

**LINKING STUDENTS' THINKING STYLES WITH  
LANGUAGE LEARNING STRATEGIES**

**THESIS**



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**ENGLISH EDUCATION DEPARTEMENT  
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HAMZANWADI UNIVERSITY  
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200202040**



A Thesis

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FACULTY  
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## ABSTRACT

This research aims to examine the relationship between students' thinking styles in learning English and the teaching methods used by the teacher. The study was conducted at SMPN 01 Sakra Barat. The subjects of the research were 25 eighth-grade students and one English teacher. This study employed a qualitative method. To collect data, the researcher used observation, questionnaires, and interviews. The results indicated that the students enjoyed learning English at school. They found the lessons engaging and didn't boring. The study also highlighted several strategies employed by the teacher to create an enjoyable learning environment, such as understanding students' characteristics and learning styles, recognizing their thinking styles, conducting warm-up activities before lessons, using varied teaching methods and locations, providing appreciation for student participation, and avoiding blame when students make mistakes while trying to learn..

**Keywords:** *student's thinking styles, language learning strategies*

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara gaya berpikir siswa dalam belajar Bahasa Inggris dan metode pembelajaran yang digunakan oleh guru. Penelitian ini dilakukan di SMPN 01 Sakra Barat. Subjek dari penelitian ini adalah 25 siswa kelas delapan dan seorang guru Bahasa Inggris. Penelitian ini menggunakan metode kualitatif. Untuk mengumpulkan data, peneliti menggunakan observasi, kuesioner, dan wawancara. Hasil penelitian ini menunjukkan bahwa siswa menikmati pembelajaran Bahasa Inggris di sekolah. Mereka merasa bahwa pelajaran tersebut menarik dan tidak membosankan. Penelitian ini juga menyoroti beberapa strategi yang diterapkan oleh guru untuk menciptakan lingkungan belajar yang menyenangkan, seperti memahami karakteristik dan gaya belajar siswa, mengenali gaya berpikir mereka, melakukan pemanasan sebelum pelajaran dimulai, menggunakan metode dan lokasi pembelajaran yang bervariasi, memberikan apresiasi terhadap partisipasi siswa, dan menghindari menyalahkan siswa ketika mereka membuat kesalahan saat mencoba belajar.

**Katakunci:** *gayaberfikirsiswa, strategipembelajaranBahasa*

## **DECLARATION**

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor..... 2024

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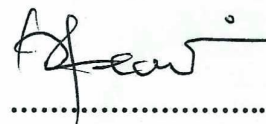
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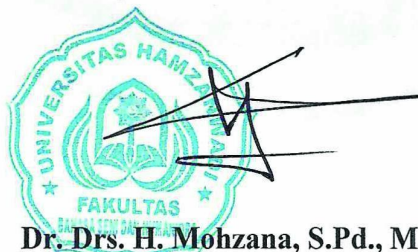
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## DEDICATION

This thesis is proudly dedicated to:

1. First of all, all praise is due to Allah SWT, the Lord of the Universe, who in His greatness has granted me the strength, health, and perseverance to complete every stage of this research. Without His permission, this achievement would not have been possible. Every prayer and effort I have upon me.
2. My Beloved Parents, [Lalu Ruswandi] and [Baiq Sri Wahyuni]  
To my father and mother, thank you for all the love, support, and sacrifices you have made throughout my life. You are the pillars of strength that continuously inspire me to strive and give my best in everything I do. Your prayers are the greatest force in my life, and this thesis is a small token of the guidance and unconditional love you have provided. May Allah SWT always bless you with health, happiness, and prosperity.
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# CHAPTER I

## INTRODUCTION

### A. Background of the study

English plays a crucial role in the modern education world. As a global language, English serves not only as a universal communication tool among people from diverse cultural backgrounds but also grants access to knowledge, technology, and educational resources. Studying foreign languages, including English, is very beneficial for communicating with foreigners (Prasetyaningrum et al., 2022). English is the primary international language and a common language across all countries in the world, so if we want to enter the international arena, we must master this language (Prasetyaningrum et al., 2022). Proficiency in English enables people to access literature, research, and the latest information across various disciplines, enhancing cross-cultural communication skills and preparing them to face global challenges in the future.

In the current era of globalization, people need for English is increasingly crucial. This is because English is widely used in everyday communication, digital technology, and various information disseminated through mass media. Nowadays, we can witness various technologies that can only be accessed using English. To develop and expand global knowledge and technology, Indonesian society must learn foreign languages (Husnu et al., 2024). Furthermore, global information is also widely spread using the international language that covers various disciplines to be studied, thus mastering

English

can be considered a necessity for everyone to adapt to the development of the

times. Because of science and technology now require everyone to understand English (Suherman & Kertawijaya, 2023).

Based on the need for English, the government has mandated English as a compulsory language for every student in Indonesia. This is evidenced by the inclusion of English lessons in the educational curriculum. Currently, English education has even begun at the elementary school level. English has become a compulsory subject in some schools, even in elementary schools, and one of its local content subjects is English (Wati et al., 2024). This demonstrates the importance of early English proficiency among the community, especially students.

However, it can be observed that education in schools is still ineffective in teaching English to students. Students studying English continue to encounter difficulties in speaking or writing the language (Maysuroh et al., 2022). This can be seen from the large number of students who cannot speak English, especially in schools located in remote areas. The twelve years English education curriculum seems insufficient to teach English to students. What's worse, many students find learning English difficult, causing them to be reluctant and uninterested in learning the language.

The perception among students that learning English is difficult has been passed down naturally from generation to generation. This is highly detrimental to shaping students' learning attitudes. Therefore, it is crucial to implement effective teaching strategies by teachers to eliminate this perception and enhance English learning outcomes. It is recognized that

emotional factors in second or foreign language learning encompass concepts such as motivation, attitudes, anxiety, self-efficacy, self-perceptions, emotions, beliefs, tolerance for uncertainty, and self-confidence (Dornyei, 2005; Ehrman, 1996; Ehrman, Leaver & Oxford, 2003; Gardner, 1985; Gardner, Tremblay & Masgoret, 1997; Garrett & Young, 2009; Horwitz, Horwitz & Cope, 1986; Onwuegbuzie, Bailey & Daley, 2000) as discussed in Coskun and Tasgin (2018).

A good teaching method should deliver lessons in a way that is easy for students to understand. It should spark students' interest in learning and avoid putting pressure on them. To effectively convey the learning material, it is essential for teachers to have a deep understanding of their students' characteristics. According to Sparks, Ganschow, and Javorsky as cited in Bain et al., in Coskun and Tasgin (2018), achievement in learning a foreign language is affected by emotional and cognitive factors. Good teaching allows space for students to grasp the material according to their learning styles. However, in reality, many teachers teach using methods they prefer without first analyzing their students' learning styles.

Every student certainly has different thinking styles and learning methods. Some students may prefer learning through auditory means, some through visual methods, and others through audio-visual approaches. Educators must understand these learning styles so that the teaching material can be easily comprehended by students. This research aimed to explore students' thinking styles in learning English and their correlation with

appropriate English learning strategies at 8<sup>th</sup> grade students of SMPN 01 Sakra Barat.

### **B. Focus of the Study**

The focus of this study was to analyze the thinking style of the students and the best teaching method in learning English. The subjects of this study was the 8<sup>th</sup> grade students of SMPN 01 Sakra Barat and the English teacher of SMPN 01 Sakra Barat.

### **C. Purpose of the Study**

The purposes of this research were:

1. To know the thinking styles of the students in learning English.
2. To know the methods of the teachers in teaching English.

### **D. Significance of Study**

The result of this study was expected to be useful theoretical and practically.

#### **1. Theoretical Significance**

The result of this research was expected to provide motivation for students in learning English. Additionally, it was hoped that the findings of this study will change students' perceptions of learning English so that they no longer perceive it as a difficult and boring subject.

#### **2. Practical Significance**

The result of this research was expected to serve as a reference for teachers in designing better English language teaching methods for students, aiming to enhance students' interest and understanding in learning.

## CHAPTER II

### REVIEW OF LITERATURE AND RESEARCH QUESTIONS

#### A. Characteristics of Students

The characteristics of learners can be interpreted as the overall pattern of behavior or abilities possessed by learners as a result of their upbringing and environment, thereby determining their activities in achieving goals or objectives. Information related to the characteristics of learners is crucial for the purposes of instructional design.

As stated by Ardhana in Asri Budiningsih (2017: 11), “The characteristics of learners are one of the variables in learning design, typically defined as the background of experiences possessed by learners, including other aspects of themselves such as general abilities, expectations towards learning, and physical as well as emotional traits of students that impact learning effectiveness”.

The effectiveness of a learning process, whether it can proceed effectively or not, is greatly determined by how well educators understand the characteristics of their learners. Understanding the characteristics of learners significantly influences the learning outcomes that will be achieved, the activities that need to be carried out, and the appropriate assessments for learners. Based on this, the characteristics of learners should actually be the focus and foundation for educators in conducting all learning activities.

The characteristics of learners include: ethnicity, cultural background, social status, interests, cognitive development, initial abilities, learning styles, motivation, emotional development, social development, moral and spiritual development, and motoric development.

## **B. Students' Thinking Styles**

Thinking style in learning known as metacognition, is generally defined as the ability to understand and monitor one's own learning process. It is generally viewed as an essential element in learning and plays a crucial role in the development of learner autonomy (Wenden, 1991; Wilkins, 1996). (Kallio et al., 2017) said that metacognitive awareness enables a person to plan, sequence, and monitor their learning so that improvements can be directly seen in performance. As such, metacognitive awareness can be viewed as one of the most important elements in fostering learning and learner autonomy. The significance of metacognitive awareness stems from the fact that it provides opportunities for "Individuals to plan, sequence, and monitor their learning in a way that directly improves performance" (Schraw & Dennison, 1994; 460).

According to (Husnu4 & THE, 2024), thinking style is linked to problem-solving, decision-making, and academic accomplishment. Research indicates that thinking styles are related to problem-solving abilities, decision-making, academic achievement, and more. Factors such as culture, gender, age, field of study, work experience, and parental styles also influence an individual's thinking style. The research findings suggest that students with a legislative thinking style tend to have high self-efficacy in innovation and invention. Meanwhile, students with a judicial thinking style are adept at assessment and judgment within appropriate cultural and situational context.

According to Apaydin and (Fikni et al., 2024), there are 13 different types of thinking styles divided into functions, forms, levels, and scopes. Those are divided into five main categories: functions, forms, levels, scopes, and leanings. Each thinking style within these five categories is as follows: functions (legislative, executive, and judicia), forms (monarchic, oligarchic, and hierarchical), level (anarchic, locals, and global), scopes (internal and external), and leanings (liberal and conservative).

### **C. Language Learning Strategies**

Language learning techniques plays an essential role in knowledge acquisition, autonomy, and self-confidence development, all of which assist learners in acquiring more significant control over their learning (Nosratinia et al., 2014). According to Hardan (2013), language learning strategies are activities, acts, and processes employed by learners to improve and facilitate language acquisition. In this context, the learning process is closely linked to learning strategies, where achieving a learning goal is significantly influenced by what is known as a learning strategy.

According to Griffiths (2015), a language learning strategy can be not only an activity but also a behavior that learners acquire, maintain, or modify during language learning. When behavior becomes conscious, it likely operates similarly to deliberately chosen activities, such as being persistent or responsible during the learning process. This aligns with research conducted by Ayu (2018), which found that learning strategies can assist learners in

understanding the material provided by the teacher if these strategies are applied consistently throughout the learning process.

Additionally, Oxford (1990) mentions that learning strategies make language learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. This means that learners select methods for learning based on how easy and enjoyable they find the activities, which ultimately boosts their motivation and perseverance in language learning (Sari, 2020). Furthermore, the learning strategies employed by students can influence their success in learning English, as they are consistently applied (Ayu, Diem, & Vianty, 2017; Mandasari & Oktaviani, 2018; Simamora & Oktaviani, 2020).

According to Anderson (2023), there is a clear relationship between learning styles and students' competency levels. Students become more proficient when they utilize a broader range and greater number of learning strategies. Chamot (2004) asserts that learning strategies play a crucial role in helping less successful students improve their speaking abilities. Students' speaking skills can be enhanced by providing interactive activities during teaching and through project-based assignments, which encourage collaboration and idea-sharing among students (Yuliansyah & Ayu, 2021; Apriyanti & Ayu, 2020).

#### **D. Relevant study**

There are several studies were about linking students' thinking styles with language learning strategies. The first research was done by Nur Maulani (2022). The title of this research is "Correlation between Language Learning Strategies and Thinking Styles on Learning Outcomes of Senior High School Students." The purpose of this study was to explore the relationship between language learning strategies and thinking styles in relation to learning outcomes. This study used collaborative classroom action research. This study was a quantitative research using survey for data collected. The results showed that there is a correlation between language learning strategies and thinking styles on learning outcomes of junior high school students in the eleventh- grade academic year 2023-2024 at SMP 1 Sakra Barat was a significant positive correlation.

The second research titled "Teaching Strategies to Develop Higher Order Thinking Skills in English Literature", was authored by Charanjit Kaur Swaran Singh, Tarsame Singh, Masa Singh, Hasimah Ja'afar , Ong Eng Tek, Harsharan Kaur , Nor Azmi Mostafa , and Melor Md Yunus, on 2020. This study aimed to identify teaching strategies used by ESL teachers to develop higher order thinking skills in English Literature. A qualitative approach with a case study design was employed. Data were collected through classroom observations, semi-structured interviews, and document analysis. Three teachers were chosen through purposive sampling. Thematic analysis was used to analyze the classroom observations and interviews. The findings

revealed that the questioning techniques employed by teachers of students with high English proficiency levels incorporated more HOTS elements compared to classes with lower proficiency levels. Challenges faced by ESL teachers in teaching HOTS include negative perceptions of HOTS, time constraints in lesson preparation, and students' low language proficiency levels. The pedagogical implications suggest that teachers should receive training on incorporating HOTS in their Literature lessons.

The third research was authored by Wulan Agustin, Achmad Yudi Wahyudin, and Shaleha Isnaini on 2021 with the title "Language Learning Strategies and Academic Achievement of English Department Students". This study aimed to determine the relationship between the use of language learning strategies and students' academic achievement, as indicated by their grade point average (GPA). The research employed a quantitative approach, using documentation and questionnaires. The samples consist of 38 students from the English Department of a private university in Indonesia. The results indicated a positive relationship between the use of language learning strategies and academic achievement. Pedagogically, it suggests that English teachers should introduce and train students in effective language learning strategies to enhance their academic performance.

Although many researchers have conducted studies on learning strategies and students' thinking styles, this research aimed to employ a more accurate methodology. In this study, the researcher used observation, questionnaires, and interviews to collect data. These three methods have

involved direct interaction with teacher and students in the data collection process. This approach didn't use in the previous three studies. Therefore, the results of this study were expected to provide a more accurate explanation of the relationship between students' thinking styles and the teaching methods applied.

#### **E. Theoretical Framework**

Research on students' thinking styles and effective teaching strategies is very important. As we know, diversity always occurs in the world of education. This diversity includes racial, ethnic, religious, and even thought diversity. These diversities cannot be ignored because they have an impact on the learning process.

English is an international language used globally. According to Crystal (1997), cited in Gunantar (2016), the number of people communicating in English with international speakers is increasing compared to speakers of other languages. There are many methods and factors that facilitate learning English. Each individual or student has their own unique approach and strategies to enhance their English skills. The learning environment of students also plays a significant role in their language acquisition process. Understanding their language learning strategies allows students to access information more easily and enhances the effectiveness of their learning process, as these strategies significantly impact learning outcomes. Cohen (2011), cited in Irgatoglu (2018), also notes that learners

create meaning through the use of language learning strategies, which have a direct effect on their learning.

Language learning strategies are methods we employ to learn and enhance our English skills. According to Horwitz, cited in Oxford (2017:16), “Learning strategies are activities or techniques that learners can utilize to improve their proficiency in the target language”. Knowing their own learning strategies allows students to address their challenges more effectively. Each student has unique strategies for understanding and solving problems, so it is essential for them to be self-aware and capable of independent learning, rather than relying on others.

The relationship between students' language learning tactics and thinking styles is examined in this study. Thinking styles and language acquisition strategies are the two main factors being studied. How people analyze information and arrive at judgments is called their thinking style. Sternberg's theory of thinking styles is especially pertinent because it divides thinking styles into three categories: judicial (where people prefer evaluating and making decisions based on rules and procedures), executive (where people prefer following established rules and procedures), and legislative (where people prefer creating and designing their own rules and methods). These ways of thinking intensely impact how students approach general learning and language acquisition.

Students can improve their language learning by applying specific procedures or behaviors known as language learning strategies. Direct and

indirect techniques are the two primary categories into which Rebecca Oxford divides these tactics. Direct techniques include those that help students overcome linguistic knowledge gaps, such as compensatory, memory, and cognitive strategies. Memory strategies assist students in storing and recalling new information. Affective strategies help control emotions and motivation during learning; social strategies, which entail interacting with people to enhance learning; and metacognitive strategies, which involve organizing, observing, and assessing learning, are examples of indirect techniques.

According to this study, a strong correlation exists between students' language learning practices and their thought processes. Studies by (Fikni et al., 2024) indicated that different thinking styles lead students to adopt different learning strategies, ultimately affecting the effectiveness of their language learning. For example, because they like to plan and manage their learning process, students with a legislative thinking style may be more likely to employ cognitive and metacognitive methods. Because they enjoy following rules and working with others, students with an executive thinking style may favor memory and social techniques. Because judicial thinkers like to evaluate and appraise what they learn, they may be more inclined to use emotive and evaluative tactics.

Based on this theory, the researcher believes that effective learning strategies are those that align with students' thinking styles. Good learning strategies will lead to better learning outcomes. Conversely, ineffective teaching methods that do not match students' thinking styles will make it

difficult for students to understand the material. Therefore, it is crucial for educators to use appropriate learning strategies that correspond with students' thinking styles in English language instruction.

#### **F. Research Question**

To achieve the research objectives, many research questions were asked, including:

1. How do students' thinking styles affect their learning of English?
2. What strategies do teachers use in teaching English?

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study used a descriptive qualitative approach. According to (Fikni et al., 2024), qualitative research methods typically include interviews and observations, but can also involve case studies, surveys, and analyses of historical documents. Creswell and Hancock (as cited in Mohajan and Haradhan, 2018) classify research designs into several categories, including narrative, phenomenology, grounded theory, action research, case study, ethnography, historical research, and content analysis.

(Wati et al., 2024) noted that Denzin and Lincoln describe qualitative research as a naturalistic method, highlighting its complex and multifaceted nature. Furthermore, Lincoln and Guba (as cited in Basias & Pollalis, 2018) emphasized the inherent naturalness of qualitative research approaches, where researchers are responsible for interpreting data and deriving conclusions based on their observations.

In addition to the previously mentioned viewpoints, Jackson (as cited in Ngozwana, 2018) highlights another qualitative approach where data analysis is carried out through words, based on fieldwork rather than numerical data, emphasizing the process of sense-making. This perspective is consistent with McMillan and Schumacher's view (Maysuroh et al., 2022) that qualitative research design aims to understand social phenomena from the participants' viewpoints.

The choice to use descriptive qualitative methods in this research stemmed from the researcher's recognition of the complexity of the issue being studied. As a result, data collected through naturalistic methods were analyzed directly. Additionally, the researcher sought to gain a deep understanding by identifying patterns, hypotheses, and theories that were consistent with the data.

### **B. Setting of the Study**

The researcher carried out this study emphasizing the thinking styles employed by students at SMPN 01 Sakra Barat. Jl. Raya No.16, Gn. Rajak, Kecamatan Sakra Barat., Kabupaten Lombok Timur, Nusa Tenggara Barat. This research will conduct on July 2024.

### **C. Source of Data**

In this research, the data sourced from the 8<sup>th</sup> grade students of SMPN 01 Sakra Barat. Data collection conducted through observation, questionnaires, and interview. Observations have been conducted during the ongoing learning sessions to observe the teaching process implement by the teacher. Questionnaires have been posed to the students regarding their thinking styles in learning English. To verify the results from the observations and questionnaires, the researcher conducted interviews with both teachers and students.

## **D. Techniques of Data Collection**

### 1. Definition of Key Terms,

Howard and Lastesy (2019, p. 46) define a key term as a significant or memorable word or phrase from the title, abstract, or text of a document, used for indexing purposes. In this research, the key terms include students' thinking styles and language learning strategies.

#### a. Students' Thinking Styles

(Maysuroh et al., 2022) states that a style is a way of thinking. It is not an ability but a preferred method people use to utilize their abilities. This means that while ability is what someone can do, style is what they prefer to do. Students use styles that make them comfortable, which helps them quickly grasp and expand their understanding of the material. They think and use their preferred styles freely, allowing for clear thinking, which is very beneficial for them. Thinking plays a crucial role in the learning process. By understanding the diversity of students' thinking styles, teachers can ensure that students comprehend the lessons, even if the teachers' and students' styles differ significantly. An alternative study topic for examining individual characteristics that establish the groundwork for success (Husnu et al., 2024).

A style refers to the way students think based on their preferences (Sternberg, 2017:19). Students engage with material in ways that they find enjoyable, allowing them to better absorb lessons and content. Understanding thinking styles helps individuals, including students,

adapt their thinking to various styles, which can enhance their ability to grasp material quickly. Thinking is a process where students' abilities grow through psychological interactions with their skills, leading to the development of new structures, rules, and beliefs (Qatami, 2001, as cited in Aljojo, 2017). Thinking styles act as a bridge to capture essential aspects of knowledge (Verbeke, Belschak, Bakker, & Dietz, 2008, as cited in Groza, Locander, & Howlett, 2016). Students use their individual thinking styles as a means to expand their knowledge.

b. Language Learning Strategies

“In general, learning strategies are specific actions or behaviors that students use to enhance their learning process” (Oxford, 1990:11). Language learning strategies are steps we take to learn and improve English skills. According to Horwitz in Oxford (2017:16), “Learning strategies are activities or techniques that learners can use to enhance their ability in the target language”. Knowing their own learning strategies enables students to overcome difficulties. Each student has a unique strategy for understanding and solving problems, so they must be self-reliant in their learning. Similarly, O’Malley and Chamot (1990) described learning strategies as special thoughts or behaviors used by individuals to help them understand, learn, or retain new information. Appropriate learning strategies can therefore improve student performance. Rubin (1975:43, as cited in Griffiths & Cansiz,

2015) defines learning strategies as the methods, techniques, or tools that learners use to acquire knowledge.

(Asrobi et al., 2023) stated that “Learning strategies can be applied to simple tasks like learning new words or more complex tasks involving language comprehension and production”. Similarly, Cohen (2017:12) noted that “Language learning strategies include methods for identifying necessary material, distinguishing it from other content, and organizing it for easier learning”. Oxford and Schramm (2008:48, as cited in Huang, 2015) described language learning strategies as "Specific plans, actions, behaviors, steps, or techniques used by learners, with a certain level of awareness, to enhance their progress in developing second or foreign language skills". This means that strategies are methods used by learners to facilitate learning and monitor their progress toward achieving their learning goals. Additionally, Griffiths (2020:87) suggested that “Language learning strategies are activities selected by learners to organize their language learning”. Wenden and Rubin (2021:19) defined “Learning strategies as sets of steps, plans, actions, and routines that learners use to facilitate obtaining and using information”. In essence, learning strategies are various methods to acquire information, which can include steps, plans, or daily activities.

## 2. Instrument of Study

In the data collection process, the researcher utilized several instruments such as observation forms, a voice recorder, interview guide, and list of questions. The observation form is a note that the researcher should fill while doing observation. The voice recorder use was a smartphone which is used to record conversations from the researcher with the participants while conduct interview. The interview guide contains several questions that have been prepared based on the observation. Meanwhile, the list of questions is used to know the thinking styles of the students.

## 3. Technique of Collecting Data

In this study, data collection conducted through direct observation, questionnaires, and interview. Observation was conducted during the ongoing learning sessions. The researcher observed the teaching and learning processes carried out by the teachers and students. Next, a questionnaire have been given to the students to determine their thinking styles in learning English. Following that, interviews have been conducted with both teachers and students to examine the correlation between the students' thinking styles and the teaching strategies implemented by the teachers at the beginning of the learning process.

## **E. Data Analysis**

Merlino A. (2014) noted that the analysis of qualitative data is closely linked to discourse analysis. Given that discourse analysis is a broad field, this

study focuses on a specific type of discourse crucial for understanding social action: argumentative discourse. The article is organized as follows: 1) The first part provides an overview of the model and the analytical stages it entails. 2) The second part elaborates on each stage of the model through an empirical study, presenting the interviewees' arguments concerning their traffic behavior. 3) The third part offers the conclusions drawn from the study.

In a research context, data analysis involves examining and interpreting data to reveal specific meanings, insights, and conclusions from the overall dataset. It also entails interacting with the data, structuring, categorizing, and organizing it into a coherent and meaningful framework (Ibrahim, 2015).

Based on the theory above, the researcher carried out data analysis in three stages: classification, reduction, and verification. Data classification involves organizing data into categories, groups, or classes based on shared characteristics, attributes, or criteria. Data reduction entails simplifying, condensing, and summarizing large volumes of data into a more manageable form while preserving the essential information and insights required for analysis. Data verification involves confirming the accuracy, reliability, and validity of the collected data by checking and validating it to ensure consistency, correctness, and credibility.

#### **F. Trustworthiness**

Ensuring the trustworthiness of data validity is crucial for confirming whether research is genuinely scientific and for evaluating the data obtained. Lincoln and Guba (1985), as cited in Kihn & Ihantola (2015:6), introduced the

concept of trustworthiness, “Replacing traditional notions of validity and reliability with four key dimensions: dependability, conformability, credibility, and transferability”. To uphold the standards of scientific research in qualitative studies, verifying data validity is essential. The validation process can be carried out as follows:

### 1. Credibility

Credibility is fundamental to qualitative research, indicating whether the research findings are accurate and reliable. Techniques for establishing credibility involve strategies and methods to ensure precision and enhance the quality of the research. Triangulation is employed by researchers to verify the credibility of the data.

### 2. Transferability

Transferability aims to ensure that research findings are understandable and applicable to similar situations, populations, and phenomena. Researchers must provide detailed, systematic, and accurate descriptions in their studies to facilitate this. “Transferability demonstrates how the findings of a study can be applied beyond the immediate research context” (Levitt, 2021, p.95).

### 3. Dependability

“Dependability, or reliability, refers to the consistency of outcomes when different researchers use the same research process. It involves ensuring that data and findings are reliable, consistent, and replicable” (Zohrabi, 2013, p.259).

#### 4. Confirmability

“Confirmability assesses the extent to which other researchers can validate and corroborate the study's results. It involves evaluating how well the findings can be confirmed by others” (Anney, 2014, p.15).

“Triangulation is employed to integrate data from various sources, methods, or theories, providing a comprehensive understanding of phenomena” (Triangulation, 2014, p.545). By utilizing multiple methods or data sources, triangulation helps ensure that research results are robust, comprehensive, and well-developed. The researcher used triangulation to confirm the trustworthiness of the data as follows:

- a. Observation
- b. Questionnaires
- c. Interviews

**CHAPTER IV**  
**RESULT AND DISCUSSION**

**A. Research Result**

1. Observation Result

The observation was conducted on the teaching and learning process between the teacher and students. The purpose of this observation was to observe the ongoing teaching and learning process. In this observation activity, the researcher used an observation guide as a reference. This observation activity focused on how the teacher teaches English in the classroom. The result of the observation was shown in the following table.

**Table 01. Result of observation**

No.	Sentences	Do	Don't
1.	Teacher open the class with prayer.	✓	
2.	Teacher start the class with brainstorming.	✓	
3.	Teacher review the last material.	✓	
4.	Teacher stimulate the students about the material now.	✓	
5.	Teacher explain the material to the students.	✓	
6.	Teacher uses media.	✓	
7.	Teacher does interaction with the students.	✓	
8.	Teacher group the students into groups.		✓
9.	Teacher give the students individual task.	✓	
10.	Teacher give the students a group task.		✓
11.	Teacher ask the students' understanding.	✓	
12.	Teacher give recognition or praise to the students.	✓	
13.	Teacher give the students conclusion of the material.	✓	
14.	Teacher give the students homework.		✓
15.	The class is running in a relaxed manner.	✓	

Based on the table above, the learning process conducted in the eighth grade at SMPN 01 Sakra Barat aligns with the researcher's expectations outlined in the observation guide. Generally, it can be concluded that the

teaching and learning process is conducted in a very relaxed manner. The teacher began the class by instructing the students to pray together. After that, the teacher engaged the students in a brainstorming activity involving movements performed while singing. The teacher then revisited the material covered in the previous session and stimulated the students to think about the new material to be presented. Following this, the teacher provided a detailed explanation of the current material, aided by a monitor as a teaching media. Throughout the lesson, the interaction between the teacher and students appeared to be well-established. This interaction was evident in several aspects, such as the teacher was ensuring that the students understand the material being taught, assigning individual tasks, and appreciating the students' learning outcomes. Overall, it can be concluded that the teaching and learning process is conducted in a very relaxed manner.

## 2. Questionnaire Result

In this study, the researcher provided fifteen questions directed at the students. These questions focused on understanding the students' perspectives and thinking styles in learning English. In this section, 25 eighth-grade students from SMPN 01 Sakra Barat answered the questions provided by the researcher. Their answers were quite diverse, as shown in the following table.

**Table02.Resultof thequestionnaires**

<b>No</b>	<b>Questions</b>	<b>Agree</b>	<b>Indifferent</b>	<b>Disagree</b>
1.	DoyoulikelearningEnglishat school?	21	4	0
2.	Doyoufinditdifficulttolearn English?	10	15	0
3.	DoyoufindlearningEnglishat school is boring?	1	5	19
4.	Do you think the concept of learning at school is too serious, making it difficult for you to understand the material?	3	13	19
5.	Do you like a learning environmentthatistoo serious?	8	2	15
6.	Doyoufeelthattheseriousness of the learning environment makes you feel stressed, makingit difficult to understand the lessons?	2	5	18
7.	Do you feel that learning while playing helps you understand the material better?	17	5	3
8.	Do you think that educationalmedia can make the classroom environment more relaxed?	12	11	2
9.	Doyouthinkthatbrainstorming is important to do before startinga lesson?	25	0	0
10.	Do you think that brainstorming can make you more excited about learning?	22	3	
11.	Do you think using technology media is important for enhancing the effectiveness of learning?	23	0	2
12.	Doyouthinkaudiomediacan improve your understanding	14	10	1

when learning English?			
13. Do you think audiovisual media can enhance your understanding of English lesson material?	21	3	1
14. Do you think creating groups or teams for learning is important for increasing motivation and making the learning process less boring?	22	3	0
15. Do you think receiving recognition or praise can boost your motivation to learn?	25	0	0

Based on the results of the questions shown in the table above, it can be seen that, in general, they enjoy learning English at school, with 21 students (84%) expressing this sentiment. However, some of them still find learning English challenging, with 10 students (40%) indicating difficulty. Additionally, 4% of the students (1 person) find learning English at school boring. Furthermore, 3 students (12%) mentioned that the learning environment at school is too serious, while 8 of them (32%) prefer a very serious learning environment.

Additionally, 2 students (8%) feel stressed by a learning environment that is too serious, and 17 students (68%) find it easier to understand the material through a learning approach that incorporates play. A total of 12 students (48%) reported that teaching media can make the learning environment more relaxed, while 25 students (100%) said that brainstorming is a crucial activity to perform before starting lessons. Additionally, 22 (88%) students admitted that brainstorming helps them

feel more enthusiastic about learning. In the use of technology as a teaching media, 23 (92%) students said that learning becomes more effective. Among them, 14 (56%) students prefer audio media, 21 (84%) students prefer audiovisual media, 21 (84%) students like group learning, and all of them appreciate being given recognition as motivation in their learning.

### 3. Interviews Result

The interviews were conducted with two individuals: a teacher and a student. The purpose was to understand the learning process between the teacher and students. Additionally, the interviews aimed to identify the ideal teaching methods provided by the teacher in relation to the students' thinking styles in learning English. There were several questions prepared by the researcher that were asked to the participants. The questions for the teacher focused on the teaching methods applied when teaching English, while the questions for the students were directed towards their thinking styles and the learning methods they prefer.

The first interview was conducted with an eighth-grade student from SMPN 01 Sakra Barat. During this interview, the researcher learned that she enjoys studying English at school. This is because the English teaching method used by the teacher is very enjoyable. One of the things the teacher does is always provide a warm-up before the lesson starts. However, the use of media in learning is still limited. The media used is only in the form of textbooks, which is considered less effective for explaining the material in a more accessible and engaging way. Additionally, she mentioned that

she likes visual media. She said that learning in a structured manner, from the beginning to the end of the lesson, helps her understand the material more easily.

Next, the researcher interviewed the teacher. Through this interview, several teaching strategies used by the teacher were revealed. Some of these strategies include the teacher admitting to using methods that align with the students' characteristics, meaning there is no specific method used. In this regard, the teacher first needs to analyze the learning styles preferred by the students. The teacher also mentioned that she always does a warm-up before starting the lesson. Additionally, warm-ups are also performed even during the lesson if necessary. This aims to provide enthusiasm to the students in their learning.

Regarding the limitations of teaching media, there are several strategies the teacher uses to keep the learning process engaging and not boring. One of these strategies is learning outside the classroom. To maintain students' motivation and mindset in learning, the teacher never insists on students being right. In other words, the teacher never blames students who are brave enough to try. This aims to build students' confidence and reduce their fear of trying in learning.

In conclusion, the most important thing for a teacher to do in the learning process is to instill interest and enjoyment in students. This can be achieved through various means, such as giving all students the opportunity to try without demanding maximum results or placing blame, providing

appreciation to students who participate in learning, making the classroom as comfortable and non-restrictive as possible, etc.

## **B. Discussion**

The aim of this research is to understand the perspectives and thinking styles of students in learning English, as well as the teaching methods employed by the teacher in teaching English at SMPN 01 Sakra Barat. The subjects of this study are 25 eighth-grade students of SMPN 01 Sakra Barat and the English teacher at the school. In this research, the researcher used observation, questionnaires, and interviews to collect data. The observation was conducted during the learning process. The researcher observed the ongoing learning process between the teacher and the students. The results of this observation indicate that the learning process was conducted in accordance with the observation guidelines prepared by the researcher.

The class begins with a prayer led by a student who has been appointed as the class leader. Next, before the lesson starts, the teacher encourages the students to do some warm-up exercises to help them feel energized and increase their interest in learning. In this context, Akther (2014) suggested that warm-up activities can effectively start a class with an engaging task, helping students to get into the proper mindset for learning and sustain their focus. Additionally, Kyaw and Htun (2019) stated that warm-up activities are a valuable tool for supporting learners. Before introducing the new material, the teacher briefly reviews the previous lesson and then stimulates the students'

curiosity about today's topic. After that, the teacher begins to explain the material for this session.

In this lesson, many instructional media were not used. The only media employed were the textbook and the blackboard. Despite this, the interaction between the teacher and the students was quite good. This interaction was facilitated through various methods, including question-and-answer sessions, individual assignments, checks for understanding by the teacher, and recognition of students who participated in the learning process. Overall, the researcher observed that the teaching and learning process was conducted in a relaxed manner. To confirm the findings from the observation, the researcher then asked questions to the students.

The questions given to the students aimed to understand their perspectives and thinking styles in learning English. The results of these questions showed that most of them enjoyed learning English at school. Many of them stated that learning English at school was fun and not boring. Moreover, most of them preferred a learning approach that wasn't too serious and favored a learning concept that involved play. Based on the results of these questions, it was found that they greatly enjoyed the warm-up sessions before learning. Additionally, they appreciated the recognition given for their participation in the learning process, which boosted their enthusiasm for studying. (Syafriafdi, 2020) notes that when teachers show appreciation to students for answering questions, regardless of whether their answers are accurate or not, it can boost the students' motivation to learn. However, the

learning process is not without its challenges. One of the difficulties they encountered was the limitation of available learning media.

One of the challenges they encountered in the learning process was the lack of engaging and varied media. Based on the interviews conducted, it was revealed that the availability of media provided by the school is indeed very limited. However, from the students' perspective, media plays a crucial role in enhancing focus and enthusiasm for learning. Despite this, the interviews also revealed that the teacher has found ways to overcome the issue of limited media. One approach is to conduct lessons outside the classroom. According to the interview results, learning outside the classroom can boost students' enthusiasm for learning, reduce boredom, and provide new learning experiences.

In conclusion, the most important thing a teacher can do is to create a comfortable learning environment for students. Making learning enjoyable can increase students' interest and prevent them from feeling shocked or fearful in the learning process. According to Handayani (2019), motivation in the learning process serves as a driving force that sustains the learning activities and provides direction to help achieve the desired goals. One way to achieve this is by not discouraging students, even when they make mistakes while trying. Teachers should avoid blaming students, as this can discourage them from attempting to learn. Instead, teachers should appreciate the efforts of students who participate in the learning process. By conducting observations before starting a lesson, teachers can deliver material using methods that align

with the students' learning styles and thinking patterns, making the learning process more effective.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of this research, it can be concluded that the key to the success of a teaching and learning process depends on the connection between students' perceptions and their learning styles with the teaching methods employed by the teacher. The findings indicate that the teacher's strategies for addressing various challenges in the learning process contribute to making the teaching and learning process more effective. The results also show a positive perspective from students toward learning English, reflecting the teacher's success in creating an enjoyable learning environment. A pleasant learning environment helps students understand the material better and enhances their motivation to learn. Some strategies used by the teacher to create an enjoyable learning environment include conducting warm-up activities before starting the lesson, engaging in outdoor learning, providing appreciation to students who participate in the learning process, and not blaming students when they make mistakes while practicing the material.

#### B. Suggestion

Based on the findings in this research, the researcher proposes some suggestions for all teachers. Becoming an educator is not an easy task. This research has shown that a positive learning environment can help students understand the material presented by the teacher more effectively. Therefore, it is crucial for teachers to create a conducive and enjoyable learning

environment. Based on the findings of this study, several strategies can be employed to create a good learning environment, including understanding students' characteristics and learning styles, recognizing their thinking styles in learning, conducting warm-up activities before lessons begin, varying learning methods and locations, providing appreciation for students who participate in the learning process, and avoiding blame when students make mistakes while trying to learn.

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## Appendix 01, instruments of the study

### 1. Observation Guide

No.	Sentences	Do	Don't
1.	Teacher open the class with prayer.		
2.	Teacher starts the class with brainstorming.		
3.	Teacher reviews the last material.		
4.	Teacher stimulates the students about the material now.		
5.	Teacher explains the material to the students.		
6.	Teacher uses media.		
7.	Teacher does interaction with the students.		
8.	Teacher groups the students into groups.		
9.	Teacher gives the students individual task.		
10.	Teacher gives the students a group task.		
11.	Teacher asks the students' understanding.		
12.	Teacher gives recognition or praise to the students.		
13.	Teacher gives the students conclusion of the material.		
14.	Teacher gives the students homework.		
15.	The class is running in a relaxed manner.		

### 2. Interview Guides

a. For the teacher

Name \_\_\_\_\_ :

Questions

1. What kind of teaching methods that you use in teaching English?
2. Do you give the students brainstorming before starting the class?
3. If you do, what kind of brainstorming that you give?
4. When you teach English, do you use some media?
5. If you do, what media are you use?
6. If you don't, how do you change the media in learning?
7. Do you know the different types of student learning styles?
8. How do you teach the students with different learning styles?
9. Do you think that the teaching method is important in teaching English?
10. Do you think that the media is effective to improve the quality of learning?

b. For the students

Name :

Class :

1. Do you like to study English?
2. If you do why? If you don't why?
3. Does learning English is fun?
4. Does your teacher teach you with fun methods?
5. Does the teacher gives you brainstorming before starting the class?
6. What kinds of media that the teacher uses when teaching English?
7. Do you think that the media is effective for helping you understand the material easier?
8. What kinds of media do you like?
9. In your point of view, how is the best teaching methods should teachers do when teaching English?
10. What is your suggestion for the English teachers?

### 3. Questionnaires

Name of students :

Class :

Questions

**Please answer the questions below by circling the one answer that best describes you. You can choose agree if you think that the questions is relate with you, indifferent if you are in the middle of the question, and disagree if you are not relate with the questions. There are no right or wrong answer, so please respond honestly!**

1. Do you like learning English at school?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
2. Do you find it difficult to learn English?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
3. Do you find learning English at school is boring?
  - a. Agree
  - b. Indifferent
  - c. Disagree

4. Do you think the concept of learning at school is too serious, making it difficult for you to understand the material?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
5. Do you like a learning environment that is too serious?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
6. Do you feel that the seriousness of the learning environment makes you feel stressed, making it difficult to understand the lessons?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
7. Do you feel that learning while playing helps you understand the material better?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
8. Do you think that educational media can make the classroom environment more relaxed?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
9. Do you think that brainstorming is important to do before starting a lesson?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
10. Do you think that brainstorming can make you more excited about learning?
  - a. Agree
  - b. Indifferent
  - c. Disagree

11. Do you think using technology media is important for enhancing the effectiveness of learning?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
12. Do you think audio media can improve your understanding when learning English?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
13. Do you think audiovisual media can enhance your understanding of English lesson material?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
14. Do you think creating groups or teams for learning is important for increasing motivation and making the learning process less boring?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
15. Do you think receiving recognition or praise can boost your motivation to learn?
  - a. Agree
  - b. Indifferent
  - c. Disagree

## DOCUMENTATION







Name of students : Maulina Febrina

Class : VIII C

### Questions

Please answer the questions below by circling the one answer that best describes you. You can choose agree if you think that the questions is relate with you, indifferent if you are in the middle of the question, and disagree if you are not relate with the questions. There are no right or wrong answer, so please respond honestly!

1. Do you like learning English at school?  
a. Agree ~~X X~~  
b. Indifferent  
c. Disagree
  
2. Do you find it difficult to learn English?  
a. Agree  
b. Indifferent  
c. Disagree ~~X~~
  
3. Do you find learning English at school is boring?  
a. Agree  
b. Indifferent  
c. Disagree
  
4. Do you think the concept of learning at school is too serious, making it difficult for you to understand the material?  
a. Agree  
b. Indifferent  
c. Disagree
  
5. Do you like a learning environment that is too serious?  
a. Agree  
b. Indifferent  
c. Disagree

6. Do you feel that the seriousness of the learning environment makes you feel stressed, making it difficult to understand the lessons?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
7. Do you feel that learning while playing helps you understand the material better?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
8. Do you think that educational media can make the classroom environment more relaxed?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
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  - a. Agree
  - b. Indifferent
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  - a. Agree
  - b. Indifferent
  - c. Disagree

14. Do you think creating groups or teams for learning is important for increasing motivation and making the learning process less boring?

- a. Agree
- b. Indifferent
- c. Disagree

15. Do you think receiving recognition or praise can boost your motivation to learn?

- a. Agree
- b. Indifferent
- c. Disagree

Name of students : Ba. Juliana Herawati

Class : VIII C

### Questions

**Please answer the questions below by circling the one answer that best describes you. You can choose agree if you think that the questions is relate with you, indifferent if you are in the middle of the question, and disagree if you are not relate with the questions. There are no right or wrong answer, so please respond honestly!**

1. Do you like learning English at school?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
2. Do you find it difficult to learn English?
  - a. Agree
  - b. Indifferent
  - c. Disagree
  
3. Do you find learning English at school is boring?
  - a. Agree
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4. Do you think the concept of learning at school is too serious, making it difficult for you to understand the material?
  - a. Agree
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5. Do you like a learning environment that is too serious?
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- c. Disagree

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- a. Agree
- b. Indifferent
- c. Disagree



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## KONTRAK KERJA BIMBINGAN


Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:

BULAN PERTAMA : untuk Pendaftaran Proposal  
BULAN KEDUA : untuk Instrumen Penelitian  
BULAN KETIGA-KELIMA : untuk Bimbingan Skripsi


Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dopedomani dan dilaksanakan sebagaimana mestinya.

Pancor, B.G. ..MARET..2024


Pihak Pertama  
Pembimbing Petama

  
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USULUDDIN, S.Pd, M.Pd

Pembimbing Kedua

  
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Pihak Kedua  
Mahasiswa Bimbingan

  
.....  
LALU FERRYANA WAHYU

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5. Jurusan/ Program Studi : PENDIDIKAN BAHASA INGGRIS
6. Dosen Pembimbing : 1. USULUDDIN, Spd.M.Pd.  
2. WAJMANA AMFAH, S.Pd.M.Pd.
7. Judul Skripsi :


LINKING STUDENT'S THINKING STYLES WITH LANGUAGE LEARNING STRATEGIES

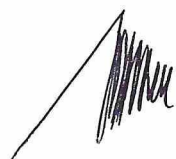
### 8. Jadwal bimbingan

NO	Tanggal Konsul	Materi Bimbingan	Tgl. Revisi Persetujuan	Paraf	
1	06/03 2024	Penyempurnaan tesis			
2	11/05 2024	Publikasi			

3	24/07 2024	grammar			f
4	24/07 2024	grammar			f
5	24/07 2024	grammar <u>Att</u> <u>Continue</u> 1st Advisor			f
6	31/07 2024	Thesis proposal - Chapter one - background of study - focus of study - statement of problem		f	
7	31/07 2024	Chapter Two - specify the theoretical - system of the theory		f	
8	31/07 2024	Chapter III proposal and sample statement		f	
9	20/08 2024	continue to conduct the research Abstract grammar			f
10	20/08 2024	chapter I - 5			f
11	20/08 2024	chapter 3, 4, 5 Att - Lanjut!			f

12	29/08	2024. Thesis Report - Chapter IV Research result			
13	29/08	2024. - Chapter V Discussion had been revised all figures - Abstract Urban Epi			

  
 need to be  
 examined  
 Pancor, 29. AGUSTUS 2024.  
 Koordinator Program Studi

  
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PEMERINTAH KABUPATEN LOMBOK TIMUR  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH  
(BAPPEDA)**

Jl. Prof. M. Yamin No. 57 Komplek Kantor Bupati Lombok Timur Blok G Lt. 3 Tlp. (0376) 21371

Selong, 12 Agustus 2024

Nomor : 070/1347/PD/VIII/2024  
Lampiran : -  
Hal : Permakluman Penelitian

Yth. Kepala SMPN 1 Sakra Barat  
di Tempat

*Bismillahirrahmanirrahim  
Assalamu'alaikum Warahmatullahi Wabarakatuh*

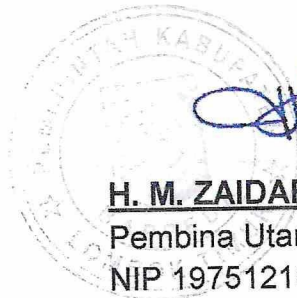
Menunjuk surat Dekan Fakultas Bahasa, Seni dan Humaniora Universitas Hamzanwadi Nomor : 320/UH.FBSH/LT/2024, Tanggal 07 Agustus 2024, perihal permohonan izin penelitian. Untuk itu, dipermaklumkan bahwa kegiatan Penelitian dilaksanakan di Wilayah Kerja Bapak/Ibu/Saudara oleh:

Nama : **LALU FERRYAWAN WAHYU MULIA**  
NIM : 200202040  
Alamat : Suralaga  
Pekerjaan : Mahasiswa  
Instansi / Badan : Universitas Hamzanwadi  
Tujuan / Keperluan : Untuk memperoleh data  
Judul / Tema : Linking Students' Thinking Styles With Language Learning Strategies  
Tanggal Pelaksanaan : 12 Agustus s/d 12 November 2024  
Nomor Telpon : 081882891043

Untuk kelancaran pelaksanaan perihal dimaksud kiranya kepada yang bersangkutan dapat dibantu seoptimal mungkin dan atas bantuan serta kerja sama yang baik kami sampaikan terima kasih.

*Billahittaufiq Walhidayah  
Wassalamu'alaikum Warahmatullahi Wabarakatuh*

KEPALA BAPPEDA  
KABUPATEN LOMBOK TIMUR,



**H. M. Zaidar Rohman, S.STP., M.H.**

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