

APPENDICES



Appendix 1

Students' Response

Active/Reflective			Sensing/Intuitive			Visual/Verbal			Sequential/Global		
7	Active	Moderate	7	Sensing	Moderate	7	Visual	Moderate	5	Sequential	Moderate
1	Active	Balance	5	Sensing	Moderate	1	Visual	Balance	5	Sequential	Moderate
3	Active	Balance	9	Sensing	Strong	1	Visual	Balance	-3	Global	Balance
7	Active	Moderate	3	Sensing	Balance	3	Visual	Balance	-1	Global	Balance
-1	Reflective	Balance	-1	Intuitive	Balance	5	Visual	Moderate	5	Sequential	Moderate
-1	Reflective	Balance	5	Sensing	Moderate	7	Visual	Moderate	-3	Global	Balance
3	Active	Balance	3	Sensing	Balance	3	Visual	Balance	1	Sequential	Balance
7	Active	Moderate	5	Sensing	Moderate	5	Visual	Moderate	-5	Global	Balance
3	Active	Balance	1	Sensing	Balance	3	Visual	Balance	1	Sequential	Balance
5	Active	Moderate	1	Sensing	Balance	1	Visual	Balance	7	Sequential	Moderate
1	Active	Balance	7	Sensing	Moderate	-5	Verbal	Balance	-1	Global	Balance
1	Active	Balance	0	Sensing	Balance	3	Visual	Balance	-5	Global	Balance
-1	Reflective	Balance	5	Sensing	Moderate	3	Visual	Balance	-5	Global	Balance
-1	Reflective	Balance	1	Sensing	Balance	3	Visual	Balance	-1	Global	Balance
5	Active	Moderate	1	Sensing	Balance	-1	Verbal	Balance	-3	Global	Balance
-1	Reflective	Balance	7	Sensing	Moderate	5	Visual	Moderate	1	Sequential	Balance
1	Active	Balance	5	Sensing	Moderate	1	Visual	Balance	1	Sequential	Balance
5	Active	Moderate	9	Sensing	Strong	7	Visual	Moderate	1	Sequential	Balance
1	Active	Balance	5	Sensing	Moderate	3	Visual	Balance	-1	Global	Balance
-1	Reflective	Balance	5	Sensing	Moderate	3	Visual	Balance	1	Sequential	Balance
3	Active	Balance	3	Sensing	Balance	5	Visual	Moderate	3	Sequential	Balance
-1	Reflective	Balance	1	Sensing	Balance	1	Visual	Balance	-1	Global	Balance
-1	Reflective	Balance	-1	Intuitive	Balance	9	Visual	Strong	-3	Global	Balance
1	Active	Balance	-3	Intuitive	Balance	3	Visual	Balance	-3	Global	Balance
3	Active	Balance	-1	Intuitive	Balance	-1	Verbal	Balance	1	Sequential	Balance
-3	Reflective	Balance	-3	Intuitive	Balance	9	Visual	Strong	-7	Global	Balance
-1	Reflective	Balance	5	Sensing	Moderate	7	Visual	Moderate	-7	Global	Balance
3	Active	Balance	1	Sensing	Balance	3	Visual	Balance	3	Sequential	Balance
1	Active	Balance	3	Sensing	Balance	-3	Verbal	Balance	1	Sequential	Balance
1	Active	Balance	-1	Intuitive	Balance	1	Visual	Balance	3	Sequential	Balance
-3	Reflective	Balance	-3	Intuitive	Balance	-1	Verbal	Balance	1	Sequential	Balance
1	Active	Balance	1	Sensing	Balance	7	Visual	Moderate	3	Sequential	Balance
1	Active	Balance	3	Sensing	Balance	5	Visual	Moderate	5	Sequential	Moderate
1	Active	Balance	3	Sensing	Balance	7	Visual	Moderate	5	Sequential	Moderate
1	Active	Balance	-1	Intuitive	Balance	5	Visual	Moderate	3	Sequential	Balance
-1	Reflective	Balance	-3	Intuitive	Balance	-3	Verbal	Balance	3	Sequential	Balance
-1	Reflective	Balance	-5	Intuitive	Balance	3	Visual	Balance	3	Sequential	Balance
1	Active	Balance	3	Sensing	Balance	5	Visual	Moderate	3	Sequential	Balance

5	Active	Moderate	1	Sensing	Balance	7	Visual	Moderate	5	Sequential	Moderate
3	Active	Balance	1	Sensing	Balance	1	Visual	Balance	9	Sequential	Strong
3	Active	Balance	1	Sensing	Balance	1	Visual	Balance	9	Sequential	Strong
-1	Reflective	Balance	1	Sensing	Balance	-1	Verbal	Balance	-1	Global	Balance
-3	Reflective	Balance	-1	Intuitive	Balance	-3	Verbal	Balance	-1	Global	Balance
1	Active	Balance	1	Sensing	Balance	9	Visual	Strong	-1	Global	Balance
-1	Reflective	Balance	-1	Intuitive	Balance	1	Visual	Balance	-1	Global	Balance
1	Active	Balance	-1	Intuitive	Balance	5	Visual	Moderate	-3	Global	Balance
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3	Active	Balance	7	Sensing	Moderate	5	Visual	Moderate	1	Sequential	Balance
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3	Active	Balance	1	Sensing	Balance	5	Visual	Moderate	-1	Global	Balance
3	Active	Balance	9	Sensing	Strong	9	Visual	Strong	-1	Global	Balance
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1	Active	Balance	3	Sensing	Balance	7	Visual	Moderate	3	Sequential	Balance
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-1	Reflective	Balance	-1	Intuitive	Balance	-5	Verbal	Balance	1	Sequential	Balance
5	Active	Moderate	1	Sensing	Balance	5	Visual	Moderate	-1	Global	Balance
3	Active	Balance	-3	Intuitive	Balance	1	Visual	Balance	1	Sequential	Balance

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-1	Reflective	Balance	-1	Intuitive	Balance	5	Visual	Moderate	1	Sequential	Balance
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3	Active	Balance	3	Sensing	Balance	3	Visual	Balance	-1	Global	Balance
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3	Active	Balance	5	Sensing	Moderate	3	Visual	Balance	7	Sequential	Moderate
7	Active	Moderate	3	Sensing	Balance	7	Visual	Moderate	1	Sequential	Balance
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5	Active	Moderate	7	Sensing	Moderate	7	Visual	Moderate	5	Sequential	Moderate
7	Active	Moderate	3	Sensing	Balance	5	Visual	Moderate	3	Sequential	Balance

3	Active	Balance	7	Sensing	Moderate	7	Visual	Moderate	5	Sequential	Moderate
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5	Active	Moderate	7	Sensing	Moderate	7	Visual	Moderate	3	Sequential	Balance
3	Active	Balance	5	Sensing	Moderate	9	Visual	Strong	7	Sequential	Moderate
5	Active	Moderate	7	Sensing	Moderate	5	Visual	Moderate	5	Sequential	Moderate
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9	Active	Moderate	3	Sensing	Balance	9	Visual	Strong	5	Sequential	Moderate
9	Active	Moderate	3	Sensing	Balance	1	Visual	Balance	5	Sequential	Moderate
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1	Active	Balance	1	Sensing	Balance	9	Visual	Strong	1	Sequential	Balance
5	Active	Moderate	5	Sensing	Moderate	7	Visual	Moderate	1	Sequential	Balance
-1	Reflective	Balance	3	Sensing	Balance	9	Visual	Strong	3	Sequential	Balance
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1	Active	Balance	1	Sensing	Balance	9	Visual	Strong	-1	Global	Balance
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7	Active	Moderate	3	Sensing	Balance	7	Visual	Moderate	1	Sequential	Balance
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7	Active	Moderate	7	Sensing	Moderate	7	Visual	Moderate	7	Sequential	Moderate
7	Active	Moderate	7	Sensing	Moderate	7	Visual	Moderate	7	Sequential	Moderate
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5	Active	Moderate	3	Sensing	Balance	1	Visual	Balance	-1	Global	Balance
1	Active	Balance	3	Sensing	Balance	9	Visual	Strong	-3	Global	Balance
7	Active	Moderate	7	Sensing	Moderate	9	Visual	Strong	5	Sequential	Moderate
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5	Active	Moderate	-1	Intuitive	Balance	5	Visual	Moderate	5	Sequential	Moderate
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7	Active	Moderate	-1	Intuitive	Balance	5	Visual	Moderate	3	Sequential	Balance
-3	Reflective	Balance	1	Sensing	Balance	5	Visual	Moderate	5	Sequential	Moderate
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1	Active	Balance	1	Sensing	Balance	5	Visual	Moderate	1	Sequential	Balance
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3	Active	Balance	1	Sensing	Balance	9	Visual	Strong	1	Sequential	Balance
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-1	Reflective	Balance	3	Sensing	Balance	5	Visual	Moderate	3	Sequential	Balance
5	Active	Moderate	-3	Intuitive	Balance	9	Visual	Strong	5	Sequential	Moderate
-3	Reflective	Balance	5	Sensing	Moderate	7	Visual	Moderate	3	Sequential	Balance

3	Active	Balance	3	Sensing	Balance	7	Visual	Moderate	-7	Global	Balance
5	Active	Moderate	7	Sensing	Moderate	11	Visual	Strong	-5	Global	Balance
3	Active	Balance	7	Sensing	Moderate	11	Visual	Strong	-7	Global	Balance
5	Active	Moderate	3	Sensing	Balance	3	Visual	Balance	-1	Global	Balance
1	Active	Balance	7	Sensing	Moderate	7	Visual	Moderate	3	Sequential	Balance
1	Active	Balance	1	Sensing	Balance	-1	Verbal	Balance	-5	Global	Balance
5	Active	Moderate	-1	Intuitive	Balance	9	Visual	Strong	-7	Global	Balance
-3	Reflective	Balance	-3	Intuitive	Balance	7	Visual	Moderate	-3	Global	Balance
1	Active	Balance	3	Sensing	Balance	1	Visual	Balance	1	Sequential	Balance
-3	Reflective	Balance	1	Sensing	Balance	5	Visual	Moderate	-3	Global	Balance
-3	Reflective	Balance	1	Sensing	Balance	5	Visual	Moderate	-7	Global	Balance
3	Active	Balance	7	Sensing	Moderate	9	Visual	Strong	3	Sequential	Balance
1	Active	Balance	7	Sensing	Moderate	7	Visual	Moderate	-1	Global	Balance
-1	Reflective	Balance	1	Sensing	Balance	7	Visual	Moderate	-7	Global	Balance
3	Active	Balance	-1	Intuitive	Balance	-5	Verbal	Balance	1	Sequential	Balance
1	Active	Balance	5	Sensing	Moderate	9	Visual	Strong	-3	Global	Balance
3	Active	Balance	-3	Intuitive	Balance	5	Visual	Moderate	-3	Global	Balance
3	Active	Balance	5	Sensing	Moderate	7	Visual	Moderate	-1	Global	Balance
3	Active	Balance	3	Sensing	Balance	7	Visual	Moderate	-1	Global	Balance
1	Active	Balance	7	Sensing	Moderate	5	Visual	Moderate	3	Sequential	Balance
3	Active	Balance	1	Sensing	Balance	1	Visual	Balance	-1	Global	Balance
1	Active	Balance	7	Sensing	Moderate	5	Visual	Moderate	3	Sequential	Balance
1	Active	Balance	5	Sensing	Moderate	-1	Verbal	Balance	1	Sequential	Balance
5	Active	Moderate	7	Sensing	Moderate	1	Visual	Balance	-3	Global	Balance
3	Active	Balance	5	Sensing	Moderate	-1	Verbal	Balance	-1	Global	Balance
1	Active	Balance	1	Sensing	Balance	5	Visual	Moderate	1	Sequential	Balance
1	Active	Balance	5	Sensing	Moderate	5	Visual	Moderate	-5	Global	Balance
1	Active	Balance	5	Sensing	Moderate	-1	Verbal	Balance	-3	Global	Balance
5	Active	Moderate	1	Sensing	Balance	9	Visual	Strong	3	Sequential	Balance
5	Active	Moderate	5	Sensing	Moderate	5	Visual	Moderate	-1	Global	Balance
3	Active	Balance	3	Sensing	Balance	1	Visual	Balance	-5	Global	Balance
-1	Reflective	Balance	-1	Intuitive	Balance	1	Visual	Balance	-1	Global	Balance
1	Active	Balance	3	Sensing	Balance	3	Visual	Balance	-3	Global	Balance
-3	Reflective	Balance	3	Sensing	Balance	3	Visual	Balance	-3	Global	Balance
5	Active	Moderate	1	Sensing	Balance	3	Visual	Balance	-1	Global	Balance
5	Active	Moderate	-1	Intuitive	Balance	3	Visual	Balance	-1	Global	Balance
-1	Reflective	Balance	1	Sensing	Balance	-5	Verbal	Balance	-1	Global	Balance
3	Active	Balance	1	Sensing	Balance	-1	Verbal	Balance	-3	Global	Balance
1	Active	Balance	7	Sensing	Moderate	5	Visual	Moderate	1	Sequential	Balance
-1	Reflective	Balance	-1	Intuitive	Balance	-1	Verbal	Balance	3	Sequential	Balance
1	Active	Balance	-1	Intuitive	Balance	-3	Verbal	Balance	1	Sequential	Balance
3	Active	Balance	1	Sensing	Balance	3	Visual	Balance	-1	Global	Balance
-3	Reflective	Balance	-1	Intuitive	Balance	5	Visual	Moderate	1	Sequential	Balance

3	Active	Balance	-5	Intuitive	Balance	1	Visual	Balance	-1	Global	Balance
1	Active	Balance	5	Sensing	Moderate	9	Visual	Strong	1	Sequential	Balance
3	Active	Balance	-1	Intuitive	Balance	3	Visual	Balance	1	Sequential	Balance
-1	Reflective	Balance	3	Sensing	Balance	9	Visual	Strong	-1	Global	Balance
-3	Reflective	Balance	9	Sensing	Strong	5	Visual	Moderate	-3	Global	Balance
3	Active	Balance	5	Sensing	Moderate	3	Visual	Balance	-5	Global	Balance
5	Active	Moderate	3	Sensing	Balance	3	Visual	Balance	1	Sequential	Balance
3	Active	Balance	1	Sensing	Balance	3	Visual	Balance	5	Sequential	Moderate
3	Active	Balance	1	Sensing	Balance	5	Visual	Moderate	1	Sequential	Balance



Appendix 2

Analysis Results

Table 4.1 Active & Reflective Learning Style

Learning Style	Total	Category		
		Moderate	Strong	Balanced
Active	66 (21.63%)	63 (20.65%)	3 (0.98%)	235 (77.04%)
Reflective	4 (1.31%)	4 (1.31%)	-	

Table 4.2 Sensing and Intuitive Learning Style

Learning Style	Total	Category		
		Moderate	Strong	Balanced
Sensing	81 (26.55%)	75 (24.59%)	6 (1.96%)	216 (70.82%)
Intuitive	8 (2.62%)	8 (2.62%)	-	

Table 4.3 Visual and Verbal Learning Style

Learning Style	Total	Category		
		Moderate	Strong	Balanced
Visual	132 (43.27%)	102 (33.44%)	30 (9.83%)	168 (55.08%)

Verbal	5 (1.63%)	5 (1.63%)	-	
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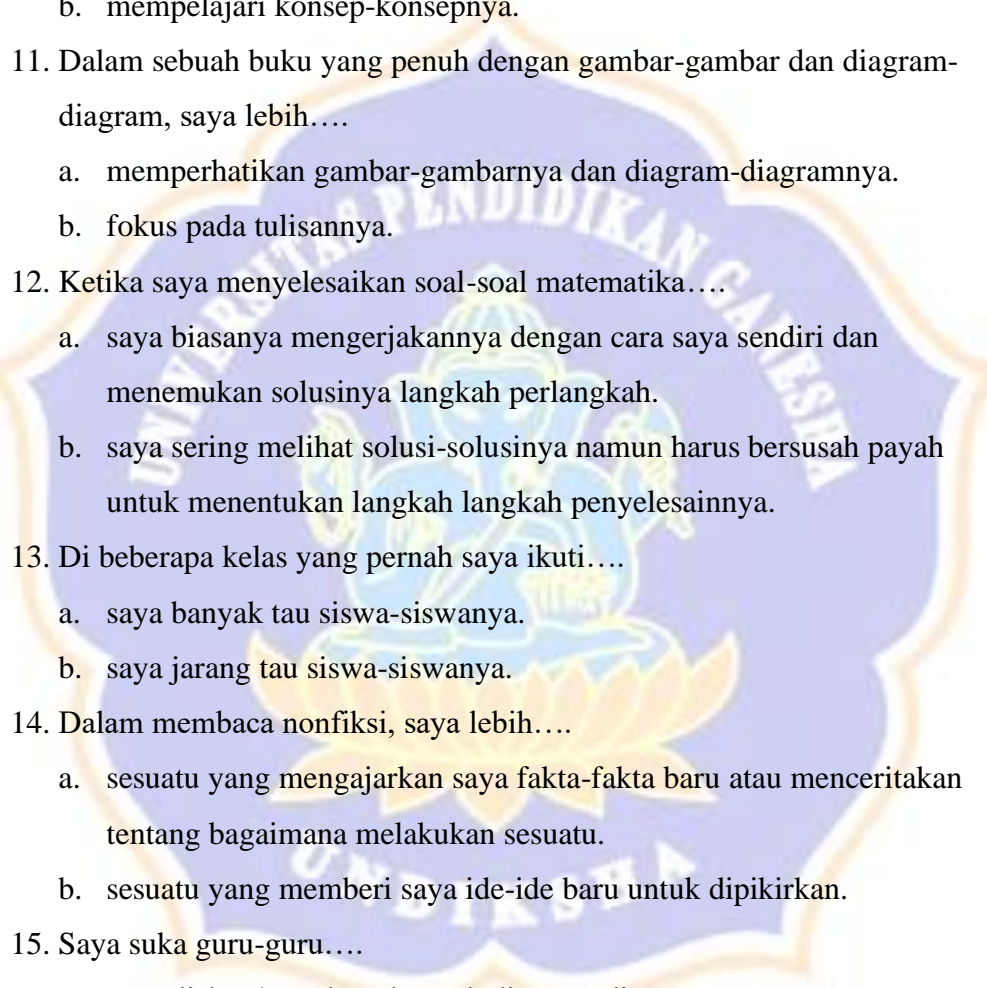
Table 4.4 Sequential and Global Learning Style

Learning Style	Total	Category		
		Moderate	Strong	Balanced
Sequential	54 (17.70%)	52 (17.04%)	2 (0.65%)	221
Global	30 (9.83%)	30 (9.83%)	-	

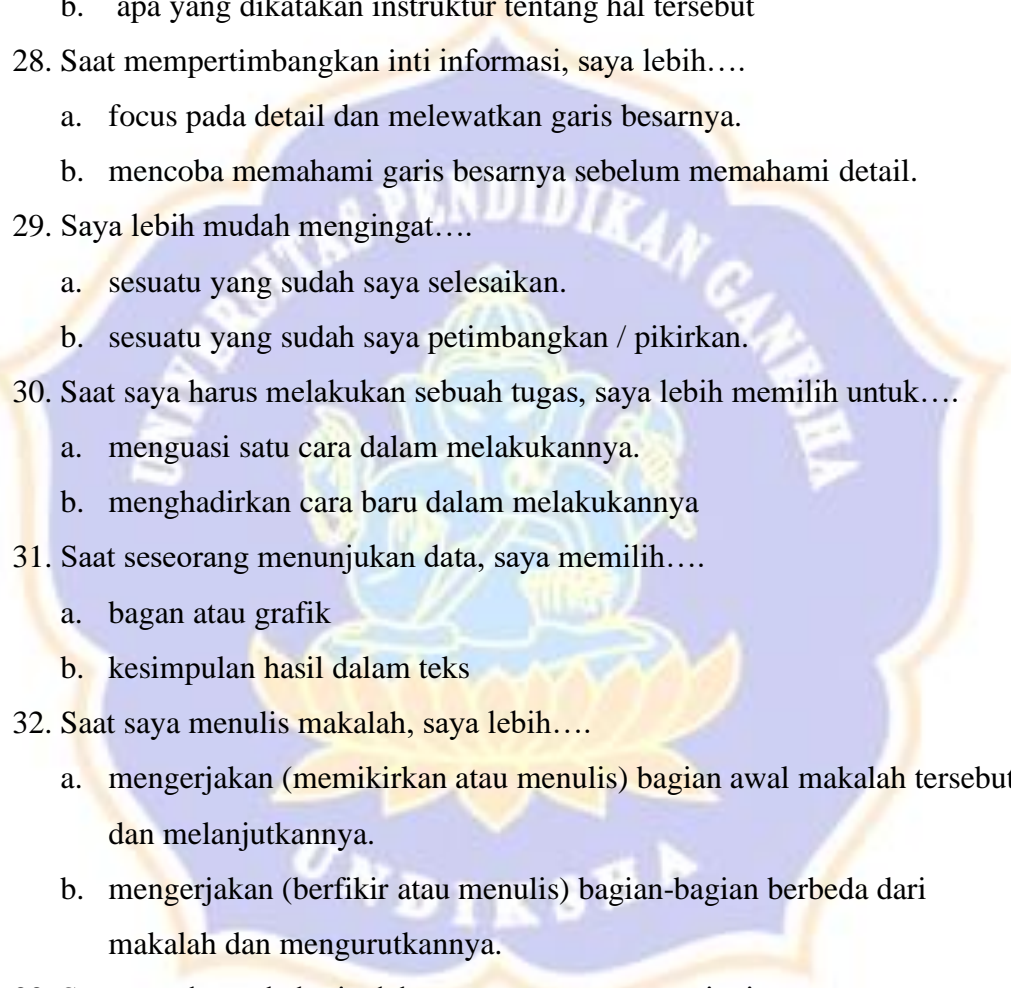
Appendix 3

Questionnaire

1. Saya mengerti sesuatu lebih baik setelah....
 - a. mencobanya
 - b. memikirkannya baik-baik
2. Saya lebih baik dinilai / dianggap sebagai orang yang....
 - a. realistis
 - b. inovatif
3. Ketika saya berpikir tentang apa yang saya lakukan kemarin, saya kemungkinan besar akan mendapatkan....
 - a. sebuah gambar
 - b. kata-kata
4. Saya cenderung....
 - a. memahami rincian materi tetapi mungkin tidak jelas tentang struktur keseluruhannya.
 - b. memahami struktur keseluruhan tapi mungkin tidak jelas tentang hal yang rinci.
5. Ketika saya mempelajari sesuatu yang baru hal itu membantu saya untuk....
 - a. membicarakannya
 - b. memikirkannya
6. Jika saya seorang guru, saya lebih memilih mengajar sebuah pelajaran yang....
 - a. sesuai dengan fakta-fakta situasi kehidupan yang nyata.
 - b. sesuai dengan ide-ide dan teori.
7. Saya lebih memilih mendapat informasi yang baru dari....
 - a. gambar-gambar, diagram-diagram, grafik-grafik dan peta-peta.
 - b. petunjuk tertulis dan informasi verbal.
8. Setelah saya mengerti....
 - a. semua bagian-bagiannya, saya mengerti keseluruhan.

- 
- b. seluruhnya, saya mengerti bagaimana bagian-bagiannya cocok.
 9. Saya dalam sebuah kerja kelompok dengan materi yang sulit, saya lebih sering....
 - a. masuk dan memberi ide-ide.
 - b. diam dan mendengarkan.
 10. Saya lebih mudah mengerti sesuatu dengan....
 - a. mempelajari fakta-faktanya.
 - b. mempelajari konsep-konsepnya.
 11. Dalam sebuah buku yang penuh dengan gambar-gambar dan diagram-diagram, saya lebih....
 - a. memperhatikan gambar-gambarnya dan diagram-diagramnya.
 - b. fokus pada tulisannya.
 12. Ketika saya menyelesaikan soal-soal matematika....
 - a. saya biasanya mengerjakannya dengan cara saya sendiri dan menemukan solusinya langkah perlangkah.
 - b. saya sering melihat solusi-solusinya namun harus bersusah payah untuk menentukan langkah langkah penyelesaiannya.
 13. Di beberapa kelas yang pernah saya ikuti....
 - a. saya banyak tau siswa-siswanya.
 - b. saya jarang tau siswa-siswanya.
 14. Dalam membaca nonfiksi, saya lebih....
 - a. sesuatu yang mengajarkan saya fakta-fakta baru atau menceritakan tentang bagaimana melakukan sesuatu.
 - b. sesuatu yang memberi saya ide-ide baru untuk dipikirkan.
 15. Saya suka guru-guru....
 - a. menuliskan/membuat banyak diagram di papan.
 - b. menghabiskan banyak waktu untuk menjelaskan.
 16. Ketika saya menganalisa sebuah cerita atau sebuah novel....
 - a. saya memikirkan peristiwa-peristiwanya, dan mencoba menghubungkannya untuk menemukan temanya.

- b. Saya tau tema-temanya ketika saya selesai membaca lalu saya harus membaca kembali dan menemukan peristiwa-peristiwa yang menjurus ke temanya.
17. Ketika saya menemukan masalah pada PR, saya lebih sering....
- langsung mengerjakannya untuk mencari solusinya.
 - mencoba mengerti masalahnya dahulu.
18. Saya lebih memilih ide-ide yang....
- Pasti
 - Teori
19. Saya mengingat dengan sangat baik....
- Apa yang saya lihat
 - Apa yang saya dengar
20. Hal yang lebih penting bagi saya jika guru....
- menyajikan material dengan urutan langkah-langkah yang jelas.
 - hanya memberikan saya gambaran keseluruhan sebuah materi dan menghubungkan/menyesuaikan materinya dengan pelajaran-pelajaran lain.
21. Saya lebih suka belajar....
- dalam grup
 - sendiri
22. Saya lebih dikategorikan sebagai....
- berhati-hati tentang detail pekerjaan saya.
 - kreatif tentang bagaimana melakukan pekerjaan saya.
23. Saat saya mendapatkan arahan ke suatu tempat baru, saya memilih....
- Peta
 - Instruksi tertulis
24. Saya belajar....
- dengan cara regular, jika saya belajar keras saya akan memahaminya.
 - Saya belajar dengan mood dan saat memulai saya akan benar-benar bingung dan semuanya “klik”.
25. Saya lebih memilih, pertama....
- coba semuanya.

- 
- b. berfikir bagaimana saya akan melakukannya.
26. Saat saya sedang membaca untuk kesenangan, saya suka penulis untuk....
- Jelas mengatakan apa yang mereka maksud.
 - Mengatakan hal-hal dengan cara yang menarik dan kreatif.
27. Saat saya melihat sebuah diagram atau sketsa di kelas, saya paling sering mengingat....
- gambar
 - apa yang dikatakan instruktur tentang hal tersebut
28. Saat mempertimbangkan inti informasi, saya lebih....
- focus pada detail dan melewatkan garis besarnya.
 - mencoba memahami garis besarnya sebelum memahami detail.
29. Saya lebih mudah mengingat....
- sesuatu yang sudah saya selesaikan.
 - sesuatu yang sudah saya pertimbangkan / pikirkan.
30. Saat saya harus melakukan sebuah tugas, saya lebih memilih untuk....
- menguasai satu cara dalam melakukannya.
 - menghadirkan cara baru dalam melakukannya
31. Saat seseorang menunjukkan data, saya memilih....
- bagan atau grafik
 - kesimpulan hasil dalam teks
32. Saat saya menulis makalah, saya lebih....
- mengerjakan (memikirkan atau menulis) bagian awal makalah tersebut dan melanjutkannya.
 - mengerjakan (berfikir atau menulis) bagian-bagian berbeda dari makalah dan mengurutkannya.
33. Saat saya harus bekerja dalam grup, pertama saya ingin....
- membuat “grup brainstorming” dimana setiap orang memberi kontribusi ide.
 - brainstorming secara individual lalu kemudian mengumpulkan grup serta membandingkan ide-ide.
34. Saya menganggap itu pujian lebih ketika memanggil seseorang....
- Masuk akal

- b. Imaginative
35. Ketika saya bertemu orang-orang di pesta, saya lebih ingat....
- Penampilan mereka
 - Apa yang mereka bicarakan tentang diri mereka
36. Ketika saya mempelajari hal baru, saya lebih memilih untuk....
- tetap fokus kepada hal tersebut, mempelajari sebanyak-banyaknya sebisa saya.
 - mencoba untuk membuat hubungan antara hal baru tersebut dengan hal-hal yang berhubungan.
37. Saya lebih dianggap sebagai orang yang....
- Aktif
 - Pendiam
38. Saya lebih memilih kursus yang menekankan....
- Materi konkrit (fakta, data)
 - Materi abstrak (konsep, teori)
39. Untuk hiburan, saya lebih memilih....
- Menonton TV
 - Membaca buku
40. Beberapa guru memulai pelajaran dengan sebuah garis besar tentang apa yang akan dibahas, hal itu....
- agak membantu untuk saya
 - sangat membantu saya
41. Ide tentang melakukan pekerjaan dalam sebuah kelompok, dengan skor yang sama untuk seluruh kelompok....
- Menarik buat saya
 - Tidak menarik untuk saya
42. Ketika saya melakukan perhitungan yang panjang....
- saya cenderung untuk mengulang semua langkah dan memeriksa pekerjaan saya dengan hati-hati.
 - saya menganggap memeriksa pekerjaan itu melelahkan dan harus memaksa diri untuk melakukannya.

43. Saya cenderung untuk menggambarkan tempat yang sudah saya kunjungi....
- a. dengan mudah dan lumayan akurat.
 - b. dengan kesusahan dan tanpa banyak detail.
44. Ketika menyelesaikan permasalahan dalam sebuah grup , saya lebih....
- a. berfikir tentang langkah-langkah dalam proses pencarian solusi.
 - b. berfikir tentang konsekuensi yang memungkinkan atau aplikasinya dari solusi dalam area yang luas.



Appendix 4

Learning Style Blue Print

Table 1. Felder's learning dimensions

Blue Print

No.	Dimension	Description	Number of Items
1	Active	Learn by working in groups and handling things	1,17,25,29,5,9,13,21,33,37,41
2	Reflective	Learn better when they can think and reflect about the information presented to them. Work better alone or with one other person at most.	1,5,17,25,29,9,13,21,33,41,37
3	Sensing	Prefer to deal with facts, raw data and experiments; patient with details, but don't like complications.	2,26,30,34,10,14,18,38,22,42
4	Intuitive	Prefer to deal with principles and theories, are easily bored when presented with details and tend to accept complications.	2,14,22,26,30,34,10,38,42,6,18
5	Visual	Easily remember what they see: images, diagrams, timetables, films, etc.	3,7,11,15,19,23,27,31,35,39,43

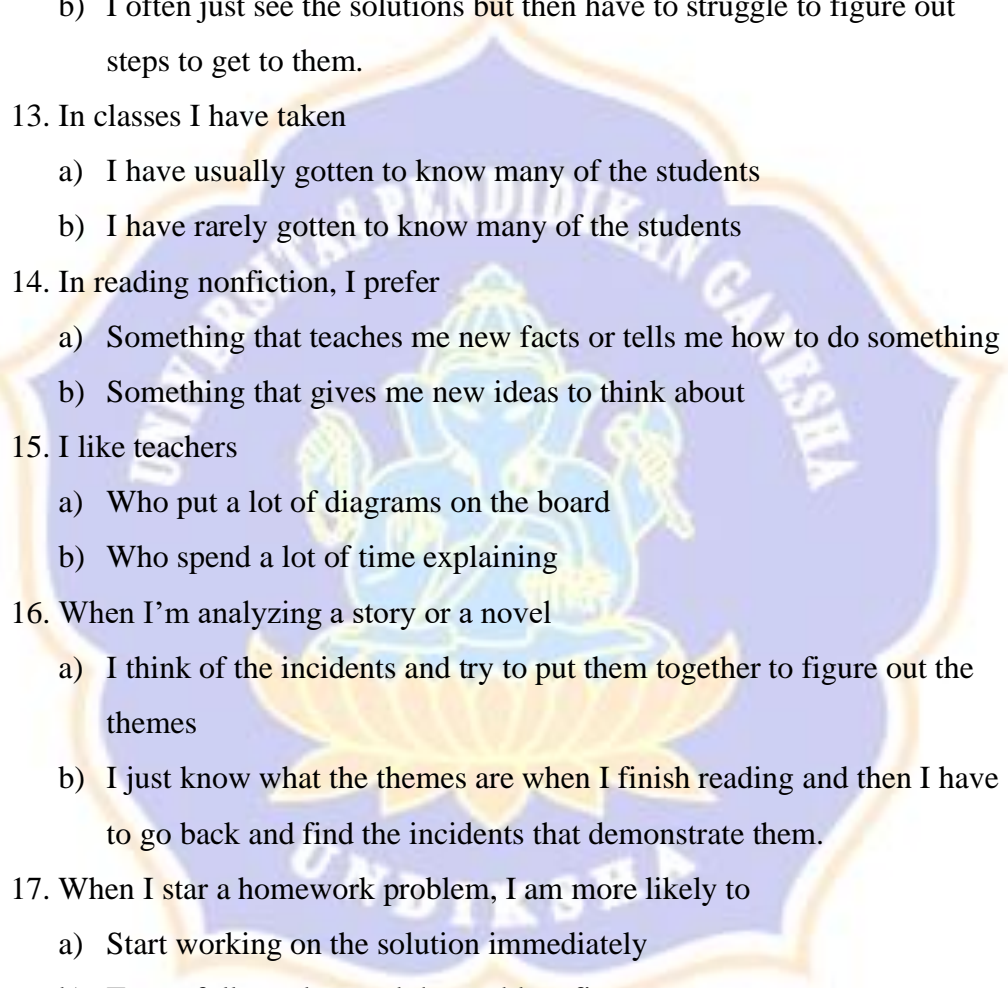
6	Verbal	Remember what they have heard, read or said.	3,15,19,27,35,7,11,23,31,39,43
7	Sequential	Follow a linear reasoning process when solving problems and can work with a specific material once they have understood it partially or superficially.	4,28,40,44,12,20,24,32,8,16,36
8	Global	Take large intuitive leaps with the information; may have difficulty when explaining how they got to a certain result; require an integral vision.	4,8,20,16,28,40,24,32,36,12,44.

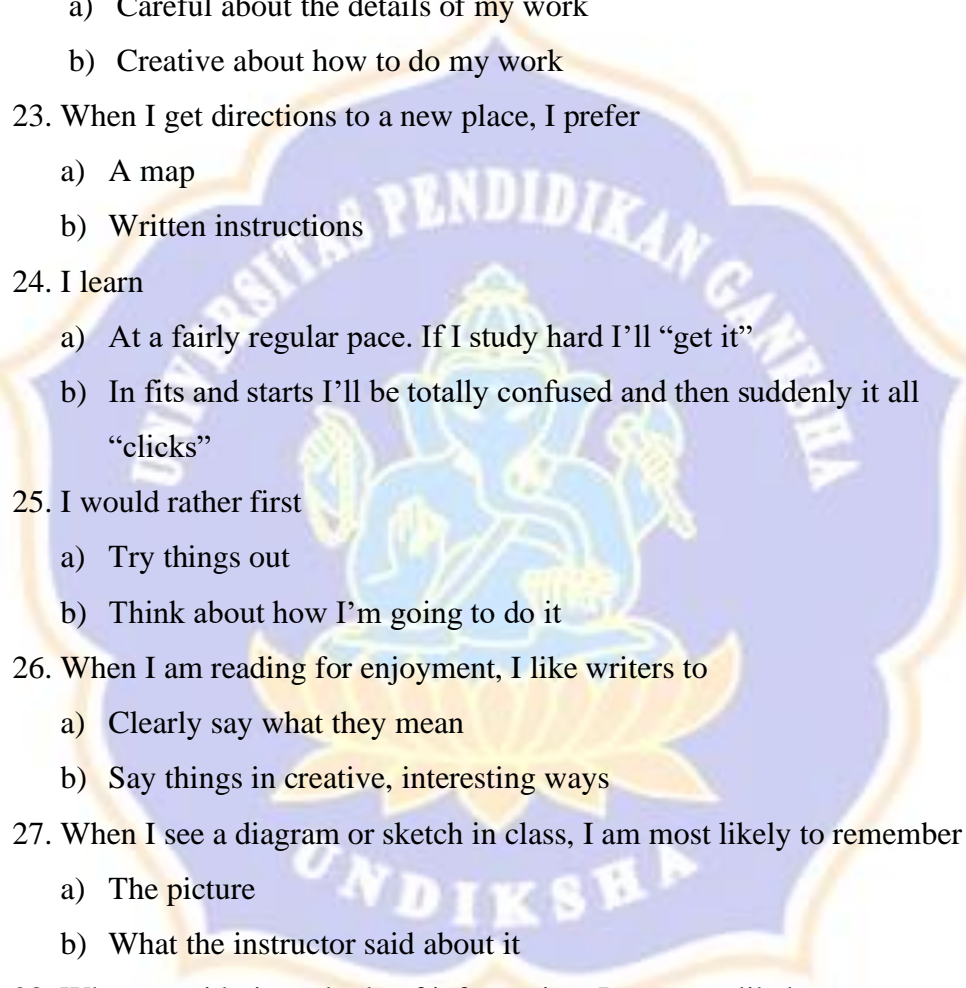


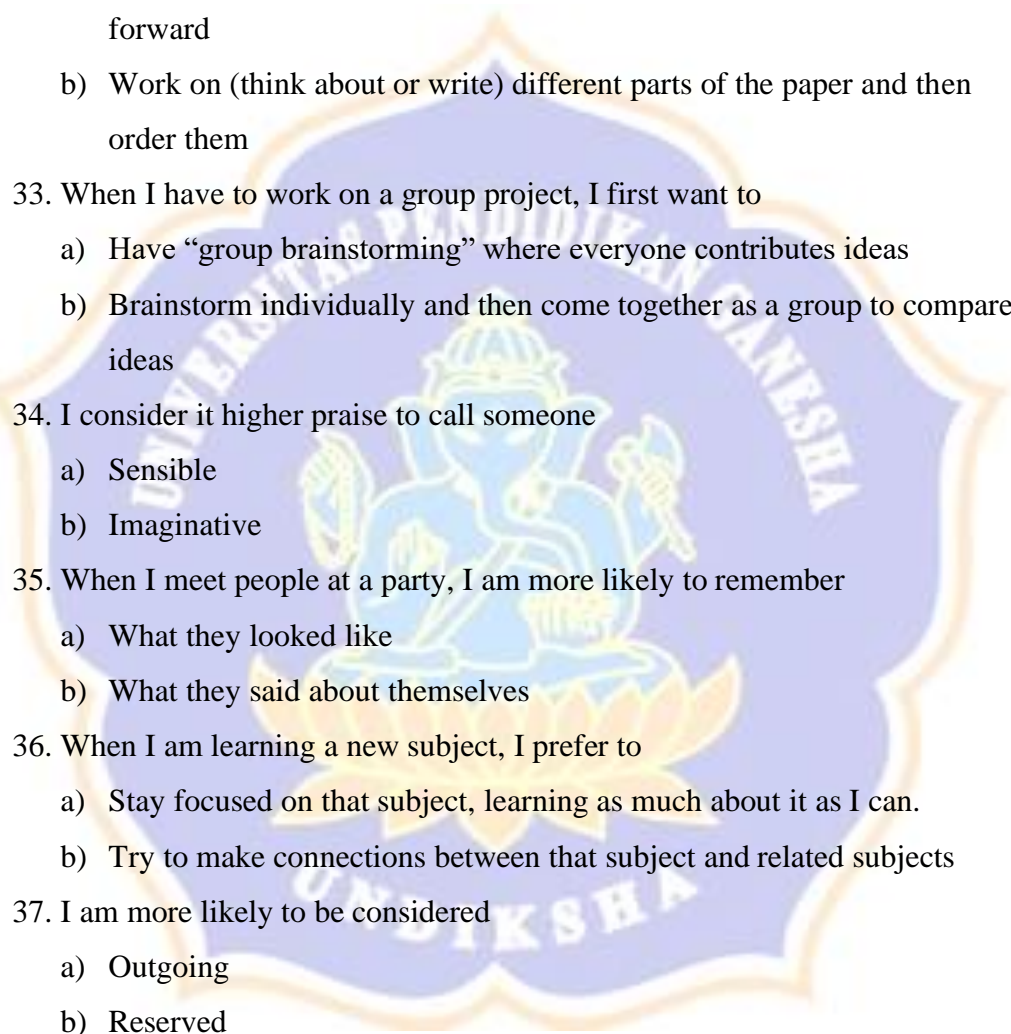
Appendix 5

Index Learning Style (ILS) Questionnaire

1. I understand something better after I
 - a) Try it out
 - b) Think it through
2. I would rather be considered
 - a) Realistic
 - b) Innovative
3. When I think about what I did yesterday, I am most likely to get
 - a) A picture
 - b) Words
4. I tend to
 - a) Understand details of subject but may be fuzzy about its overall structure
 - b) Understand the overall structure but may be fuzzy about details.
5. When I am learning something new, it helps me to
 - a) Talk about it
 - b) Think about it
6. If I were a teacher, I would rather teach a course
 - a) That deals with facts and real life situations.
 - b) That deals with ideas and theories
7. I prefer to get new information in
 - a) Pictures, diagrams, graphs, or maps.
 - b) Written directions or verbal information
8. Once I understand
 - a) All the parts, I understand the whole thing.
 - b) The whole thing, I see how the parts fit.
9. In a study group working on difficult material, I am more likely to
 - a) Jump in and contribute ideas.
 - b) Sit back and listen
10. I find it easier

- 
- a) To learn facts
b) To learn concepts
11. In a book with lots of picture and charts, I am likely to
- a) Look over the pictures and charts carefully
b) Focus on the written text.
12. When I solve math problems
- a) I usually work my way to the solutions one step at a time
b) I often just see the solutions but then have to struggle to figure out steps to get to them.
13. In classes I have taken
- a) I have usually gotten to know many of the students
b) I have rarely gotten to know many of the students
14. In reading nonfiction, I prefer
- a) Something that teaches me new facts or tells me how to do something
b) Something that gives me new ideas to think about
15. I like teachers
- a) Who put a lot of diagrams on the board
b) Who spend a lot of time explaining
16. When I'm analyzing a story or a novel
- a) I think of the incidents and try to put them together to figure out the themes
b) I just know what the themes are when I finish reading and then I have to go back and find the incidents that demonstrate them.
17. When I star a homework problem, I am more likely to
- a) Start working on the solution immediately
b) Try to fully understand the problem first.
18. I prefer the idea of
- a) Certainty
b) Theory
19. I remember best
- a) What I see
b) What I hear

- 
20. It is more important to me that an instructor
- a) Lay o allaut material in clear sequential steps
 - b) Give me an overall picture and relate the material to other subjects
21. I prefer to study
- a) In a study group
 - b) Alone
22. I am more likely to be considered
- a) Careful about the details of my work
 - b) Creative about how to do my work
23. When I get directions to a new place, I prefer
- a) A map
 - b) Written instructions
24. I learn
- a) At a fairly regular pace. If I study hard I'll "get it"
 - b) In fits and starts I'll be totally confused and then suddenly it all "clicks"
25. I would rather first
- a) Try things out
 - b) Think about how I'm going to do it
26. When I am reading for enjoyment, I like writers to
- a) Clearly say what they mean
 - b) Say things in creative, interesting ways
27. When I see a diagram or sketch in class, I am most likely to remember
- a) The picture
 - b) What the instructor said about it
28. When considering a body of information, I am more likely to
- a) Focus on details and miss the big picture
 - b) Try to understand the big picture before getting into details
29. I more easily remember
- a) Something I have done
 - b) Something I have thought a lot about
30. When I have to perform a task, I prefer to

- 
- a) Master one way of doing it
b) Come up with new ways of doing it
31. When someone is showing me data, I prefer
a) Charts or graphs
b) Text summarizing the results
32. When writing a paper, I am more likely to
a) Work on (think about or write) the beginning of the paper and progress forward
b) Work on (think about or write) different parts of the paper and then order them
33. When I have to work on a group project, I first want to
a) Have “group brainstorming” where everyone contributes ideas
b) Brainstorm individually and then come together as a group to compare ideas
34. I consider it higher praise to call someone
a) Sensible
b) Imaginative
35. When I meet people at a party, I am more likely to remember
a) What they looked like
b) What they said about themselves
36. When I am learning a new subject, I prefer to
a) Stay focused on that subject, learning as much about it as I can.
b) Try to make connections between that subject and related subjects
37. I am more likely to be considered
a) Outgoing
b) Reserved
38. I prefer courses that emphasize
a) Concrete material (facts, data)
b) Abstract material (concepts, theories)
39. For entertainment, I would rather
a) Watch television
b) Read a book

40. Some teachers start their lectures with an outline of what they will cover.
Such outlines are
- a) Somewhat helpful to me
 - b) Very helpful to me
41. The idea of doing homework in groups, with one grade for the entire group
- a) Appeals to me
 - b) Does not appeal to me
42. When I am doing long calculations,
- a) I tend to repeat all my steps and check my work carefully
 - b) I find checking my work tiresome and have to force myself to do it
43. I tend to picture places I have been
- a) Easily and fairly accurately
 - b) With difficulty and without much detail.
44. When solving problems in a group, I would be more likely to
- a) Think of steps in the solutions process
 - b) Think of possible consequence or applications of the solution in a wide range of areas.



Appendix 6

Letter of Permission for Observation



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3062/UN48.7.1/DT/2019

14 Agustus 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala Sekolah SMA NEGERI 2 SINGARAJA
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: NI MADE ISHA TANTYA PURNAMA
NIM	: 1512021157
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Kepala Bagian Tata Usaha,

Nyoman Doddy Widhiastana, S.T.,M.M.
NIP. 197305292001121001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 7

Letter Permission for Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
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Laman: fbs.undiksha.ac.id

Nomor : 3498/UN48.7.1/DT/2019

9 Oktober 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 4 Singaraja
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: NI MADE ISHA TANTYA PURNAMA
NIM	: 1512021157
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
Judul	: An Analysis of Students' Learning Styles Preferences in Learning English as A Foreign Language of The Tenth Grade Students

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Kepala Bagian Tata Usaha,

Roman Doddy Widhiastana, S.T.,M.M.
NIP. 197305292001121001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 8

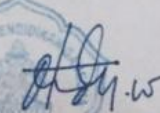
School Observation Permit

SMA NEGERI 2 SINGARAJA

Tanggal terima : 16 Agustus 2019
Penting : Rahasia : Biasa :
Agenda nomor : 421.3/146.02
Perihal : Permohonan ijin observasi
3012/UN-40.7.1/DT/2019
Tanggal surat : 14 Agustus 2019
Nomor surat :

Tanggal Penerusan	Kepada	Isi Disposisi/Uraian Tugas	Paraf
16/19 18	Orta. Kurikulum	uf dpt difasilitasi & dikepon ke guru terkait	m

Agenda :

a.n. Dekan,
Kepala Bagian Tata Usaha,

Nyoman Doddy Widhiastana, S.T.,M.M.
NIP. 197305292001121001

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Koordinator Pendidikan Bahasa Inggris


Appendix 9

Research Permit

SMA NEGERI 2 SINGARAJA

Tanggal terima : 17 September 2019
Penting : Rahasia : Biasa : Agenda nomor :
Perihal : Penelitian

Tanggal surat : 11 September 2019 Nomor surat :

Tanggal Penerusan	Kepada	Isi Disposisi/Uraian Tugas	Paraf
Selasa, 17-09-2019	1. Ni. Nym. Sri Astuti, S.Pd, M.Pd 2. Mado Yunita Parnawati, S.Pd	Mohon dibantu untuk melakukan penelitian a.n. Ni Mado Ischa Tantiya P.	 Gd. Suwandi NIP. 19700921199802 1006

Agenda :

