very helping me to speak. Presentation sometimes interesting but mostly boring.</p> <p>I do not like memorizing and telling because we are forced to do something.</p>
<p>Mardawati</p> <p>Questionnaire Result:</p> <p>A: 8 B: 5 C: 17</p> <p>Kinesthetics</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Discussion</p> <p>Describing</p> <p>Storytelling</p> <p>I think discussion is good to help me improve specially my critical thinking but sometimes when I hear good or better ideas, I feel insecure. I think, story telling is a better method because it improves my public speaking and learning. Because telling a story make me critical to how I should deliver a story.</p> <p>Sometimes public speaking is hard because I am scared of being wrong and not really have the courage.</p>

<p>Madina Almunawara</p> <p>Questionnaire Result</p> <p>A: 9</p> <p>B: 11</p> <p>C: 10</p> <p>Kinesthetics</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Simulation</p> <p>Discussion</p> <p>I like both. Simulation helps me improve because we directly practice something like how to make something. Sometimes there are words that I can understand better through simulation specially if it's a verb.</p> <p>Sometimes I do not like discussion because I can't involve in a very tense discussion. But it helps me a lot because the lecture also gives me a chance to utter my thoughts.</p>
<p>A Nur Inayatul Aini</p> <p>Questionnaire Result</p> <p>A: 8</p> <p>B: 13</p> <p>C: 9</p> <p>Auditory</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Retelling</p> <p>Discussion</p> <p>Presentation</p> <p>I like discussion because it helps me improve my English. I also like train my listening and I can keep tract what is being discussed</p> <p>Retelling is challenging but help me improve</p>

<p>Siti Ainun</p> <p>Questionnaire Result</p> <p>A: 8</p> <p>B: 12</p> <p>C: 10</p> <p>Auditory</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Discussion</p> <p>Presentation</p> <p>Describing</p> <p>I like discussion because it makes me open dictionary and can remember words. I think it is because I want to express my thoughts but I have to use English. Describing is good because it helps to understand how to package my thoughts into interesting presentation.</p> <p>Presentation is good but I do not enjoy because I am afraid of being wrong that makes me uncomfortable and not confident.</p>
<p>Andi Umra Basri</p> <p>Questionnaire Result</p> <p>A: 12</p> <p>B: 7</p> <p>C: 11</p> <p>Visual</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Discussion</p> <p>Presentation</p> <p>Describing</p> <p>Reporting</p> <p>I like discussion because it forces me to exercise my critical thinking and also enjoy learning public speaking through discussion. I also like describing because I get plenty of new words.</p> <p>I do not enjoy presentation but it helps me get new words and use in the presentation without even memorising. I do not like reporting because I often just watching rather than learning.</p>

<p>Nuzul Akbar</p> <p>Questionnaire Result:</p> <p>A: 12</p> <p>B: 6</p> <p>C: 12</p> <p>Visual & Kinesthetics</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Simulation</p> <p>Discussion</p> <p>I like simulation because I enjoy learning with direct practice because I think I can understand it faster things I practice.</p> <p>I do not like discussion especially when the explanation is too serious</p>
<p>Kharisma Saputri</p> <p>Questionnaire Result</p> <p>A: 14</p> <p>B: 6</p> <p>C: 10</p> <p>Visual</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Discussion</p> <p>Interview</p> <p>Presentation</p> <p>Describing</p> <p>Reporting</p> <p>I think I like most of them. Discussion exercise my knowledge and improve my speaking, making me challenged to directly speak. I like presentation because I can prepare my material well. Describing things helps me think fast to describe and explain something. I also like reporting because it helps me to memorize something.</p> <p>I only do not like interview because I sometimes stuck because I do not have time to prepare good answer or sometime the question is too hard.</p>

<p>Saifulloh Bakri</p> <p>Questionnaire Result</p> <p>A: 11</p> <p>B: 8</p> <p>C: 11</p> <p>Visual & Kinesthetics</p>	<p>Type of production task ever assigned?</p> <p>What type of task help you?</p> <p>What type of task you do not like?</p>	<p>Discussion</p> <p>Describing</p> <p>Interview</p> <p>I think discussion is suitable with me because it helps me exercise my speaking and my critical thinking. I also enjoy describing but quite challenging when it comes to specific words. It's good because I get new words</p> <p>I do not like discussion because it exposes my weakness</p>
---	--	---