ENGLISH LEARNING STYLE AND STRATEGIES PREFERENCES BY STUDENTS OF NASHRULLAH ISLAMIC BOARDING SCHOOL JEMBER

By:
Ninuk Indrayani
Staff Pengajar STAIN Jember

Abstract
Dalam penelitian tentang gaya dan strategi belajar bahasa Inggris ini, peneliti memfokuskan pada dua variable kunci, yaitu gaya belajar yang merupakan pendekatan umum dalam pembelajaran bahasa, dan strategi belajar yang merupakan perilaku atau pendapat khusus yang dilakukan oleh masing-masing pembelajar untuk meningkatkan kemampuan bahasanya. Dari hasil analisa, diketahui bahwa gaya belajar yang lebih disukai oleh mahasiswa yang tinggal di Pondok Pesantren Nashrullah adalah model visual. Sehingga, strategi belajar yang lebih mereka sukai juga mengarah pada aktifitas-aktifitas yang berhubungan dengan penggunaan penglihatan visual mereka. Maka dapat disimpulkan bahwa gaya belajar mahasiswa mempengaruhi hasil belajar mereka melalui aktifitas dan strategi belajar yang mereka lakukan.

Key Words: English learning style, English learning strategy.

INTRODUCTION

Islamic Boarding School is often called *pondok* or *pesantren*. It is a place where students lived with and studied under the guidance of a teacher who is often known as *Kyai* or *Ustadz*. There are four elements in the majority of *pesantren* in Central Java, namely *Kyai*, dormitory, mosque, and school.[1]

A certain school has its own characteristics. A long time ago *muslim* children in Indonesia did not go to formal school, instead they went to Islamic Boarding School from the traditional (*Salaf*) to the modern ones (*Khalaf*). Nowadays, there are more of modern Islamic Boarding Schools than the traditional Boarding Schools. One of many characteristics of modern Islamic Boarding School is the teaching and learning of foreign languages and applying them in everyday conversation. Those foreign languages are Arabic and English.

English is not our first or even second language; instead it is a foreign language for us. As a foreign language, Indonesian students have to make a lot of adjustment to master English. Every student has his or her own adjustment, which is called style of learning. Language learning styles are among the main factors that help determine how –and how well – our students learn a foreign language. Learning styles are the general approaches – for example, global or analytic, auditory or visual – that students use in acquiring a new language or in learning any other subject. These styles are "the overall patterns that give general direction to learning behavior".[2]

During the past decade, educational research has identified a number of factors

---

[1] Zamakhsyari Dhofier.. *Tradisi Pesantren: Studi Tentang Pandangan Hidup Kyai.* (Jakarta: LP3ES, 2011)

[2] C. Cornett. *What You Should Know about Teaching and Learning Styles.* (Bloomington, IN: Phi Delta Kappa, 1983), 9 in Rebecca L. Oxford. *Language Learning Styles and Strategies: An Overview.* (GALA, 2003), 2.

that account for some of the differences in how students learn. One of these factors, learning styles, is broadly described as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment".[3] Moreover, Research with U.S. school children has demonstrated that learners have four basic perceptual learning channels (or modalities): 1) Visual learning: reading, studying charts, 2) Auditory learning: listening to lectures, audiotapes, 3) Kinesthetic learning: experiential learning, that is, total physical involvement with a learning situation, 4) Tactile learning: "hands-on" learning, such as building models or doing laboratory experiments.[4]

Meanwhile, students will need some concrete action in order to understand the subject that they are focused on, which is called learning strategies. Learning strategies are defined as "specific actions, behaviors, steps, or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning".[5] It shows us about the importance of suitable learning strategies toward our successfulness, in spite of the existence of teacher as facilitator. In short, the language learning strategies will be running well based on the cooperation

between student and teacher.

Theoretically, Language Learning Strategies are divided into two broad categories of direct and indirect dichotomy.[6] Direct learning strategies consist of cognitive, memory and compensation strategies whereas indirect strategies include metacognitive, social and affective ones. Teachers can assist identifying their student strategies by paying attention to them while learning process is running, or using strategy inventory for language learning (SILL) which consists of 50 questions containing items that will discover what their language learning strategies are.[7] It examines the frequency of the strategy usage for L2 learning. SILL has six sections including memory, cognitive, compensation, meta-cognitive, affective and social each of which aims at measuring one strategy type in particular. Hence, the language learning would be effective by making the best use of some strategies mentioned above.

This research tries to expose the English learning style and strategies preferences by the students of Nashrullah Islamic Boarding School Jember. The reason of choosing the research is because there are many Bidikmisi dan BWI Cerdas scholarship students of STAIN Jember who get English and Arabic intensive learning live and study about Islam at Nashrullah Islamic Boarding School Jember.

METHODOLOGY

This research is a survey research. Survey is a research technique in which data are gathered by asking questions of a group of individuals called respondents.[8]

[3] J.W.Keefe,. Learning Style: An Overview. *Student learning styles: Diagnosing and Prescribing Programs* (1979) in Rebecca L. Oxford. *Language Learning Styles and Strategies: An Overview.* (GALA, 2003), 4.

[4] Rita Dunn, Learning style and its relation to exceptionality at both ends of the spectrum. *Exceptional Children,* (1983). *vol. 49,* 496-506. Rita Dunn, Learning style: State of the scene. *Theory Into Practice,* (1984).*vol. 23,* 10-19. H.Reinert, One picture is worth a thousand words? Not necessarily. *Modern Language Journal*, (1976). *vol. 60*, 160 - 168.

[5] R. Scarcella & R. Oxford. *The Tapestry of Language Learning: The Individual in the Communicative Classroom.* (Boston: Heinle & Heinle, 1992), 63 in Rebecca L. Oxford. *Language Learning Styles and Strategies: An Overview.* (GALA, 2003), 2.

[6] Rebbeca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know.* (Boston, Mass: Heinle & Heinle Publishers, 1990)

[7] *ibid*

[8] Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh. *Introduction to Research in Education (Sixth Edition).* (Belmont: Wadsworth Group, 2002), 374

The subject of this research is all of the students of Nashrullah Islamic Boarding School Jember. There are 63 students, which consist of 13 male and 50 female students of freshmen, sophomores, and juniors.

This research applied self-report questionnaire that has been used extensively by researchers to examine the frequency of the strategy usage for L2 learning in many countries, and its reliability has been checked in multiple ways, and has been reported as high validity, reliability and utility. A self-reporting questionnaire was developed on the basis of Perceptual Learning Style Preference Questionnaire (PLSPQ) by Joy M. Reid in 1987, consisted of 15 statements of the three learning style preferences to be measured: visual, auditory, and kinesthetic/tactile. While the learning strategy preferences was based on Strategy Inventory for Language Learning (SILL) by Rebecca Oxford in 1990, which consisted 50 statements of the six learning strategies to be measured: Cognitive strategies (14 items), Metacognitive strategies (9 items), Memory-related strategies (9 items), Compensatory strategies (6 items), Affective strategies (6 items), and Social strategies (6 items).

THEORETICAL FRAMEWORK
English Learning Style

Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. Learning styles may be defined in multiple ways, depending upon one's perspective. Here are a few definitions of learning styles. Learning style is the manner in which individuals perceive and process information in learning situations. Learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.[9] Learning style

is the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject.[10] The manner in which a learner perceives, interacts with, and responds to the learning environment. Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.[11]

There are three main learning styles: visual, auditory, and kinesthetic.[12] 1) Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented. 2) Auditory individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written. 3) Individuals that are kinesthetic learn best with and active "hands-on" approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

English Learning Strategy

Strategy is defined as mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use. Language Learning Strategies are defined as operations employed by the learner to aid the

---

⁹ H. D. Brown, *Principles of Language Teaching and Learning*, (4th ed.). (White Plains, New York: Longman, 2000).

¹⁰ M. Celce-Marcia, *Teaching English as a Second or Foreign Language*, (3rd ed.). (Dewey Publishing Services: New York, 2001).

¹¹ D. MacKeracher, *Making Sense of Adult Learning*, (2nd ed.). (Canada: University of Toronto Press Incorporated, 2004).p.71.

¹² Abbas Pourhossein Gilakjani. Visual, Auditory, Kinaesthetic Learning Styles......, p.105

acquisition, storage, retrieval, and use of information and conscious or unconscious mental steps that are employed by learners to aid in the acquisition of a target language.[13] Furthermore, it is also defined as skills that are acquired as declarative knowledge, which would subsequently become procedural as a result of extensive practice.[14]

There are six major groups of L2 learning strategies have been identified.[15] The explanation of each strategy is as follow:

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

Cognitive strategies are classified into four strategies: 1) Practicing, which includes: repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically; 2) Receiving and sending messages, which includes: getting the idea quickly, and using resources for receiving and sending messages; 3) Analyzing and reasoning, which includes: reasoning deductively, analyzing expressions, analyzing contrastively (across language), translating, and transferring; and 4) Creating structure for input and output, which includes: taking notes, summarizing, and highlighting.

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials,

[13] R.L. Oxford: *Language Learning Strategies: What Every Teacher* ....

[14] J.M. O'Malley, & A.U. Chamot: *Learning Strategies in Second Language Acquisition.* (Cambridge, U.K.: Cambridge University Press, 1990).

[15] R.L. Oxford, , 1990: *Language Learning Strategies: What Every Teacher* ....

arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall.

Metacognitive strategies are classified into three strategies: 1) Centering our learning, which includes: overview and linking with already known material, paying attention, and delaying speech production to focus on listening; 2) Arranging and planning our learning, which includes: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task (purposeful listening/reading/speaking/writing), planning for a language task, and seeking practice opportunities; and 3) Evaluating our learning, which includes: self-monitoring and self-evaluating.

Memory-related strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

Memory-related strategies are classified into four strategies: 1) Creating mental linkages, which includes: grouping, associating/elaborating, and placing new words into a context; 2) Applying images and sounds, which includes: using imagery, semantic mapping, using keywords, and representing sounds in memory; 3) Reviewing well, which includes: structured viewing; and 4) Employing action, which includes: using physical response or sensation, and using mechanical techniques.

Compensatory strategies (e.g., guessing from the context in listening and reading; using synonyms and "talking

around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge. Compensatory strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.[16] However, compensation strategies of any kind, even though they might be used for language use, nevertheless aid in language learning as well.[17] After all, each instance of L2 use is an opportunity for more L2 learning.

Compensatory strategies are classified into two strategies: 1) Guessing intelligently, which includes: using linguistic clues, and using other clues; and 2) Overcoming limitations in speaking and writing, which includes: switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym.

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. However, sometimes affective strategies showed a negative link with some measures of L2 proficiency. One reason might be that as some students progress toward proficiency, they no longer need affective strategies as much as before. Perhaps because learners' use of cognitive, metacognitive, and social strategies is related to greater L2 proficiency and self-efficacy, over time there might be

[16] A.D. Cohen, *Strategies in Learning and Using a Second Language.* (Essex, U.K.: Longman, 1998)

[17] R.L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*...........; R.L. Oxford. *Language Learning Strategies in the Context of Autonomy*, Synthesis of Findings from the International Invitational Conference on Learning Strategy Research, Teachers College, (Columbia University, New York, 1999).

less need for affective strategies as learners progress to higher proficiency.

Affective strategies are classified into three strategies: 1) Lowering our anxiety, which includes: using progressive relaxation, deep breathing or meditation, using music, and using laughter; 2) Encouraging ourselves, which includes: making positive statements, taking risk wisely, and rewarding ourselves; and 3) Taking our emotional temperature, which includes: listening to our body, using a checklist, writing a language learning diary, and discussing our feelings with someone else.

Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language.

Social strategies are classified into three strategies: 1) Asking questions, which includes: asking for clarification or verification, and asking for correction; 2) Cooperating with others, which includes: cooperating with others, and cooperating with proficient users of the new language; 3) Empathizing with others, which includes: developing cultural understanding, and becoming aware of others' thoughts and feelings.

DATA DISPLAY
Students Learning Style

In order to understand the learning preferences of Nashrullah Islamic Boarding School' students, Perceptual Learning Style Preference Questionnaire (PLSPQ) was used. Reid in 1987 developed PLSPQ particularly for learners of foreign language. The questionnaire assesses preferred learning styles of the students based on how they learn best using their perceptions: *visual, auditory, kinesthetic* preferences. There are several reasons behind choosing this instrument; it is easy to administer, it is easy to inter-

pret, it is self-scoring, and not scored by an external agent, it is relatively quick to administer and complete, it has easily reportable scales, and it has reliability and validity supported by the research. In this study, the researcher chose fifteen PLSPQ consists of 15 questions related to *visual, auditory, kinesthetic* preferences. Subjects are expected to indicate how much they agree with each item on a scale from 1 to 5 when they learn English. Each number notes certain measurement such as: (5) strongly agree, (4) agree, (3) undecided, (2) disagree and (1) strongly disagree.

The participants of this study were 63 students of Nashrullah Islamic Boarding School. They were 13 male and 50 female students between 19 and 21 years of age. Fifteen questions with five alternatives were distributed to students. Through the processes of test administration, it was indicated that about 45% of the students preferred visual learning style, 28% of the students preferred auditory learning style, 27% of the students preferred kinesthetic style for their learning.

Students Learning Strategy

The SILL (Strategy Inventory for Language Learning) in this study, researchers used Oxford's Strategy Inventory for Language Learning (SILL) Version 7.0. The SILL is a 5-point Liker-scaled measurement that measures 50 strategy items used in language learning. Based on the SILL, items 1-9 are memory strategies, items 10-23 are cognitive strategies, items 24-29 are compensation strategies, items 30-38 are meta-cognitive strategies, items 39-44 are affective strategies and items 45-50 are social strategies.

There are 50 situation items of 6 strategies were given to the students. The researcher concerned only to the students' answer which said "often" and "always" to each of the items. From the 9 items of memory-related strategy, the result showed that none of the students think of relationships between what they already know and new things they learn in English, 35%

of the students use new English words in a sentence so they can remember them, 25% of the students connect the sound of a new English word and an image or picture of the word to help them remember the word, 30% of the students remember a new English word by making a mental picture of a situation in which the word might be used, 5% of the students use rhymes to remember new English words, 5% of the students use flashcards to remember new English words, 5% of the students physically act out new English words, 10% of the students review English lessons often, and 30% of the students remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

From the 14 items of cognitive strategy, the result showed that 15% of the students say or write new English words several times, 10% of the students try to talk like native English speakers, 35% of the students practice the sounds of English, 10% of the students use the English words I know in different ways, 10% of the students start conversations in English, 20% of the students watch English language TV shows spoken in English or go to movies spoken in English, 10% of the students read for pleasure in English, 10% of the students write notes, messages, letters, or reports in English, 40% of the students first skim an English passage (read over the passage quickly) then go back and read carefully, none of the students look for words in their own language that are similar to new words in English, 15% of the students try to find patterns in English, 20% of the students find the meaning of an English word by dividing it into parts that they understand, 5% of the students try not to translate word-for-word, and 25% of the students make summaries of information that they hear or read in English.

From the 6 items of compensatory strategy, the result showed that 20% of the students said that in order to understand unfamiliar English words, they make

guesses, 15% of the students said that when they cannot think of a word during a conversation in English, they use gestures, 10% of the students make up new words if they do not know the right ones in English, 25% of the students read English without looking up every new word, 30% of the students try to guess what the other person will say next in English, and 15% of the students said that if they cannot think of an English word, they use a word or phrase that means the same thing.

From the 9 items of meta-cognitive strategy, the result showed that 15% of the students try to find as many ways as they can to use my English, 45% of the students notice their English mistakes and use that information to help them do better, 50% of the students pay attention when someone is speaking English, 55% of the students try to find out how to be a better learner of English, 35% of the students plan their schedule so they will have enough time to study English, 35% of the students look for people they can talk to in English, 15% of the students look for opportunities to read as much as possible in English, 25% of the students have clear goals for improving their English skills, and 35% of the students think about their progress in learning English.

From the 6 items of affective strategy, the result showed that 50% of the students try to relax whenever they feel afraid of using English, 45% of the students encourage themselves to speak English even when they were afraid of making a mistake, 15% of the students give myself a reward or treat when they do well in English, 10% of the students notice if they are tense or nervous when they are studying or using English, 15% of the students write down their feelings in a language learning diary, and 15% of the students talk to someone else about how they feel when they are learning English.

From the 6 items of social strategy, the result showed that 25% of the students said that if they do not understand something in English, they ask the other person

to slow down or say it again, 10% of the students ask English speakers to correct me when they talk, 20% of the students practice English with other students, 15% of the students ask for help from English speakers, 10% of the students ask questions in English, and 10% of the students try to learn about the culture of English speakers.

DISCUSSION
Students Learning Style

It was approved that most of the students learning style was the visual one. Visual learners have vivid imaginations, learn by seeing images, are quiet by nature, and find verbal instructions difficult. They prefer the visual sense, must see to understand, and learn best by reading and watching. Visual learners actually think in images or pictures, as if they have a movie camera in their minds. They take in what they hear or read and translate it into images in their brains. When visual learners want to recall what they have learned, they simply glance upward and look at the images they have stored on their "picture screen". Visual learners speak in terms of "I see; I get the picture". In a classroom, the visual learner performs very well because all testing is conducted in a written "visual" format. This requires that visual images be made when recalling information. Good readers read the black and white text and then convert the information to pictures. This makes the memory process easier. The visual learner will easily conform to most classroom standards, such as sitting quietly, writing neatly, and organizing materials well.[18]

However, another problems arise in applying the results of this learning style preference, how to "match" students' learning style preferences with "teacher styles". Teachers should not decide to

---

[18] Annette Vincent and Dianne Ross. Learning Style Awareness: A Basis For Developing Teaching and Learning Strategies. *ISTE (International Society for Technology in Education) University of Louisiana at Lafayette.* 2001

implement any teaching style as their own preferences. If the students learning style is visual, the teacher should adapt their teaching style also into visual, such as using visual media instead of only lecturing, showing gestures through the explanation, giving reading text and materials for the students' discussion, etc. In this way, students are exposed to teaching styles that are consistent with their learning styles.[19]

While agreeing that the development of effective teaching behaviors is essential to student achievement, experts of learning style also believe that basing instructional adaptation on student preferences does not always improve learning and may be detrimental. Schools exist to serve both society and the individual; striking that balance must necessarily limit individualized education.[20] Moreover, even if researchers and educators successfully develop learning style assessment procedures, specify learning outcomes, and relate educational experience to them, the actual impact on classroom teaching may be limited unless teachers can be persuaded to use that knowledge.[21] One solution to this problem might be to educate teachers about the possible impact of teaching and learning styles and at the same time to develop a "culture-sensitive pedagogy".

If educators can assume that learning styles are adaptable, that learning style preferences can be identified and modified, and that of unconscious or subconscious learning styles can become conscious learning strategies, then students should be exposed to the concept of learning styles. There is research suggests that the ability of students to employ multiple learning styles results in greater classroom

success.[22]

Consequently, students should have the opportunity to assess their own learning style preferences and should be encouraged to diversify those preferences. Teacher guidance can initially motivate students to identify and utilize their preferred learning styles and to take deliberate advantage of those preferences.[23] If teachers can show students the variety and versatility of learning styles by providing experiences in different teaching styles, the resulting awareness and expansion of student learning styles may better allow students to meet the demands of academic teaching methods and assignments.

Thus, one goal of instruction could be to help students identify and assess their individual learning styles. Another could be to allow students to sample unfamiliar teaching and learning styles. Indeed, a teacher who can "purposefully exhibit a wide range of teaching styles is potentially able to accomplish more than a teacher whose repertoire is relatively limited".[24] Another curricular solution might be to devise alternative instructional situations to accommodate the variations in learning styles that may exist in a classroom. Of course, designing and implementing the curricular alternatives require skills in a variety of teaching styles as well as the ability to manage the complexities of such a classroom.

Students Learning Strategy

Learning style is a distinctive and habitual manner of acquiring knowledge, skills or attitudes through study or experience. This indicates that the style is reasonably static and is the typical way an

[19] R. Dunn, Learning style: State of the scene. *Theory Into Practice*................................

[20] L. Davidman. Learning style: The myth, the panacea, the wisdom. (*Phi Delta Kappan. 62*, 1981), p. 641-645 .

[21] A.F. Grasha. Learning styles: The Journey from Greenwich Observatory to the College Classroom. (*Improving College and University Teaching, Vol. 32*, 1984), p.46-53.

[22] L.J. Cronbach, , & R.E. Snow. *Aptitudes and instructional methods:A handbook for research on interactions.* (New York: Irvington, 1977).

[23] P. Friedman & R.Alley. Learning/Teaching Styles: Applying the Principles. (*Theory Into Practice*, Vol. 23, 1984), p. 77-81.

[24] L. H. Smith & J.S. Renzulli. Learning style preferences: A practical approach for teachers. (*Theory Into Practice, 23*, 1984), p. 44-50.

individual learner approaches learning. Learning preference is the favoring of one particular mode of teaching over another. These preferences can vary within the same learner depending on the task and context. However, Learning strategies represent the plan of action adopted in the acquisition of knowledge, skills or attitudes through study or experience. This is the way we decide to go about a learning task. These represented the strategies.

The result of this research on learning strategy preferences by the students was still on the same path as the students' favorite learning style, which is visual. As it is supported by fact that the area of visual learning strategies presents perhaps the most interesting comparison for the majority of learner preferences is visual learning. Another strategy is that of using more practical demonstration or simulation activities to support learning, which also reflects visual learning preferences of participants. There was an even distribution of learners across the sequential / global dimension of learning style. This is also supported in referring to the need for case presentation to relate new information to 'real-life' situations, and may be achieved through tutorial sessions.[25]

Results have shown that assessment of participant learning preferences in comparison with learning strategies used provides useful information for program facilitation. Additionally, the use of learning preference assessment as a way of improving students' awareness of their own learning style, leading to an improvement in learning outcomes has not been studied in this investigation. This would be an interesting area to pursue, particularly with respect to the competency-based educational emphasis on individualization of programs.

As we have discussed before, a better understanding of learning styles can

benefit not only educators but also their students. Students benefit by using knowledge about their particular learning style to better manage their learning. Educators benefit by developing lesson plans and materials that disseminate identical information across the spectrum of learning styles. Teachers of visual learners need to provide as many visual clues as possible. Here are strategies for teaching visual learners:[26] 1) Using video equipment, 2) Providing assignments in writing, 3) Using charts and pictures. Teachers should use bright colors, encourage students to take notes, and draw pictures in their notes to associate with facts. Furthermore, visual learners are advised to: occasionally change the color of ink in pens; look at all the pictures, charts, and graphs in the textbook; read all of assignment directions, visualize new ideas or knowledge presented, read the class topic before it is discussed in class, and visualize the details of what is read.

CONCLUSION

The conclusions we are finally accomplished through the research are that of the learning style preferences by Nashrullah Islamic Boarding School' students is visual, and their strategies in learning are also on the same path as their style, which include the activity of applying their visual power.

A better knowledge and understanding of learning styles may become important as classroom sizes increase and as technological advances continue to mold the types of students entering higher education. While research in this area continues to grow, teachers should make concentrated efforts to teach in a multi-style fashion that both reaches the greatest extent of students in a given class and challenges all students to grow as learners. It is very important to understand and explore each individual's learning style. Analyzing one's own particular learning style can be very helpful and beneficial to the student

[25] Sharon M.Wetzig. *Learning Style Preferences And Learning Strategies In Intensive Care Nurse Education.* (Intensive Care, Princess Alexandra Hospital, 2000).

[26] Annette Vincent and Dianne Ross. Learning Style Awareness: ....

by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success.

Discovering this learning style will allow the student to determine his or her own personal strengths and weaknesses and learn from them. Teachers can incorporate learning styles into their classroom by identifying the learning styles of each of their students, matching teaching style to learning style for difficult tasks, strengthening weaker learning styles through easier tasks and drill, and teaching students, learning-style selection strategies. It is important for students to have multiple learning opportunities and "learning style-shift" and teachers should achieve a match between teaching strategies and the students' unique learning styles.

REFERENCES

Ary, Donald; Jacobs, Lucy Cheser and Razavieh, Asghar. 2002. *Introduction to Research in Education (Sixth Edition)*. Belmont: Wadsworth Group

Brown, H. Douglas. 2000. *Principles of Language Teaching And Learning*, (4th ed.). White Plains, New York: Addison Wesley Longman, Inc

Celce-Marcia, M. 2001. *Teaching English as a Second Or Foreign Language*, (3rd ed.). Dewey Publishing Services: New York.

Cohen, A.D., 1998: *Strategies in Learning and Using a Second Language*. Essex, U.K.: Longman.

Cronbach, L.J., & Snow, R.E. 1977. *Aptitudes and instructional methods:A handbook for research on interactions.* New York: Irvington.

Davidman, L. 1981. Learning style: The myth, the panacea, the wisdom. *Phi Delta Kappan, Vol.62.*

Dhofier, Zamakhsyari. 2011. *Tradisi Pesantren: Studi Tentang Pandangan Hidup Kyai.* Jakarta: LP3ES

Dunn, R. 1983. Learning style and its rela-

tion to exceptionality at both ends of the spectrum. *Exceptional Children,* Vol. 49, 496-506.

Dunn, R. 1984. Learning style: State of the scene. *Theory Into Practice,* Vol. 23.

Friedman, P., & Alley, R. 1984. Learning/teaching styles: Applying the principles. *Theory Into Practice,* Vol. 23.

Gilakjani, Abbas Pourhossein. 2012. Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. *Journal of Studies in Education.* Vol. 2, No. 1, www.macrothink.org/jse.

Grasha, A.F. 1984. Learning styles: The journey from Greenwich Observatory to the college classroom. *Improving College and University Teaching, 32.*

MacKeracher, D. 2004. *Making Sense Of Adult Learning,* (2nd ed.). Canada: University of Toronto Press Incorporated.

O'Malley, J.M. & Chamot, A.U., 1990: *Learning Strategies in Second Language Acquisition.* Cambridge, U.K.: Cambridge University Press.

Oxford, Rebbeca L. 1990. *Language Learning Strategies: What Every Teacher Should Know.* Boston, Mass: Heinle & Heinle Publishers

Oxford, R.L. 1999. *Language Learning Strategies in the Context of Autonomy.* Synthesis of Findings from the International Invitational Conference on Learning Strategy Research, Teachers College. New York: Columbia University.

Oxford, Rebecca L. 2003. *Language Learning Styles and Strategies: An Overview.* GALA.

Smith, L. H., & Renzulli, J.S. 1984. Learning style preferences: A practical approach for teachers. *Theory Into Practice, 23.*

Vincent, Annette and Ross, Dianne. 2001. Learning Style Awareness: A Basis For Developing Teaching and Learning Strategies. *ISTE (International Society for Technology*

in Education)University of Louisiana at Lafayette.

Wetzig, Sharon M. 2000. Learning Style Preferences And Learning Strategies In Intensive Care Nurse Education. Intensive Care, Princess Alexandra Hospital.