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JUDUL:

**AN ANALYSIS OF TEACHERS' TEACHING STYLES TO MATCH
STUDENTS' LEARNING STYLES OF IAIN PADANGSIDIMPUAN**



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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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ABSTRACT

The aim of this research was to see how the teachers match their teaching styles to students' learning styles. The research was a type of qualitative research investigating and describing the phenomenon of teachers' styles in matching students' learning styles. It was conducted in IAIN Padangsidempuan toward 10 classes of respondents consisting of 222 students and 10 teachers. To collect the data, questioners were given to students; interview and observation were given to teachers. Then, descriptive data analysis was implemented in analyzing the data that were collected. The research found that from the 222 students, 57 students are visual learners, 46 students are audio learners, 29 students are verbal learners and 90 students are kinesthetic learners. In relation to teachers' teaching styles, it was seen that almost all of the teachers were regarded as good role models and facilitators which means that teachers like to ask students to make authentic task, give the examples related to students' real life context, and facilitate the students with lots of interesting activities and games. Furthermore, to match kinesthetic learners, the teachers provided lots of games, to match visual learners the teachers used many pictures, to match audio learners the teachers also provided spoken explanation, at last to match verbal learners the teachers gave written explanation on the board. Finally, it can be concluded that teachers have tried to match their teaching styles to students' learning styles. However, there is a need for the next researchers to investigate teaching styles in relation to students' achievement.

Key words: *learning styles, teaching styles, matching*

ABSTRAK

Tujuan dari penelitian ini adalah untuk melihat bagaimana para guru mencocokkan gaya mengajar mereka dengan gaya belajar siswa. Penelitian ini adalah jenis penelitian kualitatif yang menyelidiki dan menggambarkan fenomena gaya guru dalam mencocokkan gaya belajar siswa. Penelitian ini dilakukan di IAIN Padangsidimpuan terhadap 10 kelas sebagai responden yang terdiri dari 222 siswa dan 10 guru. Untuk mengumpulkan data, kuesioner diberikan kepada siswa; wawancara dan observasi diberikan kepada guru. Kemudian, analisis data deskriptif diimplementasikan dalam menganalisis data yang dikumpulkan. Penelitian ini menemukan bahwa dari 222 siswa, 57 siswa adalah pelajar visual, 46 siswa adalah pelajar audio, 29 siswa adalah pelajar verbal dan 90 siswa adalah pelajar kinestetik. Dalam kaitannya dengan gaya mengajar guru, terlihat bahwa hampir semua guru dianggap sebagai fasilitator yang baik yang berarti bahwa guru suka meminta siswa untuk membuat tugas otentik, memberikan contoh yang berkaitan dengan konteks kehidupan nyata siswa, dan memfasilitasi siswa dengan banyak kegiatan dan permainan yang menarik. Selanjutnya, untuk mencocokkan peserta didik kinestetik, para guru menyediakan banyak permainan, untuk mencocokkan peserta didik visual para guru menggunakan banyak gambar, untuk mencocokkan peserta didik audio guru juga memberikan penjelasan lisan, akhirnya untuk mencocokkan peserta didik verbal para guru memberikan penjelasan tertulis di papan tulis. Akhirnya, dapat disimpulkan bahwa guru telah mencoba mencocokkan gaya mengajar mereka dengan gaya belajar siswa. Namun, ada kebutuhan bagi para peneliti berikutnya untuk menyelidiki gaya mengajar dalam kaitannya dengan prestasi siswa.

Kata kunci: *gaya belajar, gaya mengajar, mencocokkan*

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CHAPTER I

INTRODUCTION

A. Background of the Problems

There have been a lot of theories arguing that one of the factors which can influence students' interest in engaging learning process and may affect their learning achievement is the ways or styles of how teachers teach them. Related to how teachers teach in the classroom, students tend to respond well on teachers' styles which probably they like most. In reality, most of students like teachers' teaching styles which are mostly suitable with their learning styles. In other cases, visual learners or students tend to like teaching styles that are suitable with their styles such as media of visual. Therefore, it seems that there is a relation between students' learning styles and teachers' teaching styles.

Related to the description above which is about learning styles, there is an assumption saying that students tend to have various learning styles which can be seen in different aspects of learning, skills, and interests.¹ Then, it is also assumed that there are differences of learning styles among students when they learn in the classroom, so the teachers need to provide and vary their teaching styles to give lots of advantages to all kinds of learners in the classroom.²

¹Felder, R. M, & Brent, R, (2005). "How Students Learn, How Teachers Teach, and What Usually Goes Wrong", Workshop Faculty Biographies. North Caroline: <http://www.ncsu.edu/felder-public>.

²Dunn, R & Dunn, K., Learning Styles/ Teaching styles: Should They, Can They be matched?, 1993, *Educational Leadership*, Vol. 36, 238-244.

Therefore, this study concludes that several students like to study in a form of group working, but some of the students prefer to work independently in studying. Also, there are some students who learn better when teachers explain material through lots of spoken explanations, and audio media such as listening to song, speech and explanation in audio tape or other recorders. On the other hand, some of the students can learn something easily if they learn that with the support of visual media or pictured instruction. However, some students can learn easier when they are asked to participate in lots of practices. They are keen on doing something that can be directly practiced by their hands or bodies.

Moreover, from the previous argument, it can be assumed that every learner owes different kinds of learning behaviors. Due to the fact that every learner has their own learning styles which are different with others, the teachers must be creative and be able to facilitate as well as vary teaching styles to solve those differences by providing various media and activities in teaching process. In fact, dealing with students' differences in learning styles, becomes hard work in instructional process. Consequently, there are still some teachers who favor traditional teaching styles which are only suitable to one style that they favor. For example, some of the teachers sometimes like to teach students by talking and explaining lots of lessons and they don't provide some supported media such as pictured media, and real media in the classroom.

Related to the issue described above, Kumaravadivelu states that students and teachers have their different styles which exhibit in learning

process, thus teachers should minimize the gap between them by providing different activities, so that it can offer chances to students to get their learning purposes.³ From Kumaravadivelu's previous argument, it argues that both teachers and students will probably have different styles, what teachers have to do with those problems is minimizing the differences by trying to match their teaching styles and students' learning styles.

Taking a conclusion on the previous arguments, it seems that there should be a match between teachers' teaching styles and students' learning styles because it was assumed that there is a match and sometimes a mismatch between them may affect students' learning achievement.

Then, Miller states that students' motivation can be improved if the students' learning behaviors and teachers' teaching actions match in instructional process.⁴ It means that there is a perception that an effective way to deal with differences in teachers' and students' styles is by matching them. Moreover, Kuzu in his research concludes that there should be a match between teachers' teaching styles and students' learning styles, the teachers should vary and provide many kinds of teaching styles that students like, the teachers support the teaching with media so that students can be successful, and the teachers should create activities that can make students creative and imaginative.⁵

³ Kumaravadivelu, B. (1991). Language-learning tasks: teacher intention and learner interpretation. *English Language Teaching Journal*, 45/2, 98-107.

⁴ Miller, P. (2001). Learning Styles: The Multimedia of the Mind. *Research Report*. (ED 451 140) <file:///learning%20style/teachers%27%20style.htm>

⁵Kazu, I.Y. (2009). The Effect of Learning Styles on Education and the Teaching Process. *Journal of Social Sciences* 5(2): 85-94. Turkey: Science Publication.

Moreover, Reid thinks that the students will achieve the learning better if there is a match between teachers' teaching style and student's learning style, and there will be positive attitude toward education and learning if the students feel interested in learning.⁶ Furthermore, Ghada and friends find that if a match between learning styles and teaching styles exists, there will be an improvement in students' personal attitudes, behavior, motivation, encouragement and their learning. Specifically, they argue that some teachers are competent in theory of teaching, creative, caring and enthusiastic, yet they fail to teach because they do not facilitate students' learning differences. The bad result of students whose learning styles do not match those of their teachers' teaching styles may be like "mediocre or even not up to the level and thus frustration would build up".⁷ Therefore, it is very crucial for teachers to identify and know their students' learning styles, to match their teaching styles to students' learning styles, to provide lots of activities and teaching styles that match and help students' learning styles preferences.

In relation to the recent case in the State Institute for Islamic Studies (IAIN) Padangsidempuan. There are still lots of problems happen in teaching and learning process. English has been an obligation to be taught to all students of first semester since 2015. It includes all first semester students from all faculties. All students learn English for one year in which they attend one and a half hour learning English every day. It is assumed that they get boredom during the lesson. Also it is predicted that

⁶ Reid, J. (1995). *Learning Styles in the EFL/ESL Classroom*. Heinle & Heinle publisher.

⁷ Ghada, S. *et al.* (2011). A Match or a Mismatch Between Students and Teachers' Learning Style Preferences. *International Journal of English Linguistic*.

the students face lots of problems during the lesson such as lack of motivation and interest, laziness and difficulties to adapt the English atmosphere.

To avoid this phenomenon, the rector of IAIN Padangsidimpuan invited IALF i.e. Indonesia Australia Language Foundation to supervise and train the English teachers for about 2 months. This is in order to prepare the teachers to have better quality in teaching and add their experiences in the classroom. One of the aspects that the IALF has trained is the ways to vary teaching styles to facilitate students' learning differences in learning English and of course to increase their motivations and interest as well as to avoid their boredom in learning English.

This intensive program which forces students to learn English and Arabic have been implemented for about 4 years. However, there are some cases that sometime still happen during the program. In one case, there are some teachers who tend to teach out of track which means they still apply the traditional methods in their teaching. Thus, Language Development Center always holds a supervision program to supervise the teachers. In other cases, the teachers also sometimes implement boring strategies which means the teachers tend to use the same methods or strategies during the teaching. To avoid this phenomenon, the Language Development Center creates a mentoring program in which the teachers are grouped and asked to share new ways, games, and strategies in teaching.

In conclusion, there is always a solution that Language Development Center offers to solve every problem that happens in the

field. Taking a look at the previous description, this study was conducted as a need to analyze the variations of teaching styles of teachers to match learning styles of students.

B. Formulation of the Problems

As stated in the background, this study was conducted as a need to see the variations of teachers' teaching styles to match students' learning styles. To achieve the objective of this study stated before, four research questions guided the process of data collection and data analysis. They are:

- 1) What are learning styles that students prefer dominantly in the process of learning?
- 2) What are the teaching styles that the teachers prefer dominantly in teaching process?
- 3) How do the teachers vary their teaching styles to match students' learning styles?
- 4) What are the variations of teachers' teaching styles in teaching process?

C. Purposes of the Research

The research purposes in this study are specifically aimed to answer the research questions that have been stated in the previous part. The purposes are:

- 1) To know students' learning styles in learning process.
- 2) To know teacher's teaching styles in teaching process

- 3) To analyze the variations of teachers' teaching styles to match students' learning styles
- 4) To know the variations of teachers' teaching styles in teaching process.

D. Contribution of the Research

The result of this research may give significant contribution to some parts of people. They are:

- 1) It provides important information about students' learning styles and teacher's teaching styles particularly to English teachers and to all teachers in general
- 2) The finding of the study also may give advantages to people who are interested in doing research related to the topic in this research.
- 3) The finding of this research may be significant as a new knowledge and theory to be used in the instructional process.
- 4) The result also gives many contributions to teachers related to the ways of how to match teachers' teaching styles to students' learning styles.
- 5) The result is also published in certain journals where readers can read some important information from the research.

CHAPTER II

LITERATURE REVIEW

1. Learning Styles

The definition of learning styles is very similar to learning strategies.⁸ Oxford, states that learning styles are common term for “global or analytic, auditory or visual that students have in learning a new language or in learning any other subjects”. They are also about “person’s personality and cognition showing the tendencies and preferences which differentiate the person from another person”.⁹

From the previous opinion, it can be seen that learning styles are not similar with learning strategies, in which learning styles or preferences are closely related to common behaviors of students that covers personality and cognition preferred by learners, while learning strategies are specific planned and designed methods which can control and manipulate learning. Therefore, this study will only focus on learning styles without discussing any aspects related to learning strategy. The discussion below defines and elaborates learning styles in particular. Therefore, learning style which is meant by this study is related to some definitions which are stated previously i.e. students’ behavior and characteristics in responding and perceiving their learning ways. In this case, there are some types of learning styles which are studied. Those are discussed in the next part below.

⁸Oxford, R.L. (2003). Language Learning Styles and Strategies. *Learning Styles & Strategies/Oxford, GALA*. Available at: <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>

⁹ Brown, L. B. (2003). Teaching Styles vs. Learning Styles. *Educational Resources Information Center*. No. 20.

<http://www.calpro-online.org/ERIC/textonly/docgen.asp?tbl=mr&ID=117>.

2. Types of Learning Styles

Students usually learn with different techniques and strategies i.e. by watching something, listening to new information, reflecting and doing experiment, writing and thinking, and “memorizing and visualizing”. There are many types of learning styles based on different aspects.

2.1.Modalities Learning Styles

This learning style categorization is promoted firstly and used by Dunn and Dunn.¹⁰ It is defined as “learning channels or modalities” that are classified into some types of learning styles. They are VAK/VAKT which stands for visual, auditory, kinesthetic and tactile. Then, VAK learning styles are categorized into four types; visual, verbal, audio and kinesthetic.

Visual students are learners who can remember something easier by using some supporting materials or media such as pictures, diagrams, flow charts, time lines, films, and demonstrations. This type of learner can learn faster if the explanation emphasizes on using the realia or real object being taught. Specifically, it is described that visual learners like using gel pens and highlighters in several different colors to write information on notes and books. In a classroom setting, they can take advantages from instructors who use visual aids such as film, video, maps and charts. For these kinds of learners, colorful markers are very helpful and needed to

¹⁰ Dunn, R & Dunn, K. (1979). Learning Styles/ Teaching styles: Should They, Can They be matched? *Educational Leadership*, Vol. 36, 238-244.

make the lesson or information easy to remember and those colors are used as highlighters to increase students' attentions toward the learning.

The second type of VAK learning styles is visual (verbal). The visual (verbal) students like to learn information best through reading the information and understand the lesson more if the explanation is written and spoken. In learning, verbal learners need a perfectly quiet room. It is also described that verbal learners like to use lots of books, notes, cards when they study and they will understand the material easier using them. Then, they hate something noisy like music as background. They also hate learning with their friends and they avoid talking about something that they have learnt. In fact, those kinds of students like to write and read. Therefore, students who are categorized as verbal learners prefer to study and learn the information alone by themselves rather than working together with friends in a group discussion or seminars.

What makes this style differs from visual (non-verbal) style is the visual (verbal) learners prefer learning things which is in form of written explanation, while visual (non-verbal) learners prefer learning things which is in form of pictured explanation. Therefore, the indicator to know the verbal learners is: enjoying reading books very much. The investigation towards the indicator seems difficult since students tend to read in their house. That is why the questionnaires and interview will be conducted.

The third type of VAK learning styles is audio style of learning. It is one category of the learning behaviors in which students can learn

quickly through listening to the explanation or teaching. In this case, the learner understanding depends on hearing and speaking. The Audio learners learn best when information is presented in an oral language format. In a classroom setting they learn best through listening to teachers' explanation and talking a lot with friends in a discussion. Then, like listening to information using the audio. In fact, they like memorizing information by telling and repeating the information with louder voice. Finally they like learning information through sharing it and having an interaction with other students in form of speaking sharing. Thus, the indicators to know that the students are categorized as audio learners are: they like listening to teachers' explanation rather than reading from the books. They also tend to enjoy group work discussion and presentation.

The forth types of VAK learning styles is kinesthetic learning styles. Related to this style, kinesthetic learners are very interested in doing something through physical activity or they get involved in certain experiment in understanding new theory, concept, and knowledge. Kinesthetic learners learn best when they physically engaged in realactivity. In the learning process, they like doing lots of things in a lab where they can practice something because they prefer more physical activities. They hate sit in certain places for longer time because it can be very boring for them. Thus, they enjoy doing something by exploring new information and new things around them.

Specifically, the kinesthetic learners avoid sitting in certain places and listening to longer explanation in a long time. They just need to

move their body. It's hard for them to understand information only by looking at the teachers, and listening to their explanation. In other words, the students with this style must be active and engaged in real world of learning. Thus, the indicators for the kinesthetic learning styles could be learning by doing, enjoying experiment, and trying things directly.

2.2.Kolb's Learning Styles

Kolb's learning styles category is found by David Kolb.¹¹ He thinks that the better learning process have four different abilities; ability to think something concrete, ability to observe and see something, ability to think abstract concept and knowledge, and ability to do something real and practical. Further, he created a learning style category which can place people or students in some categories i.e. abstract action and conceptualization and concrete action, active experimentation, and visual observation.

Using those styles category, learners learning styles can be divided into some categories. They are: diverger, converger, accommodator, and assimilator. Those four learning styles are created based on the combination of the four abilities stated before. They are:

“(1) Converging (Abstract conceptualization and active experimentation), (2) Diverging (Concrete experience and reflective observation), (3) Assimilating (Abstract conceptualization and reflective observation), and (4)

¹¹ Kolb, D.A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall, New Jersey.

Accommodating (concrete experience and active experimentation)”).

The first type of learning style by Kolb is converging which is the combination of thinking and doing. This type of learners tends to learn ideas which are interpreted in action or real practice. Particularly, converging learners prefer to learn something mostly in form of applying practical idea and mainly focusing on “hypo-deductive” which means able to solve specific problems with deeper understanding.

Diverging is the second type of Kolb’s learning style which combines watching and expressing feeling in learning process. These learners like to watch more than doing. Then, they also prefer to work in group and use imagination in solving problems. The third type of Kolb’s learning style is assimilating. Assimilating learners tend to learn through thinking and watching. It can be defined as learning best through listening to clear explanation rather than doing. Readings, lectures and exploring analytical models are mostly preferred by these kinds of learners.

Finally, accommodating is the last category of Kolb’s learning styles which is the combination of feeling and doing. Accommodating learners prefer practical and experiential approach in learning materials. What makes accommodating differ from converging is the accommodating learners’ preferring on intuition rather than logic. Particularly, the accommodating learners are characterized by preferring doing something in real situation, enjoying something risky, having better performance and reaction on something, and solving problems easily.

2.3. Felder and Silverman's Learning Styles

There are two reasons why Felder and Silverman developed this style. Firstly, their learning styles are used mainly for students who study engineering. Secondly, it is used as bases for engineering teachers to create learning and teaching materials and approach that are suitable for all engineering students.¹²

Then, they argue that “students learn in different ways: by hearing and seeing; by reflecting and acting; reasoning either logically or intuitively; by memorizing and visualizing and drawing analogies; and, either steadily or in small bits and large pieces”. According to their opinion, teachers also have some styles such as teachers who like giving lectures, demonstrate things, apply certain things, and focus on principles. With that argument, the students are categorized into several classifications based on these four dimensions of styles; sensing or intuitive, visual or verbal, sequential or global, and active or reflective.

The first type of learning styles developed by Felder and Silverman's is “*Sensing learners* (concrete, practical, oriented towards facts and procedures) or *intuitive learners* (conceptual, innovative, and oriented towards theories and meanings)”. In reality, sensing and intuitive learners tend to learn through sense, i.e. imagination and feeling. Something real or facts, data, experimentation, and solving problems are

¹² Felder R. M. & Silverman, L.K. (2000). Learning and Teaching styles in Engineering Education. *Journal of Engineering Education*, Vol. 78. Available:

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS-1988.pdf>

preferred by this learner. They also prefer memorizing something to remember them well and learning theories which are analytical.

The second type is “*visual learners* (prefer visual representations of presented material, pictures, diagrams, and flow charts) or verbal learners (prefer written and spoken explanations)”. In reality, the learners who are visual prefer learning through using visual or pictured media such as symbols, diagram, pictures, and sights, while verbal students tend to learn through words, sounds, and oral explanation.

The third type is “*active learners* (learn by trying things out, working with others) or reflective learners (learn by thinking things through, working alone)”. Active learners are the learners who enjoy doing and learning something actively. Besides, the active learners are eager to have a discussion with others and a group work to explain information to others. Then, manipulating objects, doing physical experiments, and learning by trying are some of activities that are preferred by active learners. Then, when they solve the problems, they like to solve it together with their friends.

Therefore, the indicators to know that the participants are categorized as active learners are: eager to work in group and, having a discussion, and enjoying problem solving rather than learning theory. In contrast, reflective learners like to think, evaluate, and analyze something during the learning process. Then, they also prefer to solve the problem alone without any help from friends. Thus, the indicators to know that the

participants are regarded as reflective learners are: preferring learning by themselves rather working in group and having a discussion.

At last, Felder and Silverman develops “*sequential learners* (linear, orderly, learn in small incremental steps) or *global learners* (holistic, systems thinkers, learn in large leaps)”. In learning process, sequential learners tend to learn best through reasoning process in solving problems. Then, they also like difficult and complex learning materials presented by teachers. Different from sequential learners, global learners learn best through analyzing and solving simple problems. Then, they may have difficulty in understanding complex materials presented by teachers.

Therefore, comparing all those learning styles classifications that are developed by expert previously, some learning styles could logically represent the others. For example, visual in Felder and Silverman’s is represented by visual in VAK and it is also similar to diverging and assimilating in Kolb’s, learning styles. Due to those learning styles redundancies, this study simply categorizes them into four big categories. They are:

“(1) visual learning style that is similar to diverging learning styles; (2) kinesthetic learning style that is related to converging and accommodating learning styles; (3) active learning style that is close to activist sequential and diverging learning styles; (4) reflective represents global and reflectors learning styles; (5) audio learning style that is as same as assimilating learning styles and (6) verbal represents intuitive and sensing learning styles”.

Based on those classifications, this study will mainly analyze the case on four types of students' learning styles which are developed by some theories of experts. They are visual, kinesthetic, audio, and verbal.

3. Teaching Styles

In the context of language learning, students usually have their own learning styles preferences. Some of the students enjoy listening to certain things, watching, doing some experiment, using abstract and concrete action as well as thinking, and learning by memorizing everything. Then, teaching styles are also various. Some teachers explain, "Others demonstrate or discuss, some focus on rules and others on examples, and some emphasize on memory and students' understanding". The discussion below is about definitions as well as types of teaching styles proposed by some experts and researchers.

Kaplan and Kies define a learning style that says teaching style is teacher's actions as well as behavior when they teach in the classroom including the ways of providing media and strategies.¹³ Then, in line with the previous definition, Grasha thinks it is similar to teachers' individual qualities and characters which are shown and in teaching and learning process.

Looking at those definitions, what is meant by teaching styles in this research is in line with what have been stated previously, i.e. about

¹³ Kaplan, E. J., & Kies, D. A. (1995). Teaching and learning styles: Which came first? *Journal of Instructional Psychology*, 22(1), 29-33.

teachers' behavior. However it is particularly directed to teachers' behavior and actions in facilitating, accommodating, and encouraging students' learning styles.

There are several researchers who have done research on the topic of teaching styles. One of them is Grasha who develops five types of teaching styles. They are:

“(1) expert, which means that the teachers prefer to transfer knowledge and theory as a form of students' competences; (2) formal authority which means that the teachers tend to become a super king who handles everything during the lesson such as deciding the learning activities, developing the goals, and giving positive and negative feedback; (3) personal model which means that the teachers like to guide students, show them how to do things, and encourage students to learn; (4) facilitator which means that the teachers tend to develop students' activities in learning and provide the learning with interesting and effective learning media; (5) delegator which means the teachers lead the students to become independent as autonomous learners”.¹⁴

In that case, teachers tend to teach students with various teaching styles. Sometimes, teachers tend to teach students by transferring knowledge and building competences; act as decision makers in which they prefer teaching by showing their authority in the classroom; guide and

¹⁴Grasha, A. (1996). *Teaching with Style*. Pittsburgh, PA: Alliance Publishers.
http://cstl.semo.edu/cstl/workshops/tew/Teaching_Learning_Assessment/GrashaStyles.pdf. Accessed on April 2012.

show students how to do things as well as encourage them; develop students activities as well as providing media; and help students to become independent learners. Since students' styles and characteristics are different to each other, of course teachers should accommodate them with various teaching styles which can give benefits to all types of students. Regarding the five Grasha's teaching styles; those five teaching styles are intensively observed in this research.

Then, there are also some teaching perspectives which are proposed by Pratt. He develops five principles of teaching and perceives that teachers should apply these principles to create their teaching materials rather than simply applying only one principle or technique of teaching¹⁵.

“(1) Transmission: Teachers focus on content and determine what students should learn and how they should learn it, (2) Developmental: Teachers value students' prior knowledge and direct student learning to the development of increasingly complex ways of reasoning and problem solving, (3) Apprenticeship: Teachers provide students with authentic tasks in real work settings, (4) Nurturing: Teachers focus on the interpersonal elements of student learning-listening, getting to know students, and responding to students' emotional and intellectual needs, (5) Social Reform: Teachers tend to relate ideas explicitly to the lives of the students”.

¹⁵ Pratt, D. D. (2002). Good Teaching: One Size Fits All? *New Directions for Adult and Continuing Education* no. 93. P. 5-15.

From Pratt's opinion, it can be summarized that teachers sometimes teach students by providing authentic real work in the classroom, developing students' knowledge through various ways, responding to students' needs, determining students' needs and recognizing students' learning styles. Regarding the teaching styles developed by Grasha's and Pratt's, similar concept with different terms are found. For example, transmission is quite related to expert. Then, apprenticeship is similar to facilitators and delegators. Moreover, personal model is the same as nurturing. Thus, the combination between Pratt's and Grasha's teaching styles becomes the main focus of this study. Particularly, this study will explore, observe and analyze how those teaching styles are implemented in facilitating students' learning behaviors.

Further, about teaching styles, in a class which consist of students with various learning styles and strategies, Kelly argues that:

“It is always helpful for the teachers to divide the students into groups by learning styles and give them activities based on their learning styles. This should appeal to them because they will enjoy them and be successful. Then, it is often helpful to include open students and closure-oriented students in the same group; the former will make learning livelier and more fun, while the latter will ensure that the task is done on time and in good order. But before students are divided into groups, they should be

aware of the divisions and understand what they are doing and why they are doing it”.¹⁶

The part above has given several theories related to teaching styles in previous part. Therefore, this study investigates the styles of teachers philosophically from all theories of teachers’ teaching styles stated above. The focus of this study will be the investigation of those teacher’s styles in accommodating students’ different styles in learning, also teachers’ styles in providing activities to fulfill students’ styles.

For instance, dealing with visual learners, ideas and information in forms of words will be changed into forms of pictures, diagrams, and symbols by the teachers, then encouraging kinesthetic students by having direct experiment and examples. Furthermore, to help audio learners, teachers provide audio material and media. Moreover, having students work in group to create better atmosphere for active learners and let them study alone to balance reflective learners’ needs. In short, teaching styles meant here are teachers’ strategies to give various activities that can fulfill students’ needs with different styles background.

4. To Match Learning Styles and Teaching styles

Matching teachers’ actions or styles with learners’ styles do not mean that teachers have to teach by applying all students’ learning styles. Due to the variety of students’ styles in learning, it is impossible for teachers to apply all styles that students have in the classroom. Nuckles says that to match learning styles to teaching styles can be said as an

¹⁶Kelly, M. (2011). *Understanding and Using Learning Styles*. Available at: Guidefile:///learning%20style/learning_styles%20teacher.htm.

action of knowing students' learning styles differences by giving instruments, provide as well as vary teaching activities to overcome the styles differences.¹⁷ In other words, "teachers plan the lessons to match students' learning styles while at the same time encourage students to diversify their learning style preferences".

Thus, to match students' styles and teachers' styles in teaching and learning means providing lots of activities that can fit students' actions in learning. The brief description related to the ways of matching learners' styles and teachers' styles is presented in table 1.

Table 1: Indicators of match and mismatch between students' learning styles and teachers' teaching styles

No	Learning Styles	Students' Action	Teachers' Action
1.	Visual	<ul style="list-style-type: none"> - Students talk very quick - Students are lack of patience - The students prefer using pictures - The students enjoy learning using visual media 	<ul style="list-style-type: none"> - Teachers need to teach by applying visual media - Teachers need to show lots of pictures
2.	Audio	<ul style="list-style-type: none"> - The students prefer listening to lecture - The students enjoy lots of thinking - The students would rather to listen rather than write something. 	<ul style="list-style-type: none"> - The teachers have to deliver the lecture with the good voice and arrangement
3.	Verbal	<ul style="list-style-type: none"> - The students like to write ideas that they learn. - The students enjoy reading text. - They enjoy reading and writing in all 	<ul style="list-style-type: none"> - The teachers need to provide list of ideas or materials for students - The teachers let the students to read without louder voice

¹⁷ Nuckles, C. R. (2000). Student-Centered Teaching: Making It Work. *Adult Learning*11, no. 4.

		forms	<ul style="list-style-type: none"> - The teachers provide hands out for students. - The teachers provide visual media such as diagrams, graphs, other visual support.
4.	Kinesthetic	<ul style="list-style-type: none"> - The students hate lots of talking - The students hate making quick decision - The students learn by using senses - The students like solving problems in real context - The students like learning by trying 	<ul style="list-style-type: none"> - The teachers need to provide lots of media that can be demonstrated in real life context.

These indicators are adapted from

http://lyceumbooks.com/pdf/HowToTeachEffectively_TypesofLearners.pdf

5. Review of Related Findings

Related to the topic in this study, there have been lots of people who did research on it. They are;

Kara conducted a quantitative research about styles of learning and teaching cases.¹⁸ The result of research described that a mismatch between students' learning styles and teachers' teaching styles happened in the classroom and that mismatch affected students' failure, frustrations, and success. The population of the research was 100 students of ELT department and 12 teachers of ELT. First, a questionnaire was given to find Turkish ELT learners' preferred learning styles. After that, Personal Learning Styles Inventory was designed and given to the teachers to

¹⁸Kara, S. (2009). Learning Styles and Teaching Styles: A Case Study In Foreign Language Classroom. *International Journal of Arts and Science*.

collect the data for the teaching styles indicators. After that, there was an interview given to teachers and the learners to know whether there was a consideration when there a mismatch happened. The results showed that there was a match between students' learning styles and teachers' teaching styles at ELT Department. Students said that when their teachers did not teach in their favored style, they felt unhappy and frustrated. Teachers said that they would vary the lectures or type of activity when a mismatch happened during the lesson.

Then, Ghada investigated a case related to students' and teachers' styles preferences match and mismatch between them, and its impact on learning achievement.¹⁹ "The purpose of the study was to identify the learning styles of the students enrolled in an American affiliated Lebanese university who were currently registered in intensive English courses and to investigate whether there was a match between students' learning styles and teachers' teaching styles. The data was collected through survey". The result of the research showed that the mismatch happened between the teaching and learning styles of the teachers and students. Then, the result of mismatch created bad effect on students' learning outcome.

Moreover, Juris conducted qualitative and quantitative research on learning and teaching crossroads.²⁰ They investigated the learning styles of students and teachers and whether the teacher's style

¹⁹ Ghada, S. *et al.* (2011). A Match or a Mismatch Between Students and Teachers' Learning Style Preferences. *International Journal of English Linguistic*.

²⁰Juris, M.F. (2009). Learning and Teaching Crossroads. *Institute for Learning Styles Journal*, Volume 1.

matched the student's learning styles, also the impact on students' motivation. They used three data collection methods; survey, observation, and interview. Finally, they found that the kinesthetic style was the most prevalent followed by the tactile and then the auditory style. The finding also showed that there was a mismatch between students' and teachers' learning styles. That mismatch gave impact on students' motivation in the process of learning.

In relation to the previous study, this study will focus an analysis not only about types of learning styles and teaching styles but also about how teachers teaching styles match students' learning styles in learning process. Also, this research will investigate the variations of teaching styles to match the students' learning styles.

CHAPTER III

METHODOLOGY

1. Research Method

Since the objective of this research was to analyze the variations of teachers' teaching styles to match students' learning styles, this study was done based on the concept of qualitative and quantitative principles. Quantitative research paradigm was applied in analyzing data related to the categorizations and percentages of students' learning styles, and qualitative principles was applied in analyzing and elaborating the variations of teacher's actions or styles in matching students' learning behaviors.

2. Population and Sample

Related to the population, the research was held in the context of first year students' of IAIN Padangsidimpuan. Then, the samples or the participants of the research were ten classes chosen from the first year students of IAIN Padangsidimpuan. There were about 24-26 students in each class with an English teacher who teaches them. Therefore, the samples were about 222 students and 10 English teachers.

3. Technique of Data Collection

The data collected were students' and teachers' perceptions and actions related to teaching and learning styles. In terms of data collection technique, this study applied three types of method of data collection. They were: survey, observation, and interview. Alwasilah argues that dealing with the validity of the data, it is important to use several

technique of data collection, such as survey or questionnaire, observation, and interview.²¹ Thus, the techniques of data collection used were:

1) Survey

The first technique of data collection was survey. The survey was in form of giving questionnaires to students to know their general perceptions about learning styles in learning process. The questionnaire was given to students and consisted of 16 statements divided into four styles categorizations. Each style consisted of 4 statements about students' learning styles which derived through adapting the experts' theory about the indicator of students' learning styles in learning process. In detail, information about visual, audio, verbal, and kinesthetic learning styles was collected in this survey. Students' answers or choices to the questionnaires were rated in rating scales or likert scales answers. Particularly, students' choices were rated from strongly disagree, disagree, neutral, agree, and strongly agree. The brief description for the questions is attached in appendix.

2) Observation

This type of data collection technique was basically conducted in order to analyze the real implementation of the variations of teachers' teaching actions. Type of observation that was conducted was an overt participation. It means that the researcher observed the process of teaching and learning in the classroom. Before conducting the observation, the

²¹Alwasilah, A. C. (2008). *Pokoknya Kualitatif*. Jakarta: PT Dunia Pustaka Jaya.

participant or the teachers have been informed that they would be observed during English teaching and learning process.

The object that would be observed was the actors' (teacher) actions or behaviors and the activity (teaching and learning process). In particular ways, the variations of teachers' actions or teachers' styles of teaching in matching students' learning styles differences became the main object of the observation. For instances, teacher's styles in explaining theory, using media, giving instruction and feedback, and assigning students' assessment was observed. Then, the observation was recorded using camera video and notes which contains list of activities or action which indicates teacher's style in teaching process. The list of activities or action in the note was adapted from expert theory about teaching styles. The observation note for teacher's teaching styles can be seen in appendix. Finally, the observation was conducted until the data get sharpen and grounded.

3) Interview

The next technique of data collection was interview. The interview was conducted to find the information that needed to be sharpened. Of course, the information was about teachers' teaching. The interview was given to teachers. The interview questions consisted of 5-7 questions. The questions was related to respondents' perception toward teaching styles in instructional process. The description of those questions including questions for teachers is attached in appendix.

4. Technique of Data Analysis

When the data have been collected, then it was analyzed and elaborated based on the quantitative and qualitative principles of analyzing data. Bogdan cited in Sugiyono said that “Data analysis is the process of systematically, searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to other”.²² So data analysis means here is arranging the data which has been collected through questionnaires, observation, and interview.

1) Data from Questionnaire

There was a category of data that were collected from questionnaires, i.e. data about students’ learning styles. In relation to the questionnaire given to students, their’ choices were calculated and categorized. Firstly, students’ choices rated from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5) were calculated. Then, the result of calculation was simplified into percentages. This was in order to see number of students who were categorized in certain learning styles. After that, it was categorized. The categorization was based on the four categories of learning styles i.e. visual learning styles, verbal learning styles, audio learning styles, and kinesthetic learning styles. The data from questionnaires were analyzed before

²² Sugiyono. (2004). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

conducting the observation. This was done in order the researcher know and get ease to recognize the participants' and their types of learning styles.

2) Data from Observation

The observation data was analyzed whilst and after conducting the observation. In this case, the data was reduced, coded, and categorized. The activity was in form of data reduction, data display, and drawing conclusion. There was a kind of data that was collected and analyzed from the observation. It was the data related to teacher's teaching styles. In relation to this type of data, the amount of data was firstly reduced and chosen related to the four indicators of teaching styles i.e. expert, facilitators, model, and delegator. After reducing the data, they were elaborated interpretatively in form of narration.

Then, the data that was also analyzed were the data about the teachers' teaching styles to match students' learning styles. Firstly, the codification was done related to classes of learning styles that were matched by teacher's teaching styles, for instance; matching visual learning styles, matching verbal learning styles, matching audio learning styles and matching kinesthetic learning styles. After that, the frequency of matching was calculated in form of numbers and percentages. This was to see how often students' learning styles were matched and facilitated by teacher's teaching styles.

3) Data from Interview

The data related to teachers teaching styles to match students' learning styles were collected from the interview technique. Since the interview was in form of open interrogative questions, the data was analyzed in form of words rather than number. The analysis involved data codification and categorization.

The interview analysis was related to teacher's teaching actions. The interview data related to teachers' action or teaching styles were analyzed through reduction, codification, categorization, and conclusion. First, teachers' answers were reduced. Then they were coded and categorized in relation to the four indicators of teaching styles (expert, model, facilitator, and delegator). Finally, the data elaborated and concluded based on types of teacher's teaching styles.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

There are three types of data that are elaborated in this section. They are data about types of students' learning styles, teachers' teaching styles, and teachers' ways in matching students' learning styles. To get those types of data, three types of data collection technique were used; questionnaires, observation, and interview. To know types of students' learning styles, questionnaires were given to students, and to know teachers' teaching styles, observation and interview were given to teachers. Finally, to know the ways to match, observation and interview were also used. The descriptions of data taken from the 10 classrooms as respondents are elaborated below.

1. What are learning styles that students prefer dominantly in learning process?

The first questionnaire was given to participants taken from classroom 1. This classroom consists of a teacher and 24 students. The description of students' learning styles in this classroom is elaborated in table 1 attached in the appendix. From the table, it can be seen that from the 24 students, there are 6 students who are visual, 6 students are audio, 1 student is verbal and 10 students are kinesthetic. Then, in classroom 2 which consists of a teacher and 24 students, it is found that 5 students are visual, 2 students are audio, 6 students are verbal, and 11 students are

kinesthetic. The elaboration of students' learning styles from these respondents is described in table 3 below.

The third data descriptions are taken from classroom 3 which consists of 24 students and a teacher. From these respondents, several findings are found. The finding is shown in table 3 below. The table conveys the information that 6 students are visual, 4 students are audio, 5 students are verbal, and 8 students are kinesthetic. Then, the fourth data descriptions are taken from classroom 4 which consists of 24 students and a teacher. From these respondents, several findings are found. The finding is shown in table 4 below. From the table, it can be known that 8 students are visual, 5 students are audio, a student is verbal, and 9 students are kinesthetic.

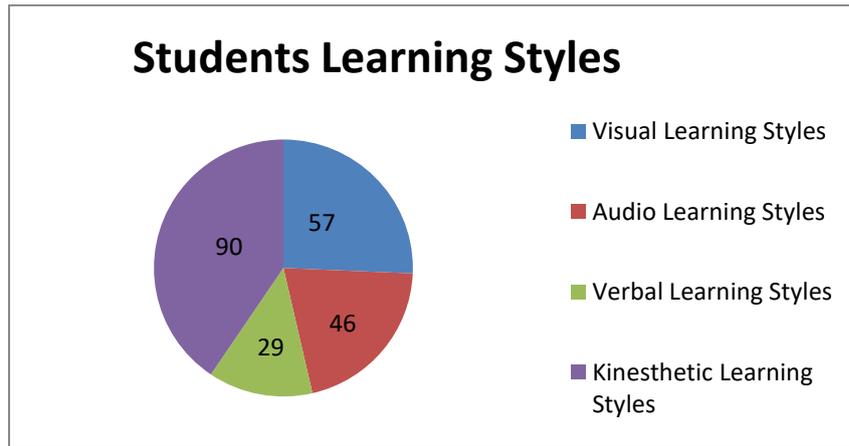
The fifth data descriptions are taken from classroom 5 which consists of 20 students and a teacher. From these respondents, several findings are found. The finding is shown in table 5 below. The table conveys the information that there were 7 visual students, 4 audio students, 1 verbal student, and 7 kinesthetic students. In addition, the sixth data descriptions are derived from classroom 6 which consists of 24 students and a teacher. From these respondents, several findings are found. The finding is shown in table 6 below. The table shows 5 visual students, 5 audio students, 3 verbal students, 11 kinesthetic students.

The seventh data descriptions are derived from classroom 7 which consists of 24 students and a teacher. From these respondents, several findings are found. The finding is shown in table 7 below. The table shows

5 visual students, 7 audio students, 2 verbal students, and 9 kinesthetic students. Moreover, the eighth data descriptions are derived from classroom 8 which consists of 16 students and a teacher. From these respondents, several findings are found. The finding is shown in table 8 below. The table shows that 4 students are visual, 6 students are audio, 2 students are verbal, and 4 students are kinesthetic.

The ninth data descriptions are derived from classroom 9 which consists of 24 students and a teacher. From these respondents, several findings are found. The finding is shown in table 9 below. The table shows 6 students are visual, 4 students are audio, 4 students are audio, 10 students are kinesthetic. Furthermore, the last data descriptions are derived from classroom 10 which consists of 24 students and a teacher. From these respondents, several findings are found. The finding is shown in table 10 below. From the table it can be known that 5 students are visual, 3 students are audio, 3 students are verbal, 12 students are kinesthetic.

Finally, from all numbers of students which is 222 shown in the chart, it is described that 57 students are visual learners, 46 students are audio learners, 29 students are verbal learners and 90 students are kinesthetic learners. The percentage of students' learning styles can be seen in the chart below.



2. What are teachers' teaching styles in teaching process?

In relation to Pratt's teaching styles, the teacher in classroom 1 tended to act an apprenticeship role which means providing students with authentic real task, and social reform which means relating the ideas to the lives of the students. Then in terms of Grasha's teaching styles, the teacher tended to become personal model which means guiding students, and facilitator which means developing students' skills with lots of interesting activities. In classroom 2, the teacher was regarded as personal model because the teacher tended to guide students and provided the students with lots of examples. Then, the teacher was also seen as good facilitator in which she provided lots of interesting games.

In classroom 3, the teacher seemed to have personal model as well as facilitator which mean teaching students with many authentic examples related to students' real life context and providing the teaching with lots of media such as cards and pictures. Then, in classroom 4, the teacher was also perceived as good facilitator. It means that she provided various

activities to fulfill students' needs and she used many pictures and even drawing to make the learning interesting. Moreover, she also acted as a good model that tended to guide students how to do the steps in detail description.

Furthermore, the teacher in classroom 5 was very close to role model of teaching which means that the teacher provided lots of examples in relation to students' authentic task in real life contexts. Then, the teacher was also regarded as good facilitator in which she made the teaching more interesting i.e. turning on the music as media to support the learning. In addition, the teacher in classroom 6 acted as an expert teacher which means the teacher tended to explain the concepts very clear and detail, and she also highlighted the important concept during teaching. Then, the teacher was also seen as good facilitator in which she liked to give interesting activities such as miming games and drawing activity.

In classroom 7, the teacher was closely regarded as role model who liked to relate models and examples of learning to students' authentic task or real life context. Then, she was also seen as facilitator who provided visual media such as pictures and drawing. In classroom 8, the teacher was also perceived as a role model who tended to ask students to make the examples from their real life context or authentic task. Then, the teacher was also seen as facilitator who provided the lesson with lots of supporting media such as pictures and cards.

In classroom 9, the teacher was seen as personal model who tended to guide students to do the task with very detail instruction such as concept

checking and written instructions. Then, many interesting media such as colored cards, dices, realia, and papers were used by the teacher so that she was regarded as a good facilitator. Finally, in classroom 10, the teacher was also seen as a good facilitator which means providing many interesting activities as well as media in teaching such as pictures, audio, and colored papers. The teacher was also perceived as a good model who liked to make examples of learning in relation to students' real life contexts.

In conclusion, from 10 teachers observed, nine of them were regarded as apprenticeship teachers which mean that the teachers liked to give examples and tasks related to students' real life context, in other words, the teachers asked students to make authentic task during the learning. Then, from the ten teachers, eight of them were seen as good facilitators which mean the teachers liked to facilitate the teaching with lots of interesting activities such as using games, and interesting learning media such as pictures, colored papers, cards, and realia. The short description of data related to teachers' teaching styles are elaborated in table 11 below.

3. How do the teachers vary their teaching styles to match students' learning styles?

1. Classroom 1

In facilitating the students' learning styles differences in the previous paragraph, the teacher of classroom 1 could vary his teaching

styles. Those teaching styles are found from the observation technique of data collection. The data are described in detail description below.

In transferring the knowledge and explaining theories, the teacher preferred lots of spoken explanation that was followed with some illustration written on the board. However, before explaining the materials, he tended to brainstorm the concepts (e.g. transportation) orally by asking students to mention some examples and write them on the board or asking students to write the examples on the board. Then, in giving and providing the examples, the teacher would write his own examples on the board before asking students to write their own example on their notebooks.

He also implemented some interactive games which forced students to move and interact with their friends such as True/False games, Translation games, and guessing games. For example, in Guessing game, the teachers asked students to work in groups in which one of the group members mimed a sentence related to house obligation and the other groups member would guess what was the sentence. Related to the media, the teacher often used pictures and cards. In term of students' learning interaction, the teacher always asked students to attain the activity in pairs or groups. However, the teacher also let the students to work alone, for example, when the students were asked to write sentences based on their own experiences.

From the interview, there are also some findings derived. In assigning the student s, the teacher asked students to work in groups more than individual. Then, in using the media, the teacher tended to use

lots of pictures and drawings. In explaining the concepts, many examples during the explanation were given, and the examples were in forms of written examples on the board. In giving the instructions, the teacher gave the instructions orally followed with concept checking. In giving the feedback, the teacher provided times at the end of the teaching for giving spoken feedback.

2. Classroom 2

Talking about teacher's teaching styles, in this classroom, the teacher varied the ways of teaching in various techniques. From the first meeting up to the fifth meeting, the teacher tended to asks students to discuss certain definition or theories in form of group working discussion which means the teacher asked the students to work in pairs and groups to discuss some theories related to tenses. Then, in giving examples, the teacher made examples by asking the students to practice the concept in real context. Related to the media, empty papers or cards were dominantly used during the lesson. The teacher also used music and games in almost all sessions of teaching. Finally, in assigning the students, group and pair games were very often given to students. In other words, the teacher applied 1 to 2 games in every meeting.

From the interview, several findings were derived. In assigning the students, the teacher asked students to work in groups more than individual. The teacher did this every day in which she tended to use concept checking before asking the students to do the assignment. Then, in using the media, the teacher tended to use lots of pictures and sounds. In

explaining the concepts, many real practices during the explanation were given, and the examples were in forms of written examples on the board. In giving the instructions, the teacher gave the instructions orally followed with concept checking. In giving the feedback, the teacher provided times at the end of the teaching for giving written and spoken feedback.

3. Classroom 3

In teaching the students with learning styles differences, the teacher in this classroom taught the students with some various teaching styles. First, the teacher introduced the lesson by having brainstorming; asking and answering some questions orally in which the questions were directed to whole students or one of the students. The teacher also implemented some games to teach concepts such as arranging games and matching games in teaching vocabulary. In that case, the teacher provided lots of cards; definition cards and words cards. Then, the teacher let the students work in groups and ask them to rearrange the cards as well as matching the definitions. In giving the examples, the teacher usually used the pictures and did drawing on the board.

Then, she modeled the examples by writing them on the boards and asked students to do the same. After that, she also made students practice certain concepts or materials such as functional texts or conversation whether the practice is in pairs, groups, or mingling. Further, cards, papers and recording were some examples of teaching media that were utilized in teaching. In terms of interaction patters or assigning students, the teacher

preferred assigning them to accomplish the task in forms of pairs and groups. However, groups' pattern was more often than pairs.

From the interview, it was found that in assigning the students, the teacher asked students to work in groups, pairs, and individual and this happened very often. Then, in using the media, the teacher tended to use lots of pictures and sounds and colored cards or cuts of papers. In explaining the concepts, many real practices during the explanation were given, and the examples were in forms of written examples on the board and suited with students' interest and ages. In giving the instructions, the teacher gave the instructions orally, modeled the instructions and followed with concept checking. In giving the feedback, the teacher provided written and spoken feedback.

4. Classroom 4

From the observation result derived from this classroom, it is found that the teacher could facilitate all students' need based on the students' learning styles. First, in giving theories, transferring knowledge, and introducing new concept, the teacher in this classroom used to draw a time line (teaching tenses), wrote the examples then highlight the formula on the board. Besides, she also did concept checking by writing certain true or false sentences on the board then she asked the students to differentiate the true and false sentences. Then, she used to show pictures and sometimes made a drawing, after that she let the students to produce examples from the pictures or drawings. Drilling and repeating the sentences or words to

students chorally and individually were also other ways of teaching in introducing new theories of language.

In terms of giving and providing the examples, the teacher tended to ask students to write the examples on the board as well as on their notebooks and those examples are contextually related to their real life e.g. writing examples of obligations at their homes. Then, the examples were also given by asking students to practice certain dialogues (asking, answering, and responding) in forms of pairs talking, group discussion, or mingling activity. Moreover, the teacher also used various media in teaching such as picture, song and speakers, also lots of cards or empty papers for students to write. Finally in relation to students' interaction patterns, it was observed that almost all activities were done in pairs or groups. Even students would move and change their seating position at least twice in every session.

From the interview, it was found that in assigning the students, the teacher asked students to work in groups, pairs, and individual. The teachers assigned the students to work in pairs more often than groups or individual. Then, in using the media, the teacher tended to use lots of pictures and sounds and colored cards or cuts of papers, dices, money toys, balls, and realia. In explaining the concepts, many visual examples during the explanation were given, and the examples were in forms of real, contextual, and written examples on the board. In giving the instructions, the teacher gave the instructions orally, modeled the instructions and

followed with concept checking. In giving the feedback, the teacher provided written and spoken feedback.

5. Classroom 5

In this classroom, the teacher used pictures in describing the materials or concepts that would be taught. She also did real practice to support students' understanding the new languages. For example, she brainstormed some words or sentences related to students' experiences (rules at homes vs rules at dormitory). Then, she instructed the students to mime certain words or sentences to create models or examples of new languages. The examples were also supported with lots of pictures and drawings. Related to teaching media, the teacher used to make use of cards, colored papers, money toys, audio (speakers), and dices. This teacher really loved to turn on music while asking students to play certain games e.g. play and stop game in which the teacher played the music and the students were asked to rearrange the words into sentences, yet they have to stop while the music was off. In terms of students' interaction pattern, the teacher preferred making students share with partners (pairs), it happened in every teaching. Then, group work was assigned once in a week. Finally she didn't use to assign students individually.

From the interview, it was found that in assigning the students, the teacher asked students to work in groups, pairs, and individual. The teachers assigned the students to work in pairs more often than groups or individual. Then, in using the media, the teacher tended to use sounds and colored cards or cuts of papers, and sometimes pictures. In explaining the

concepts, the teacher tended to write the explanation on the boards, and many visual examples during the explanation were given, and the examples were in forms of real, contextual, and written examples on the board. In giving the instructions, the teacher gave the instructions orally, modeled the instructions and followed with concept checking. In giving the feedback, the teacher provided written and spoken feedback.

6. Classroom 6

In giving theories and transferring the knowledge, the teacher tended to highlight the important concept and wrote them on the board. Also, she did concept checking orally to check whether the students have understood the lessons or not. Then, she applied brainstorming in form of asking and answering related to the theories. In providing the examples, she used pictures as well as illustrations. Besides, giving real models in forms of drawing and miming were also applied very often during the teaching. Regarding the teaching media, cards, photos, papers, and pictures were dominantly used in the classroom. At last, the teacher asked the students to work in pairs as well as groups in every meeting. The students hardly ever did individual work during the lesson.

From the interview, it was found that in assigning the students, the teacher asked students to work individually, in groups, and in pairs. The teachers assigned the students to work in pairs more often than groups or individual. Then, in using the media, the teacher tended to use more pictures, sounds, balls and flashcards. In explaining the concepts, the teacher tended to give written explanation on the boards, and many spoken

examples during the explanation were given, and the examples were in forms of real, contextual, and written examples on the board. In giving the instructions, the teacher gave the instructions orally, modeled the instructions and followed with concept checking. In giving the feedback, the teacher provided written and spoken feedback.

7. Classroom 7

In giving theories and transferring knowledge, the teacher showed the pictures and asked the students to mention and elicit what were in the pictures (e.g. transportation). The students will elicit and answer the questions orally. Besides, the teacher also used to ask students to discuss certain materials in groups such as writing the examples and doing some exercises from the book. Then in giving and providing the examples or models of materials, the teacher tended to instruct students to practice doing something, to find real cases from students' experiences, and to have a role play. Furthermore, some of teaching media that were used were in forms of visual media such as pictures and drawings. Finally, in terms of interactions pattern, the teachers liked to group students rather than let them work individually.

In addition to observation finding, from the interview result, several data analysis and finding are described in this section. First, in terms of assigning students, the teacher said that he preferred assigning students to work in groups, yet individual task was also given sometimes. Then, he said pictures and audio recording became the favorable teaching media. Moreover, he said that oral explanations followed with direct

practice and examples were very often implemented. Further, in giving feedback, the teacher said oral feedback was firstly given.

From the interview, it was found that in assigning the students, the teacher asked students to work in groups, pairs, and individual and this happened very often. Then, in using the media, the teacher tended to use lots of pictures and sounds and colored cards or cuts of papers. In explaining the concepts, many real practices during the explanation were given, and the examples were in forms of written examples on the board and suited with students' interest and ages. In giving the instructions, the teacher gave the instructions orally, modeled the instructions and followed with concept checking. In giving the feedback, the teacher provided written and spoken feedback.

8. Classroom 8

Regarding the teacher's teaching styles, in explaining theories and transferring the knowledge, the teacher used drawing techniques in which she asked students to draw (e.g. kinds of transportation) in the board, and drilled the meaning. Besides, the teacher also asked students to match definitions and their meanings in forms of cards and papers. She also applied some games (e.g. slapping board games and miming games) in which the games let the students moved and interacted actively and physically during the lesson. In giving and describing the examples, the teacher asked the students to tell and find the examples from their real lives contexts such as telling obligations at their homes. Also, the teacher asked the students to write those examples on their notebooks. Then, in

terms of teaching media, the teachers used lots of cards, and pictures. Finally, in assigning the students, the teacher would prefer putting the students in pairs and groups than individual work.

From the interview, there are also some findings derived. In assigning the students, the teacher asked students to work in groups more than individual. Then, in using the media, the teacher tended to use lots of pictures and drawings. In explaining the concepts, many examples during the explanation were given, and the examples were in forms of written examples on the board. In giving the instructions, the teacher gave the instructions orally followed with concept checking. In giving the feedback, the teacher provided times at the end of the teaching for giving spoken feedback.

9. Classroom 9

In relation to the teacher's teaching styles in facilitating the differences of students' learning styles, from the five times observations, there are some teaching styles that can be informed. At the first up to next observation, the teacher applied asking and answering technique before explaining the theories, elicited some spoken examples and did concept checking in understanding the theories. Then, the teacher also provided examples by asking students to write them on the board. The media used by the teacher were in forms of empty paper to be written. Finally, the teacher asked the students to interact and work in group and individual.

From the interview, it was found that in assigning the students, the teacher asked students to work in groups, pairs, and individual. The

teachers assigned the students to work in pairs more often than groups or individual. Then, in using the media, the teacher tended to use lots of pictures and sounds and colored cards or cuts of papers, dices, money toys, balls, and realia. In explaining the concepts, many visual examples during the explanation were given, and the examples were in forms of real, contextual, and written examples on the board. In giving the instructions, the teacher gave the instructions orally, modeled the instructions and followed with concept checking. In giving the feedback, the teacher provided written and spoken feedback.

10. Classroom 10

In relation to the teacher's teaching styles in facilitating the differences of students' learning styles, from the first meeting up to the last meeting, the teacher liked to practice the material after explaining the concept orally with written examples on the board. Then, examples of material learning were produced in case of playing lots of games which lead students to move and interact actively with their friends. In using the teaching media, pictures, audio, and colored papers were dominantly used.

From the interview, it was found that in assigning the students, the teacher asked students to work individually, in groups, and in pairs. The teachers assigned the students to work in pairs more often than groups or individual. Then, in using the media, the teacher tended to use more pictures, sounds, balls and flashcards. In explaining the concepts, the teacher tended to give written explanation on the boards, and many spoken examples during the explanation were given, and the examples were in

forms of real, contextual, and written examples on the board. In giving the instructions, the teacher gave the instructions orally, modeled the instructions and followed with concept checking. In giving the feedback, the teacher provided written and spoken feedback.

B. DISCUSSIONS

From the data that are described in the previous sections, there are several parts that need to be discussed. First, it is implied that most of students are regarded as kinesthetic learners. It means that they like learning by doing and practicing the actions in real context. From this case, it also can be interpreted that most of the students prefer doing something meaningful for their real lives. In contrast, few of the students like learning from written and printed expression. It means that reading is probably too boring for most of the students.

The second discussion is related to teachers' teaching styles. Regarding Pratt's types of teaching styles elaborated in chapter 2 previously, it is seen that almost all of the teachers are regarded as apprenticeship teachers. From the finding, it seems that almost all teachers like to ask students to make authentic task and give the examples related to students' real life context. Thus, it is seen that there is an effort given by the teachers to match students' learning styles with teachers' teaching styles. In fact, there is a match between them and this is regarded as one of characteristics in successful teaching.

Then, from the finding, it can be seen that all teachers like to explain materials using lots of spoken explanations with some examples

written on the board and this is the way to match audio learning styles. Then, most of the examples are given in forms of visual and written examples related to their daily lives contexts and this is to match visual and verbal learning styles. Moreover, in assigning the students, all teachers like asking students to work in groups rather than individual. This group work could be in forms of pairs or groups consisting of 3 to 5 students or big groups. The students are asked to work in groups to do certain activities such as doing games, mingling, groups talk or discussion, and role plays and this is suitable for kinesthetic learning styles. Furthermore, in terms of giving instructions to students, spoken instructions are favorable comparing to other types of instructions, yet there are also few teachers who like to rewrite the instructions if the students seem to have difficulties in understanding the instructions given.

Taking a look at the types of students' learning styles which is favored by most of students i.e. kinesthetic learning styles, it seems that there is a match between students learning styles and teachers' teaching styles. It is due to the fact that students' like kinesthetic styles and teachers like apprenticeship. Therefore, it is seen that the teachers have tried hard to match the students' learning differences by varying their teaching styles including spoken explanation, visual and written examples, kinesthetic practices or real life context of exercises.

Table 2: Students' learning styles taken from classroom 1

Numbers of Respondents	Learning Styles
1	Visual
2	Audio
3	Kinesthetic
4	Kinesthetic
5	Visual
6	Visual
7	Audio
8	Kinesthetic
9	Kinesthetic
10	Visual
11	Kinesthetic
12	Kinesthetic
13	Kinesthetic
14	Kinesthetic
15	Visual
16	Visual
17	Verbal
18	Kinesthetic
19	Kinesthetic
20	Audio
21	Audio
22	Audio
23	Audio
24	Audio

Table 3: Students' learning styles taken from classroom 2

Numbers of Respondents	Learning Styles
1	Verbal
2	Kinesthetic
3	Verbal
4	Kinesthetic
5	Kinesthetic
6	Kinesthetic
7	Kinesthetic
8	Verbal
9	Kinesthetic
10	Kinesthetic
11	Visual
12	Kinesthetic
13	Kinesthetic
14	Visual
15	Visual
16	Verbal
17	Verbal
18	Verbal
19	Kinesthetic
20	Audio
21	Visual
22	Visual
23	Audio
24	Kinesthetic

Table 4. Students' learning styles taken from classroom 3

Numbers of Respondents	Learning Styles
1	Audio
2	Visual
3	Verbal
4	Verbal
5	Visual
6	Visual
7	Visual
8	Audio
9	Audio
10	Kinesthetic
11	Verbal
12	Kinesthetic
13	Kinesthetic
14	Kinesthetic
15	Kinesthetic
16	Visual
17	Verbal
18	Audio
19	Visual
20	Kinesthetic
21	Kinesthetic
22	Verbal
23	Kinesthetic
24	

Table 5. Students' learning styles taken from classroom 4

Numbers of Respondents	Learning Styles
1	Visual
2	Audio
3	Visual
4	Audio
5	Visual
6	Verbal
7	Kinesthetic
8	Audio
9	Visual
10	Kinesthetic
11	Kinesthetic
12	Visual
13	Visual
14	Kinesthetic
15	Visual
16	Kinesthetic
17	Audio
18	Audio
19	Kinesthetic
20	Kinesthetic
21	Visual
22	Audio
23	Kinesthetic
24	Kinesthetic

Table 6. Students' learning styles taken from classroom 5

Numbers of Respondents	Learning Styles
1	Visual
2	Visual
3	Kinesthetic
4	Audio
5	Audio
6	Kinesthetic
7	Visual
8	Verbal
9	Visual
10	Kinesthetic
11	Kinesthetic
12	Visual
13	Audio
14	Visual
15	Kinesthetic
16	Audio
17	Visual
18	Kinesthetic
19	Kinesthetic
20	Verbal

Table 7. Students' learning styles taken from classroom 6

Numbers of Respondents	Learning Styles
1	Audio
2	Kinesthetic
3	Audio
4	Visual
5	Audio
6	Kinesthetic
7	Audio
8	Visual
9	Verbal
10	Verbal
11	Verbal
12	Kinesthetic
13	Kinesthetic
14	Kinesthetic
15	Visual
16	Visual
17	Audio
18	Visual
19	Kinesthetic
20	Kinesthetic
21	Kinesthetic
22	Kinesthetic
23	Kinesthetic
24	Kinesthetic

Table 8. Students' learning styles taken from classroom 7

Numbers of Respondents	Learning Styles
1	Kinesthetic
2	Kinesthetic
3	Kinesthetic
4	Audio
5	Audio
6	Visual
7	Verbal
8	Visual
9	Visual
10	Kinesthetic
11	Verbal
12	Kinesthetic
13	Audio
14	Audio
15	Kinesthetic
16	Audio
17	Visual
18	Kinesthetic
19	Visual
20	Audio
21	Kinesthetic
22	Kinesthetic
23	Audio

Table 9. Students' learning styles taken from classroom 8

Numbers of Respondents	Learning Styles
1	Kinesthetic
2	Visual
3	Audio
4	Audio
5	Kinesthetic
6	Visual
7	Audio
8	Kinesthetic
9	Verbal
10	Audio
11	Kinesthetic
12	Visual
13	Verbal
14	Visual
15	Audio
16	Audio

Table 10. Students' learning styles taken from classroom 9

Numbers of Respondents	Learning Styles
1	Audio
2	Visual
3	Audio
4	Verbal
5	Visual
6	Verbal
7	Kinesthetic
8	Kinesthetic
9	Kinesthetic
10	Verbal
11	Audio
12	Kinesthetic
13	Kinesthetic
14	Visual
15	Kinesthetic
16	Audio
17	Kinesthetic
18	Verbal
19	Visual
20	Kinesthetic
21	Kinesthetic
22	Visual
23	Visual
24	Kinesthetic

Table 11. Students' learning styles taken from classroom 10

Numbers of Respondents	Learning Styles
1	Audio
2	Kinesthetic
3	Verbal
4	Kinesthetic
5	Audio
6	Kinesthetic
7	Audio
8	Kinesthetic
9	Verbal
10	Kinesthetic
11	Visual
12	Verbal
13	Kinesthetic
14	Visual
15	Kinesthetic
16	Kinesthetic
17	Visual
18	Audio
19	Kinesthetic
20	Visual
21	Kinesthetic
22	Visual
23	Kinesthetic
24	Kinesthetic

Table 12. The description of teachers' teaching styles

N O	RESPONDEN TS	TEACHERS' TEACHING STYLES				
		Exper t	Formal Authorit y	Person al Model	Facilitato r	Delegato r
1	Teacher 1			v	v	v
2	Teacher 2			v	v	v
3	Teacher 3				v	v
4	Teacher 4			v	v	v
5	Teacher 5			v	v	V
6	Teacher 6	v			v	V
7	Teacher 7			v	v	V
8	Teacher 8			v	v	V
9	Teacher 9			v	v	V
10	Teacher 10			v	v	V

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Due to the variety of students' styles in learning, it is impossible for teachers to apply all styles that students have in the classroom, yet it is important to match students' learning styles to teachers' teaching styles. Match here can be said as an action of knowing students' learning styles differences by giving instruments, provide as well as vary teaching activities to overcome the styles differences. This research has found some finding which one of the finding is the fact that most of the students are regarded as kinesthetic which means that they like learning by doing direct actions and practices in context of real life. Then, they also like moving around from their seats, and like learning together with their groups rather than individual learning.

To match the students' learning styles, it is seen that the teachers try hard to match them by applying various types of teaching styles such as becoming a good facilitator, role model, delegator, and experts. In fact, the teachers tend to match the kinesthetic learning styles in which they like to provide the learning with lots of authentic task related to students' real life context.

This research has some weaknesses that can not cover all things related to students' learning styles, teachers' teaching styles, and ways to match them. One of the suggestions derived from this research is the fact that there is a need to analyze the effect of match or mismatch toward

students' achievement. This is in order to see whether the match or mismatches will influence students' learning outcomes.

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