

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Finding**

The research aimed to answer two problem statements, they are:

1. The learning style of students from Turkey in learning English as a foreign language at English department of UIN Antasari Banjarmasin.
2. The learning strategy of students from Turkey in learning English as a foreign language at English department of UIN Antasari Banjarmasin.

In this chapter, the description of information based on the perceptual learning style questionnaire and interview about the foreign students' learning style and strategy in learning English as a foreign language will be explained decriptive qualitatively. The result obtained from the highest score of the learning style questionnaire and the analysis of interview about learning strategy with the foreign language learner from Turkey, finally, the researcher knows what are their dominant learning style and strategy in learning English especially learning English as a foreign language at UIN Antasari Banjarmasin. The analysis on foreign language learners from Turkey in the way of learning English as foreign language at English Department of UIN Antasari Banjarmasin will be reported.

During the researcher conducted the data, the respondents were really interested to explain and describe their own way in learning English as a foreign language. They explained to the researcher that this research will be useful for them, they can know exactly what are their dominant learning style and strategy in

learning English as a foreign language. All of them expressed their appreciation for choosing them as the respondents of this research, they very interested in answering the learning style questionnaire and the interview questions about their learning language strategy.

### **1. The Analysis of Learning Style**

The researcher took the scores of students learning style using 18 items questionnaire for each kind of learning style from 4 foreign students at English Department of UIN Antasari Banjarmasin. There are various scores of foreign students' data. The researcher got the scores from each items of questionnaires. Each scores of the questionnaire are as follow:

Score 3 for answer "*Selalu*"

Score 2 for answer "*Sering*"

Score 1 for answer "*Jarang*"

Score 0 for answer "*Tidak Pernah*"

Based on the questionnaire result, after calculating students learning style score, there are 2 foreign students who has the same learning style, and the other students has different learning style in learning English as a foreign language. There are 2 foreign students from Turkey who has kinesthetic learning style, 1 student who has visual learning style and 1 student who has auditory learning style, they are:

#### **a. Visual learner**

Based on the questionnaire results, after being researched and analyzed, the foreign student (1) with visual learning styles indicates that she is easily to understand something by viewing written information such as reading a book rather than listening to the explanation. It would be easier for her to explain something while writing in a paper, or often have well developed imaginations, the foreign student with this learning style prefer the picture or diagram instructions than the description when learning a language, especially in learning English as a foreign language. It can be concluded that the foreign student (1) has a more dominant visual learning style.

#### **b. Auditory learner**

One of the foreign students from turkey based on the questionnaire indicates that her learning style is auditory, the questionnaire explains that the foreign student (2) choose the verbal instructions to learn a language, find it easy to learn by listening like listening to music or radio, she also prefer to ask directly what that she has not understood and easily remember something by discussion rather than reading a book. The student usually difficult to write information and prefer to explain directly and easily disturbed by noise. Based on the information in the questionnaire, it can be concluded that the dominant learning style of the foreign student (2) is auditory.

#### **c. Kinesthetic learner**

The foreign student with kinesthetic learning style in this study based on the result of the questionnaire there are two people, the foreign student (3) from

the questionnaire that has been filled shows that she more easily to explain something by using body language like her hands in understanding the explanation, she prefers to pay attention to body language used by the teacher or her friend. In studying, she can not sit quietly for a long time, from the questionnaire also indicating that she prefers to learn by direct practice, prefers to try new things and demonstrates what she wants to say. The foreign student (4) showed a result that is not too different from the foreign student (3), she also likes to learn by practice directly and pay attention to someone body movement when delivering an information to her. Clever in explaining things by demonstrating, she always likes to do physical activities like sports or spending her times by playing games. So, it can be said that the foreign student (3) and the foreign student (4) have a kinesthetic learning style.

It can be conclude that the foreign language learners from Turkey have different learning style in learning English as a foreign language. This results is appropriate with Joy M. Reid classification about learning style in learning English as a foreign language, that visual is related to sight or everything can see, auditory learners learn best through hearing and kinesthetic preferred learning by touching and doing.

## **2. The Analysis of Learning Strategy**

The purpose of using interview questions was to identify and to get deeper information about language learning strategy of the foreign students from Turkey who participated in this research. The interview questions consisted of some items which identified the learning strategy of the respondents. The strategies were

grouped under the main six categories: cognitive, memori, compensation, metacognitive, affective, and social strategies.

During the interviews, the foreign language learner from Turkey was really excited to explain their strategy in learn English as a foreign language. They expressed almost the same explanation about their learning strategy in learning English as a foreign language at UIN Antasari Banjarmasin.

Based on the interviews that the researcher did with them, the result of the descriptive analysis conducted to identify the learning strategies of the respondents in this research, indicated that the most preferred strategy category of all, almost all of them give the researcher the similar answers during the interview related to cognitive, memori and compensation strategies as their direct strategies and just social strategies that they used as indirect strategies.

They explained that in learning, they usually write the important points of learning by making a summary of what they have just learned, they also use something visual to learn, the foreign student said *“I make summaries of information that I hear or read in English, I use flashcards to remember new English words”*, with this strategy they explain that they will easier to remember the language lessons. Sometimes they record the teacher explanation in the classroom, and then try to translate it. They also think of relationships between what they have already know and the new things they have learn in English.

The strategy they use in interpreting a word or phrase in English is almost the same, they use the English words and try to translate them from that word or phrase. On average, they get English vocabulary through games, song

lyrics and from watching movies. The foreign student said *“I watch movies spoken in English and sometimes I practice the sounds of English from a movie or English song”*

In remembering English vocabulary for example, they always use keywords and try to make a sentence of those keywords. In this case, they also often use a word which similar to a word in Turkey language with an English word that makes them easy to remember the vocabulary. The foreign student said *“I look for words in my own language that are similar to new words in English”*.

Guessing the meaning of a language is also learning strategy that they often use in learning English. They used body language as their way of conveying things if they are difficult to express it. The foreign student said *“To understand unfamiliar words, I make guesses and when I can’t think of a word during a conversation in English, I use gestures”*.

During the interviews, the foreign students often study together with their friends or classmates in learning English as a foreign language, they asked the right correction when making a mistake in understanding the lesson to better understandd what they want to know. The foreign student said *“I look for people I can talk to in English, if I do not understand something in English and then I ask the other person to slow down or say it again, I ask them to correct me when I talk”*.

The results of this interviews with the foreign students from Turkey stated that in learning English as a foreign language, they rarely evaluate their learning

outcomes. Lack of motivation, concentration and self-confidence in learning English are as several factors of it.

The theory which supported this results, according to Oxford clasification of language learning strategies, From these interviews, it can be concluded that the foreign students from Turkey are dominant using cognitive, memory and compensation strategies as direct strategy and in indirect strategies they use only social strategies in learning English as a foreign language.

## **B. Discussion**

In the problem of statement, there are two statements that have to be answered in this research. The first is about the learning style of the foreign students from Turkey in learning English as a foreign language. The second is about the learning strategy of the foreign students from Turkey in learning English as a foreign language. The researcher got the data from the results of the questionnaires and the interview to know their learning style and strategy in learning English as a foreign language at English Department of UIN Antasari Banjarmasin.

Throughout the language teaching history, teaching methods, textbooks, grammatical paradigms were cited as the primary factors in successful learning. In recent years, language teaching focused on the role of the learner in the process. This is based on the “styles” and “strategies” of the learner.

According to the questionnaire and interview data analysis, in findings, the researcher find the dominant learning style and strategy from the foreign students from Turkey in learning English as a foreign language. From the result of the

instrument used in this research, indicated that every students have their own learning style and strategies. The object of this research have different learning style, the foreign student (1) has visual learning style, the foreign student (2) has auditory learning style, the foreign students (3) and (4) they have kinethetic learning style, and for the learning strategies they used in learning English are the same each other, that learning strategies are cognitive, memori and compensation strategies (direct strategies) and social strategies (indirect strategies).

From the results of this research, the results obtained were in accordance with the theories in chapter II, that the learning style is the way that someone has to accumulate and assimilate information. Basically, learning styles are the best method possible in collecting and using specific knowledge. Most experts agree that there are three basic styles of learning with the same or different combination of learning strategies.

When students can recognize the learning style they have, then students can apply a good learning style and in accordance with the learning style. In order for them to maximize their learning, especially in learning English as a foreign language.

The results showed that the foreign language learners from Turkey have the same learning strategies in learning English, they indicate that they prefer using a wide variety of strategies. With respect to vocabulary learning, for example, it can be stated that the foreign students can successfully arrange words in order, make associations and review them in order to facilitate their retrieval. In addition to these, the results also show that the foreign students know how to



manipulate and transform the target language well, they know how to analyse input logically and to make meaning out of it. The foreign students also ask questions for verification or clarification without any hesitation. They are also good at cooperating with other students in class and other native speakers. What is more, it can be added that they can empathise with others by developing cultural understanding and awareness of other people's thoughts and feelings. The result from the respondents with the necessary techniques to comprehend and produce the language in spite of their limitations in their knowledge of the language. The foreign students are able to guess intelligently by making use of either linguistic or non-linguistic clues. They can effectively make use of strategies such as using mimes and gestures, using a synonym or a circumlocution, switching to mother tongue, or getting help from others.

In the learning process there is no way of learning that is considered right or wrong, because everyone has a different learning style and provide advantages and disadvantages. When students understand their learning style, learning process will be more efficient and effective. Each student certainly has different characteristics because it has a diverse background and live in the different environment.

The result also showed that the foreign students from Turkey have different learning style and strategy, it can be seen from theory that the student who has a visual learning style tends to learn through visual relationships, using visible material or media such as books, posters, magazines, maps and more.

From the interview, foreign student (1) indicated that she has this type of learning style.

Also for the students who have auditory learning styles tend to use hearing as a means of achieving success in learning a language such as listening to music, with discussion, or reading aloud, based on the finding in this research, there are a foreign student who has auditory style. Foreign student (2) has this type of learning style because she prefers listening or hearing than writing.

Here, in this research there are two students who have same learning style, foreign student (3) and foreign student (4). The students with kinesthetic learning styles tend to learn through movement as a means of entering information to be understood. This type of learning style involves physical activity, frequent moves and likes to learn the language by practicing it directly.

From As for the strategy in learning, based on the target language to be achieved, language learning strategies, especially English as a foreign language divided into two types according to Oxford, the direct language learning strategy consists of three types: memory strategy, cognitive strategy, and compensation strategy. And indirect language learning strategy consists of three types: metacognitive strategy, affective strategy and social strategy.

The foreign students from Turkey in research have memory strategy used in their learning strategy in learning English as a foreign language, memory strategy is a strategy used to remember and receive new information. They also have cognitive strategy and compensation strategy. Cognitive strategy is a strategy to understand the language and produce or do the production of language.

Compensation learning strategy is a strategy of guessing words or grammar using help, body language, avoiding uncontrolled topics, and also using word equations. But, the foreign students showed that they are not use metacognitive and affective startegy in learning English, they just use social strategy as indirect strategy in learning English as a foreign language. Metacognitive strategies are strategies that emphasize the importance of the learner to focus the concentration of language learning, compile and plan language learning, and evaluate how the language is learned. Affective learning strategy is a strategy that includes emotions, attitudes, motivations, and values in the process of learning a second language. And Social Strategy is a language learning strategy indirectly in the social world.