EFL TEACHER’S STRATEGIES IN ACCOMMODATING STUDENTS’ NEEDS WITH VARIOUS LEARNING STYLES

THESIS
Submitted in Partial Fulfillment of The Requirements for The Degree of Sarjana Pendidikan

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NIM: 112014027

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
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EFL TEACHER’S STRATEGIES IN ACCOMMODATING STUDENTS’ NEEDS WITH VARIOUS LEARNING STYLES

Ishug Putri Setia

ABSTRACT

This study aims to investigate teachers’ strategies in accommodating students’ needs with various learning styles in English classes of one elementary school in Salatiga. To reach this aim, this research worked on two research questions: “What are the students’ learning styles?” and “What are the teacher’s strategies in accommodating the students’ needs with various learning styles?” One English teacher in Salatiga was observed, and Fifth and Sixth Grade students filled out a questionnaire. By using Fleming’s Visual, Auditory and Kinesthetic (VAK) theory (1987), the result of this study shows that visual and auditory were the two most favored learning styles by the students in three different classes. However, it was also found that kinesthetic and other combinations of learning styles such as visual-auditory, visual-kinesthetic, and auditory-kinesthetic were also preferred by a small number of students in the classrooms. The second findings concerning the teacher’s strategies used the framework proposed by Gilakjani (2012a) that there are nine strategies the teacher could use to accommodate the students’ needs with various learning styles. This study noted that the strategy mostly used by the teacher observed in this study was combining visual, auditory, tactile, and kinesthetic techniques in those different three classes.

Keywords: teaching strategies, learning styles

INTRODUCTION

EFL classroom is found to be heterogeneous with learners who have various background knowledge, own speed of learning and developing, needs, and learning styles. One of the students’ variety is that they differ in term of how they learn best as we refer it to learning styles. As defined by Dunn and Dunn (1978) as cited in Gilakjani (2012b), learning style is "the way in which each person absorbs and retains information and/or skills; regardless of how that process is described, it is dramatically different for each person.", p.12. On condition that students in the classroom have different learning styles, teachers should be able to find strategies so they can meet the needs of all students and help the students to meet and exceed the established standards.

Learning styles of the students could not stand alone, it goes hand in hand with teacher’s teaching styles because “teaching and learning styles are the behaviors or actions
that teachers and learners exhibit in the learning exchange” (Brown, 2003, p.3). It is strongly supported by Tan Dingliang (1995) as he mentioned that learning styles could be elucidated as the preference of some teaching stimuli. To be successful in meeting the needs of the students with their various learning styles, teachers need to find ways that will match students’ learning styles with their teaching strategies. Moreover, it is also found that if teachers do not succeed to match the teaching strategies with the learning styles of the students, some consequences will happen as the results. Asba et al. (2014) mentioned that there are potential consequences of the mismatch between teaching and learning styles. According to Felder & Spurlin, as cited in Asba et al. (2014), if the mismatch happens in the classroom, students will tend to be more tired, pay less attention, have lower test results, be unmotivated about the course, and even quit. Thus, it is essential for the teachers to find strategies in their teaching to adjust with the students’ needs and their learning styles.

Consequently, there is a relationship between the teachers' teaching strategies and learning styles that may lead to benefits if it suits well and vise-versa; then there should be strategies for teachers to meet their students’ needs. In consideration of creating effective classroom situation for teaching and learning process, this research would like to investigate teachers’ strategies in accommodating students’ needs with various learning styles in English classes of one elementary school in Salatiga. The researcher chose elementary school stage for this study because according to Piaget (1983), at this age children start building the cognitive foundations that last a lifetime. This stage is the time for children to learn how to learn, how to solve problems, and how to think. In addition, Piaget (ibid) mentioned that at this stage children become less egocentric and begin practicing social skills, as well as dealing with their own emotions.

I hope that this study could be an excellent use for EFL teachers, especially in Salatiga to be aware of the students’ learning styles. Being aware of the students’ learning
styles could assist the teachers in considering what strategies to be used in the classroom to accommodate students’ needs with various learning styles. Hence, the questions in this study are as follows:

1. What are the students’ learning styles?
2. What are the teacher’s strategies in accommodating the students’ needs with various learning styles?

LITERATURE REVIEW

General Learning Styles

In consonance with Fleming (1987) as cited in Gilakjani (2012b), there are three types of intelligence namely visual, auditory and kinesthetic. Veneema, Hetland, & Chalfen (1997) proposed that when a person possesses the right intelligence, the person has its particular blend of the intelligence. In line with Bender (2012) as cited in Evangelista (2016), some students exhibit strong intelligence, whereas the other students may exhibit strength in some intelligence. Therefore, there would be students who have preference for a strong intelligence while the others may have strength in combination of some learning styles.

Key Concept of Learning Styles and Teaching Strategies

There are many authors who scrutinized the idea of learning styles. As explained by Oxford (2003), learning style refers to “the general approach preferred by the student when learning a subject, acquiring a language, or dealing with difficult problems” (p. 273). Peterson, Rayner, and Armstrong (2009) asserted that there is an essential aspect represented in the idea of learning styles, which is one's preference in responding to a task which changes determining on the environment and context. On the other hand, Pashler et al. (2008) argued that learning styles represent one's type of instruction that is the most efficient for them. From those two points, it has been a complicated issue for both the students and teachers because learning style may refer to not only the way the students learn best but also the type of
teachers’ strategies that matches the students most. The research in this study focused on both theories combined that learning style is learners’ preferred way in response to learning something (it depends on the learners), and learners’ type of instruction that is the most efficient for them.

Furthermore, the word strategy in this study refers to the structure, system, methods, techniques, procedures, and processes that a teacher uses during the instruction (Buehl, 2001). Teaching strategies are aspired to make the students take part in the learning process actively (Silberman, 1996; Buehl, 2001). If the teaching stimuli coordinate with the students’ different learning styles, students will process and retain the information better. It confirmed Dunn and Dunn’s (1979) statement, that learning styles based instruction has been shown to have a significant influence on increases in academic achievement and improved attitudes toward school for students at different institutes and at various academic levels. Therefore, teachers are suggested not to hold a particular instruction or strategy, but rather teach to as many of students’ preferences in learning as possible (Cuaresma, 2008).

Types of Learning Styles

In this paper, I would like to refer to the three general learning styles by Fleming (1987) as cited in Gilakjani (2012b). There are three main learning styles; visual, auditory, and kinesthetic. The definitions of these learning styles are as follows:

Visual learning styles. This preference includes the portrayal of information in the form of maps, graphs, patterns, shapes that are used to convey information. Visual learners think in pictures and learn best in visual images. Non-verbal cues such as body language from the instructor will help them in understanding information. They are sometimes in favor of sitting in the front row of the classroom and take notes on the received information they get.

Auditory learning styles. These individuals discover information through listening and interpreting information using pitch, emphasis, and speed. This type of learner usually
learns best from lectures, group discussions, speaking and talking things through. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

**Kinesthetic learning style.** The preferences of the kinesthetic learners are related to the use of experience and practice. They learn best with an active "hands-on" approach. These learners value interaction with the physical world. It includes demonstration, simulations, training, and applications.

**Relationship between Learning Style and Teaching Strategies**

As stated that the notion of learning styles could be defined as one's preferred way that differs from other individuals in the way of thinking, learning, teaching as well as carrying out duties or tasks (Sternberg and Grigorenko, 1997), students also have their preferred way of processing information and new skills in terms of language learning. Due to the heterogeneous conditions in the classroom, it is uncommon that a class contains students who have the same learning styles or a combination of learning styles. It is strongly supported by Richards (2015, p. 136) as cited in Evangelista (2016) as follows:

> Even in relatively homogeneous classes, students may have very different interests, needs, learning styles and reasons for learning English. Learners do not always share the same language-learning goals. Since their aptitude or talent for language learning also differs, some master new sounds without difficulty and remember things they have studied relatively easily. For others, these areas are a struggle. Language learning may create anxiety for some learners, while for others, it is something they enjoy. (p.4).

Sulaiman (2011) mentioned that some teachers are still using traditional teaching method which tends to classify learners as a homogeneous group where teachers deliver knowledge with the similar set of teaching styles and expect all of the students to master the material at the end of the term without being aware of students' differences. Another expert said that teachers should have known that their students differ in the way they learn. As Guild and Garger (1998) stated:

> Educators know that students learn in different ways: the experience of teaching confirms this every day. In addition, well-accepted theories and extensive research illustrate and document learning
style differences. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, psychological type, or multiple intelligences. (p. 13-14)

Responding to those issues mentioned above, teachers who found that it's hard to reach the diversity of learning styles and needs of the students may consider using a wide variety of ways to deal with the learners (Gardner, 1991). Therefore, having teaching strategies that match students' learning styles is likely to promote active learning in the classroom.

For this research investigation, the term strategy was defined as, "…the approaches that can be used across curricular areas to support the learning of students" (Herrell & Jordan, 2004). The use of appropriate teaching strategy that matches with students’ learning styles will bring benefits in the learning process. This statement is strengthened by Reid (1999) as cited in Gilakjani (2012a), that the benefits include increasing the students’ motivation in the learning process, increasing students' responsibility in their learning and also providing more excellent classroom environment.

Types of Teachers’ Strategies in Accommodating Students’ Needs with Various Learning Styles

Teachers are mandated to meet all of the students’ needs and exceed the standards. This could be achieved by choosing the appropriate teaching strategies that match the students’ learning styles. In line with Cuaresma (2008), holding onto a certain teaching style to be used in a classroom is not proposed, but using many of students’ preferences in learning is suggested for the teachers. One of the ways to do this is by the use of differentiated instructional strategies (Levy, 2008). Further, Hillier, 2011 explained that in differentiating instruction, teachers proactively modify the curriculum, teaching methods, resources, and learning activities. Gilakjani (2012a) mentioned several teaching strategies that could encourage the learning processes as the following:
1. Identify their teaching styles as well as their learning styles to reflect on classroom practices to obtain better results in the classroom.
2. Provide challenging and novel problems to students.
3. Use examples that require analysis and synthesis.
4. Request application of information and concepts.
5. Encourage questions and discussion.
6. Combine visual, auditory, tactile, and kinesthetic techniques.
7. Balance the teaching styles and adapt activities to meet students’ style.
8. Assign optional activities encouraging creativity.
9. Encourage task variations and creativity to enable learners to challenge the beliefs in the way they learn and acquire knowledge.

THE STUDY

Context

This research was conducted in one of the elementary schools in Salatiga, Central Java, Indonesia. The school was chosen because English was used as the medium of instruction in the classroom for every subject. This school used a National curriculum which was going along with Singaporean curriculum as the complement. The school claimed that the teaching and learning process refers to multiple intelligences which argued that all learners own different intelligences. Therefore, all that have been mentioned above were the reasons choosing this particular school.

Participants

The participants of this study were one English teacher who taught English, and the fifth and the sixth grade students in that school. The teacher was chosen because she was the one teacher who taught the fifth and the sixth grade students in the school context of this study. The teacher, Ms. Clara (a pseudonym) was a 29-year-old female. She started studying
in 2007 at English Teacher Education Program in Salatiga and graduated in March 2012. She began working as an English teacher at primary level since June 2012.

Besides having a teacher to be observed, this research also had 38 students as the participants to fill out a questionnaire. There were ten students from one class of Grade 5 with the average age of 10.1 years old, and 28 students from two classes of Grade 6 with the average age of 11.25 year old. Table 1 shows more detailed information about the students’ demographic info.

Table 1. Students’ Demographic Information

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 Sparkling</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Age</td>
<td>10 years old</td>
</tr>
<tr>
<td></td>
<td>11 years old</td>
</tr>
<tr>
<td></td>
<td>12 years old</td>
</tr>
<tr>
<td></td>
<td>13 years old</td>
</tr>
</tbody>
</table>

The researcher chose the students Grade 5 and 6 because based on the theory developed by Judith and Ronald (1998), puberty begins for some children at the age of 10-12 years old. Additionally, they contended that children at 10-12 years old have already had accurate perception of events; rational, logical thought; concrete thinking; and could reflect upon self and attributes. Therefore, they were considered being able to fill out a questionnaire regarding their favored learning style.

Data Collection Method

This study is a qualitative study that used two types of instruments, which were a questionnaire and observation. Firstly, the questionnaire was distributed to the fifth and sixth grade students of one elementary school in Salatiga. The researcher asked the students to fill out the questionnaire to ascertain the students’ types of learning styles. This action was to check if one class was heterogeneous enough in term of learning styles. The questionnaire
was adopted from Learning Style Inventory that was adapted from a book entitled “Learning to Study Through Critical Thinking” by J.A. Beatrice (1995). It was a close-ended questionnaire in which the prewritten response categories are provided. The questionnaire items are provided as the appendix in this study. Secondly, the researcher conducted observation to an English teacher who taught the fifth and sixth grade students of the school. This action aims to investigate the teachers’ strategies in dealing with the students’ different learning styles.

**Data Collection Procedures**

In this study, there were some steps that the researcher took to collect the data. The first step was searching for a questionnaire and checking if the questionnaire items were suitable for the fifth and sixth grade of elementary school students. After finding a suitable questionnaire, the researcher conducted a pilot study by giving the questionnaires to a group of participants who were similar to the real participants. The participants for the pilot study were the students in one class of the same school, which was Grade 5 Glowing. Then, after the questionnaire results have been examined, the researcher distributed the same questionnaire to the real participants of this study: Grade 5 Sparkling, 6 Glowing and 6 Sparkling without changing the questionnaire items because they were already suitable for young learners as the participants of this study.

After analyzing the result of the questionnaire, the researcher conducted observation. The observation was taken due to the heterogeneous learning styles of the students in one classroom. The observation was conducted three times on November 20th, 22nd, and 27th, 2018 in the three different classes by note taking the things happened in the classroom especially about Ms. Clara’s strategies in accommodating the students’ needs with different learning styles in the real situation. It included the teacher’s procedures of teaching, the teacher’s specific actions, and how the teacher did the actions.
**Data Analysis Procedures**

The questionnaire results were analyzed by counting the participants’ answers manually to find out the different types of students’ learning styles. Then, the data responses were put into a spreadsheet. As the data have been displayed, the types of students’ learning styles could be seen. After that, the observation data was presented and analyzed deductively based on the theoretical frameworks and interpretations were made.

**FINDINGS AND DISCUSSION**

The discussion in this section is to answer the two research questions investigated in this study. The first part will discuss the types and the variety of the students’ learning styles in three different classes. Furthermore, as the second part of this study, the strategies that the teacher used in the teaching and learning process to deal with the students’ different learning styles will be discussed.

**What are the students’ learning styles?**

The questionnaire regarding students’ learning styles was distributed to 38 students from three classes in one elementary school in Salatiga. Among the three types of learning styles promoted by Fleming (1987) covering visual, auditory, and kinesthetic, the result of the questionnaires found that the students had variety types of those learning styles. Besides possessing those three different learning styles, some students also possessed other learning styles that were the combination of two learning styles. Table 2 shows the variety of the students’ learning styles.

**Table 2. Student’s Learning Styles**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Learning Styles</th>
<th>5 Sparkling</th>
<th>6 Glowing</th>
<th>6 Sparkling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Number</td>
<td>Percentage</td>
<td>Total Number</td>
</tr>
<tr>
<td>1</td>
<td>Visual</td>
<td>2</td>
<td>20%</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Auditory</td>
<td>5</td>
<td>50%</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Kinesthetic</td>
<td>1</td>
<td>10%</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 2 shows the result of the questionnaires distributed to the participants of this study. From the table, it could be seen that from those three classes observed; there were six different types of students’ learning styles. It was varying from each class since the majority learning style, and the combination differed one to another.

Table 2 shows that in 5 Sparkling, which contains ten students, three boys and seven girls at the average age of 10.1 years old, auditory was the most preferred learning style at the significant level of 50%. The following type of learning style revealed in this class was visual which was at 20%, and the others possessed kinesthetic, visual-auditory, and visual-kinesthetic which was at 10% in each type of learning style.

Auditory was in the first rank of the most favored learning style by the students in 5 Sparkling. This preference reached half of all students in the class which was at 50%. Other students preferred different learning styles although the number of the students was quite small which was at 10-20%. This confirmed Richards’ (2015) statement that even in a homogeneous class, the students could own different learning styles. The homogeneity of this class could be seen from the students’ age, which was at the average of 10.1 years old.

In 6 Glowing, there were 14 students in total, three boys and 11 girls at the average age of 11.1 years old. Two learning styles were most preferred in this class at the significant level of 36%, which were visual and auditory. Then, the second type of learning style favored by the students was kinesthetic at 14%. Only one student preferred visual-auditory, and another preferred visual-kinesthetic, each contributing 7% of the students in the classroom.

As reported previously, the majority of the students in Grade 6 Glowing was female (11 students) as compared to male (3). In regard to learning styles, it was found that one
female student had a strong kinesthetic learning style, whereas two female students had mixed-learning styles: one was visual-kinesthetic, and the other auditory-kinesthetic. It was also found that one male student in the class was very strong in kinesthetic learning style. Three out of 11 female students (27.3%) preferred kinesthetic learning style and one out of three male students (33.3%) preferred kinesthetic learning style. This result is against the result obtained by Reid (1987) and Tabanlıoğlu (2003) as cited in Hüseyin (2012) stating that females prefer kinesthetic learning style more than males. However, this study found that the difference was not significant. In the study carried out by Bengiç (2008), gender-based differences have been determined among learning styles except for kinesthetic and auditory learning styles.

In 6 Sparkling, there were 14 students in total, eight boys and six girls at the average age of 11.4 years old. Visual was the most preferred learning style which was at the significant level of 43%. Auditory, kinesthetic, and visual-auditory were each preferred by 2 students (14%). The last preferred learning styles in this class were visual-kinesthetic and auditory-kinesthetic, each was supported only by 7% of students.

Concerning the students’ age, the 6 Sparkling class was heterogeneous enough with the range of 10-13 years old. It was found that more various age in this class resulted in more various learning styles preferred by the students. There were six different learning styles in this class. The variety of students’ learning styles in this class was more than the two other classes. This is in line with Dunn and Dunn (1979), who stated that many people prefer to learn differently from other people with certain similarities, and how people prefer to learn is called their learning style preference.

Overall, it could be said that every class had students with various types of learning styles. In Grade 5 Sparkling, most students preferred the auditory learning styles. In Grade 6
Glowing, two types of learning styles, namely visual and auditory, were preferred the most. Meanwhile, in Grade 6 Sparkling, most students were visual learners.

**What are the teacher’s strategies in accommodating students’ needs with various learning styles?**

The observation regarding the teacher’s strategies in accommodating students' various learning styles was done three times in three different classes in one elementary school in Salatiga. Among the nine strategies proposed by Gilakjani (2012a) in dealing with different learning styles of the students, there were seven strategies that Ms. Clara used in those three different classes. The most frequent strategy the teacher used was combining visual, auditory, tactile, and kinesthetic techniques. There were six strategies that were used only one to two times in certain classes. Two of the strategies were not used by Ms. Clara in any class. Table 3 shows the strategies Ms. Clara used in the teaching process with the frequency of the use of those strategies.

Table 3  
*Teacher’s Strategies in Accommodating Students’ Needs with Various Learning Styles*

<table>
<thead>
<tr>
<th>NO</th>
<th>STRATEGY</th>
<th>5 SPARKLING</th>
<th>6 GLOWING</th>
<th>6 SPARKLING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Combine visual, auditory, tactile, and kinesthetic techniques.</td>
<td>11</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Encourage questions and discussion.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Encourage task variations and creativity to enable learners to challenge the beliefs in the way they learn and acquire knowledge.</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Balance the teaching styles and adapt activities to meet students’ style.</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Assign optional activities encouraging creativity.</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Use examples that require analysis and synthesis.</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Request application of information and concepts 0 1 0
Provide challenging and novel problems to students. 0 0 1
Identify their teaching styles as well as their learning styles to reflect about classroom practices to obtain better results in the classroom. 0 0 0

*Note: "*" means "times."

The table above shows the strategies used by Ms. Clara in dealing with the students’ various learning styles in three different classes. For each class with students of different stages of learning and types of learning styles, Ms. Clara also proposed different strategies in her teaching to strive meeting up with the students’ needs. The following discussion will be sequenced according to the most frequent to the least frequent strategy used by the participant.

Firstly, the strategy that was most frequently used by Ms. Clara in her teaching sessions was combining visual, auditory, tactile, and kinesthetic techniques. For each teaching session, she could use this strategy from 11 up to 15 times during the two-hour-teaching. This was also in parallel with Cuaresma (2008), that teacher is suggested to hold as many of students' preferences in learning rather than hold a particular instruction or strategy. Below was the example of the combination of visual and auditory techniques used by the teacher:

(Excerpt 1)

T: 1. Main cast. What is it? Yap, the main character of the movie, the star in the movie. Repeat after me “Main Cast.” Then, the students repeated their teacher.
2. Movie Title. What is the title of the movie? (teacher showed a poster of Nut Job). Students answered “Nut Job.”
“Now, repeat after me, Movie Title.” Then, the students repeated their teacher.
“Not yet everybody.” The students once again repeated their teacher.
T: “Okay, the movie title. In what size?”
Kent: “big.”
T: “Yea. Why?”
Kent: “So people can see it.”
3. Tagline. “Now, this one. Tagline. Repeat after me ‘Tagline’. One more time. ‘Tagline’. What is tagline?”
4. Picture. “Then, picture. So, here is the picture.”
Excerpt 1 shows a part of the observation result in Grade 6 Sparkling, in which most students preferred visual learning style. At that time, Ms. Clara inserted many visual techniques to balance with other techniques. The topic that she delivered at that time was identifying parts of a movie poster. Ms. Clara showed a picture of Nut Job movie poster to students (visual) and asked the students to repeat the vocabulary she said (auditory). This is in line with Levy (2008), who stated that one of the ways to accommodate the students’ different learning styles is by the using differentiated instructional strategies.

In addition, the use of combining visual, auditory, tactile and kinesthetic techniques was also found in Grade 5 Sparkling. While the most preferred learning style of the majority students of Grade 5 Sparkling was auditory, Ms. Clara was found to use auditory techniques more than the other techniques, visual and kinesthetic. It could be seen from the following excerpt:

(Excerpt 2)


The examples of the use of auditory techniques were asking the students to pronounce and spell the words loudly. As Gilakjani (2012b) mentioned, auditory learn best by listening to lectures, expressing verbally what they learn, solving a problem by talking about them and discuss the matters.

Secondly, five out of nine strategies proposed by Gilakjani (2012a), including encouraging questions and discussion, balancing the teaching styles and adapt activities to meet students’ style, assigning optional activities encouraging creativity, using examples that require analysis and synthesis, and providing challenging and novel problems to students were only used by Ms. Clara in the sixth grades. Based on the observation, it could be concluded that the more complex strategies were used in the sixth grades due to the topics
delivered by the teacher and the level of students’ proficiency. Below was the example of encouraging questions and discussion used by Ms. Clara in 6 Glowing:

(Excerpt 2)

T: “......Then, the team work. Here, I want you to share the same job. So, not all the things done by one person. Why I want you to work together with your friends?
Richard: “Because when we work alone we won’t do as best as we work together.”
Janice:” For the future, Ms.”
T:”Yes, sure. For your future. Because it is really good to work with others well. You will be able to work in a team work. We also need others. And God says so. He wants us to work as a body of Christ. (Observation, November 22nd, 2017)

From the excerpt above, the use of a question and discussion would help the students in 6 Glowing who favored visual and auditory learning style. The discussion above is teaching the students a value that team work will be beneficial for the students’ future. As mentioned by Petra (2015), a question or discussion that requires visualization and imagination would help the students with visual learning style because they will envision the thoughts in their mind. Using visual encourages students give an insight to the students so that they could think outside of the box. Discussing a problem(s) also helps the students with auditory learning style because they could express their opinion and listen to information from others.

Besides using question and discussion in the learning process, Ms. Clara was also using requesting application of information and concepts strategy in Grade 6 Glowing. It could be seen from the excerpt below:

(Excerpt 3)

T: “So, here I expect you to write 5 complete parts of the movie poster, not only 4. Please write 10 sentences of the review. You should make movie review from the beginning of the movie until the half of the movie, not until the end. The reason is because you should make the readers are curious so they want to watch that movie. The attracters, I want you to make the title quite big, and I will also see the contrastness of your poster and the picture. After that, I expect no grammatical error and spelling. Then, the team work. Here, I want you to share the same job. So, not all the things are done by one person.” (Observation, November 22nd, 2017)

Based on Bloom’s Taxonomy (2001), application question included problem solving, and applying information. The students could be asked to apply, choose, demonstrate, dramatize, employ, illustrate, initiate, interpret, operate, practice, schedule, sketch, solve, and use. In this case, Ms. Clara asked the students to apply what they have already known about
parts of movie poster and make it into a written movie poster made by themselves. This action would help the students to conceptualize their ideas and write it down on their paper with their creativity.

Lastly, there was a strategy proposed by Gilakjani (2012a) that was not used by Ms. Clara during the teaching sessions in those three different classes. The strategy was identifying their teaching styles as well as their learning styles to reflect about classroom practices to obtain better results in the classroom. This strategy could not be explored through the observation due to the need of teachers’ assistance to explain further about this action.

**CONCLUSION**

There should be strategies for the teachers to have teaching strategies that will promote students learning with their various learning styles, this study aims to investigate teachers’ strategies in accommodating students’ needs with various learning styles in English classes of one Elementary School in Salatiga.

The result of the questionnaire that examine what are the students learning styles appeared that among the three different classes, the variety of the student's learning styles were also various. In 5 Sparkling, which the class was quite homogeneous with the students in the average age of 10.1, the students do exhibit different learning styles. Auditory was the learning style that was most preferred by the students, although there were also other types of learning style in this class. In 6 Glowing, the majority of learning style were visual and auditory at the same significant level at 36%. Kinesthetic learning style and the combination of kinesthetic appeared four times in this class. It means that kinesthetic learning style was also favored by the students in this class. In 6 Sparkling, the variety of the students’ learning styles more various compared with the other two classes. It was found that more various age in this class resulted in more various learning styles preferred by the students. There were six different learning styles in this class.
The second finding which was regarding the teacher's strategies in accommodating students' needs with various learning styles appeared that in the three different classes the most frequently used strategy was combining visual, auditory, tactile and kinesthetic techniques. Especially in the higher grade of the students, the teacher used more strategies in the teaching process. Other than combining visual, auditory, and kinesthetic techniques, using activities encouraging creativity and requesting application of information and concepts were also used in sixth grade. Overall, it may be said that the teacher had been already aware of the students’ different learning styles. Therefore, she taught with various strategies that could help the students acquire the knowledge effectively.

Lastly, I hope that this study could be an excellent use for EFL teachers, especially in Salatiga. It is suggested that teachers should be more aware of students’ learning styles since the students exhibit not exactly the same type of learning styles. After being aware of the students’ learning styles, the teacher could consider what strategies to be used in the classroom to accommodate students’ needs with various learning styles. Combining visual, auditory, and kinesthetic learning styles could be a strategy for EFL teachers in teaching their students in order to accommodate their different learning styles. Like the teacher whom I have observed, using activities that encourage the students’ creativity and requesting application of information and concept to the students by asking to make a project (movie poster) could be an example in dealing with the students’ different learning styles.

In the future, this study could also be developed into larger and deeper research that I had not managed in this study due to the limited time and other obstacles. There were two limitations in this study. First, there was only one context of school as the participant of this study. Second, interview had not been conducted, so the strategies appeared as the findings were only based on observation. In the future, if this topic would be explored again, other than questionnaires and observation, interviews with the teachers could be done to dig more
information about the strategies the teacher used in the teaching process and why certain strategies were used, etc. Thus, different results may be found if it is conducted in different circumstances and locations.
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APPENDIX

The questionnaire items are as follows:

Dear students,

I am an English Department student at Universitas Kristen SatyaWacana, Indonesia. My questionnaire aims to explore EFL teachers' strategies in accommodating students' needs with various learning styles. I expect you to participate by filling in the questionnaire kindly. Your answer would not affect your grade. Thank you.

Directions: Circle the letter before the statement that best describes you.

1. If I have to learn how to do something, I learn best when I:
   (a) Watch someone show me how.
   (b) Hear someone tell me how.
   (c) Try to do it myself.

2. When I read, I often find that I:
   (a) Visualize what I am reading in my mind’s eye.
   (b) Read out loud or hear the words inside my head.
   (c) Fidget and try to “feel” the content.

3. When asked to give directions, I:
   (a) See the actual places in my mind as I say them or prefer to draw them.
   (b) Have no difficulty in giving them verbally.
   (c) Have to point or move my body as I give them.

4. If I am unsure how to:
   (a) Write it to determine if it looks right.
   (b) Spell it out loud in order to determine if it sounds right.
   (c) Write it in order to determine if it feels right.

5. When I write I:
   (a) Am concerned with how neat and well spaced my letters and words appear.
   (b) Often say the letters and words to myself.
   (c) Push hard on my part or pencil and can feel the flow of the words.

6. If I had to remember a list of items, I would remember it best if:
(a) Wrote them down.
(b) Said them over and over to myself.
(c) Move around and used my fingers to name each item.
7. I prefer teachers who:
(a) Use a board or overhead projector while they lecture.
(b) Talk with lots of expression.
(c) Use hands-on activities.
8. When trying to concentrate, I have a difficult time when:
(a) There is a lot of clutter or movement in the room.
(b) There is a lot of noise in the room.
(c) I have to sit still for any length of time.
9. When solving a problem I:
(a) Write or draw diagrams to see it.
(b) Talk myself through it.
(c) Use my entire body or move objects to help me think.
10. When given written instructions on how to build something, I:
(a) Read them silently and try to visualize how the parts will fit together.
(b) Read them out loud and talk to myself as I put the part together.
(c) Try to put the parts together first and read later.
11. To keep occupied while waiting, I:
(a) Look around, stare, or read.
(b) Talk or listen to others.
(c) Walk around, manipulate things with my hands, or move/shake my feet as I sit.
12. If I had to verbally describe something to another person, I would:
(a) Be brief because I do not like to talk at length.
(b) Go into great detail because I like to talk.
(c) Gesture and move around while talking.
13. If someone were verbally describing something to another person, I would:
(a) Try to visualize what he/she was saying.
(b) Enjoy listening but want to interrupt and talk myself.
(c) Become bored if her/his description got too long and detailed.

14. When trying to recall names, I remember:

(a) Faces but forget names.
(b) Names, but forget faces.
(c) The situation where I met the person rather than the person's name or face.

Name:
Class:
Age:
Boy/Girl (Circle one)