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## TEACHING LEARNING STRATEGIES IN ONLINE LEARNING
## BASED ON STUDENTS' LEARNING STYLE

**TIM PENELITI**

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# HALAMAN PENGESAHAN

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# SUMMARY

The Covid-19 pandemic has forced all educational institutions to switch from conventional face-to-face learning to online learning models. In fact, the use of this internet network has encountered many challenges and obstacles. This study aims to contribute to the development of an online learning model that is based on the principles of teaching strategies and learning style. As we know that these two components involve elements of teachers and students in the English learning process.

This transfer process feels so fast and pushy that inevitably, all lecturers and students must use this model for the continuity of the learning process. On the other hand, many lecturers and students do not know what online learning is or what is often referred to as e-learning or distance learning using electronic devices, in this case computers and devices based on the power of this internet network.

Teaching strategies and learning style are two important factors that have the potential to determine the success of learning English. These two components influence each other and will ultimately determine student learning outcomes. Teaching strategies are a component played by the teacher in the classroom, while learning styles are a component played by students. The two components above apply to online and offline classes.

Teaching strategies and learning style according to Oxford (2003) are the main factors that help determine how, and how well, learners master a second language or a foreign language. Based on this theory, this study was created to provide a broader and deeper picture of the roles of the two components, especially in the context of online learning.

# PREFACE

Information about the learning styles of the Fleming Model (2001), such as visual, auditive, literacy, kinesthetic, and Oxford Model (1990) language learning strategies, such as memory, cognitive, metacognitive, affective, social, compensation strategies will help teachers develop language learning design. Teachers will be assisted in selecting and developing: Indonesian language teaching materials that are in accordance with the characteristics of the dominant style in the class, varied and non-singular learning methods, and activities that are suitable for existing learning styles (Xu, 2011), media and learning resources, as well as assessment instruments. In addition, teachers will be more precise and effective in implementing language learning in the classroom, especially English.

The research data is obtained through the Learning Strategy Questionnaire from Oxford (1990) and the VARK Learning Style Questionnaire from Fleming (2001). Data from these two questionnaires were then confirmed through in-depth interviews with participants. The results of these two questionnaires were analyzed to find out the type of language learning style of English Department students.

The results of this study are expected to be used to improve lecture planning and learning performance in English classes. This is believed to be given the research findings from Oxford (2001) which state that the learning styles and strategies of learners can be harmonized with the teaching methods designed. Apart from that, Ellis (2005) also proposed the matching concept of instruction and learner. According to Ellis, the optimal type of language teaching is in accordance with the learner's preferred approach, both in learning styles and learning strategies that are commonly used.

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# CHAPTER 1: INTRODUCTION

This online learning model is not new in the world of education. There are many institutions, especially universities that have consistently used the online distance learning model. In fact, the government has long encouraged the use of online learning methods in the course of higher education for the sake of equitable education throughout the country. However, it turns out that there are many parties who are not familiar with the systems and procedures for using internet networks in learning (Marta, 2018). So that until now, there are still many challenges and obstacles in the future that need to be evaluated and addressed for the development of more effective and efficient online learning. The development of optimal online learning will automatically support government programs in increasing the even distribution of education levels for all students to disadvantaged areas.

This study aims to contribute to the development of an online learning model that is based on the principles of teaching strategies and learning style. As we know that these two components involve elements of teachers and students in the English learning process. Obstacles that have been identified will certainly contribute to the next stage of research which will lead to the development of online learning in general and especially in English courses with more attention to the teaching strategies and learning styles factors which are the main components of the success of the English language learning process.

The process of learning English online or often called e-learning has been researched and developed by several authors and education experts through the writings they have published in scientific journals and books. In these writings, they describe so many media and web-based learning methods that support learning English to become easier and even more effective and efficient than conventional face-to-face learning (Rusman, 2011).

In the area of cognitive challenges, learners need higher cognitive ability to deal with the more multi-dimensional learning tasks and complex content (Tyler-Smith, 2006). Normally, online courses are equipped with dynamic functions, such as online exercises, text downloads, and video. Students learning online have to know how to click, drilldown, open new windows, and save files (Tsai, 2009; Wang & Chen 2007; Wu, Fitzgerald & Witten, 2014).

With regard to metacognitive challenges, online learners have great freedom of learning as there are no specific class schedules, and classroom attendance is not required (Tsai, 2009). Learners then need to monitor and self-regulate their learning by setting up a

learning schedule to ensure they can complete all the lessons. According to Chang's (2013) study, students who adopted the self-monitoring preformed academically better than those who did not on the test of general English proficiency.

The third challenge involves computer and Internet anxiety. According to Aydin (2011), computer anxiety has a significantly negative impact on learners' achievement. When a computer system or network system is down, students feel frustrated because they might not be able to follow the lessons. This causes anxiety among lower Internet skilled students (Ekizoglu & Ozcinar, 2010; Saadé & Kira, 2009).

Accordingly, the current study is conducted to examine the students' use of OLLS *(Online Language Learning Strategy)*, affection in online learning and the relationshipbetween OLLS, affection in online learning and student learning outcomes. The study servesto fill a gap in the literature by focusing on the university students' use of OLLS and perceptionof affection. The results provide some new insights that come from students' perspectives onthe use of OLLS. The results might have implications for educators creating and facilitating online courses and students who wish to be more successful in online English learning.

# CHAPTER 2: REVIEW OF RELATED LITERATURE

In terms of learning styles and preferences, Lee (2001) posited that in new learning environment students need time to adapt to some of the new challenges they will face. For some learners, these challenges might arise from the need to deploy a different learning style. For learners who are less skilled in the use of technology, this lack of skills may be problematic (Kearns, 2012; Lee, 2001). Most of the young and teenage learners prefer and are more familiar with studying with peers (Crim & Reio, 2011, Vonderwell, 2003). Without teachers and peers, when students need their immediate assistance to clarify the problems that may arise, they might get frustrated and experience a level of anxiety (Arbaugh, 2002; Heirdsfield,Walker, Tambyah, & Beutel, 2011; Petrides, 2002; Thurmond, Wambach, Connors & Frey, 2002). The findings of Surjono's (2015) study revealed that students in which their multimediapreferences and learning style matched with the online course materials were likely to be successful in online learning.

Previous studies have revealed that learners' use of effective and appropriate online learning strategies will lead to successful academic achievement (Artino, & Jones, 2012; Fuller, Chalmers, & Kirkpatrick, 1994; Hattie, Biggs, & Purdie, 1996; Pintrich & Johnson, 1990; Shih, 2005; Zimmerman, 1998). Additionally, Solak and Cakir (2015) argued that employing effective online learning strategies is essential because, in doing so, students learn faster, have more pleasure, and learn more efficiently and effectively.

Online Learning Strategies (OLS) is defined as students' ability to understand and control their learning by employing a range of cognitive, metacognitive, resources management strategies and affective strategies in order to achieve online learning goals. Another factor that contributes to online learning achievement is affection in online learning (Hu & Grambling; 2009; Tsai, 2009; Zarisky & Styles, 2000).
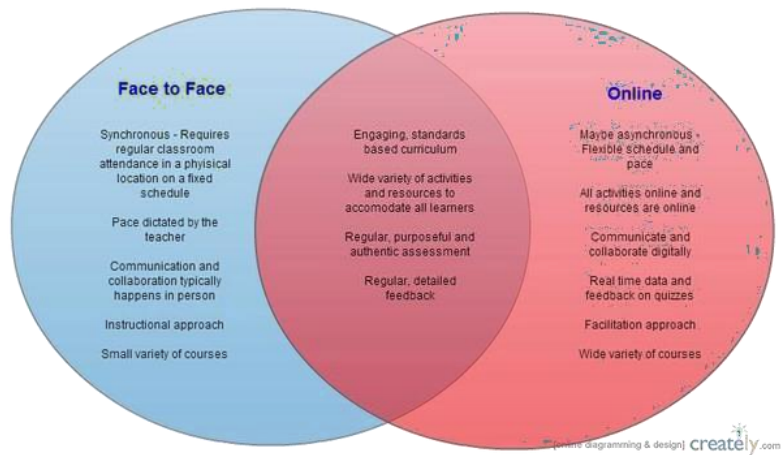
**Figure 1. Face to Face and Online Learning Style**

Cognitive strategies, according to Cook and Mayer (1983), Payne, (1992), Pintrich, Smith, Garcia and McKeachie (1993), and Puzziferro (2008), are defined as the behaviors needed in order to successfully acquire knowledge while engaging in the learning process.

These behaviors include selection, acquisition, construction, and integration of information. Cognitive strategies are sub-divided into six strategies namely (1) rehearsal strategies, (2) elaboration strategies, (3) organization strategies, (4) comprehension/critical thinking strategies, and (5) internet skills.

Metacognitive strategies refer to the ways that learners monitor their cognitive processes by preparing and planning to learn as well as regulating and evaluating their learning process (Pintrich et. Al, 1993). Metacognitive strategies are sub-divided into seven strategies; (2) selfregulation/volitional strategies, (2) time management strategies, (3) goal setting strategies, (4) self-monitoring/self-management strategies, (5) self-evaluation strategies, (6) concentration/effort regulation strategies, and (7) self-awareness strategies.

Resources management strategies are defined as the learners' ability to manage learning resources such as their study environment and learning time, and their ability to learn from peers or more knowledgeable students, and seek help from peers and instructors (Pintrich & De Groot, 1990). It is further divided into three substrategies; (1) environmental management strategies, (2) help seeking strategies, and (3) use of resources/resourcing strategies.

Affective strategies in online learning, according to Tsai, (2009) are students' perceptions towards the benefits they gain from online learning. It also includes the willingness to learn by having a positive attitude, motivation, and ways to reduce anxiety in aparticular learning environment. It is sub-divided into three sub-strategies: attitude, motivationand anxiety control.

The review of difficulties confronted by students in an online learning environment, and OLLS in online learning as discussed above was used as a framework to develop the questionnaire used in this study. It has been highlighted so far that OLLS is one of the factors that affects students in online learning environment to become successful online learners. Studies related to OLLS, academic success, motivation, and anxiety have been conducted and these studies are presented below.

Puzziferro (2008) examined the relationship between selfregulated learning strategies and students' online learning outcomes of the college students. The top strategies used were effort regulation followed by time and study environment, while peer learning and help seeking were the least used strategies. It was also found that the online learning strategies thatcould predict students' grades were time and learning environment. Students were more likelyto achieve online course when they managed their time well and studied in a good environment.

Research conducted by Liu and Feng (2011) discovered a relationship among metacognitive strategies and online learning behavior and test achievement. The authors of the study concluded that the students in the high-score group of test achievements used more metacognitive strategies than those in the low-score group. The authors also found that the students who spent more time learning online and taking more online tests achieved higher scores on the final examination.

As discussed above, employing effective online language learning strategies appears to be a key in achieving a successful outcome in online language learning. Previous literature has also indicated a relationship between online language learning strategies use and academic achievement. Many students, however, are not successful in an online learning environment; they prefer face-to-face classroom setting (Webster & Hackley, 1997). Although there have been some studies related to online learning conducted (Sukseemuang, 2009; Waemusa, Srichai & Wongphasukchote, 2008), the studies that focused on using OLLS in online learning were less explored in Thailand.

# CHAPTER 3: RESEARCH BENEFITS

This study aims to contribute to the development of an online learning model that is based on the principles of teaching strategies and learning style. As we know that these two components involve elements of teachers and students in the English learning process. Obstacles that have been identified will certainly contribute to the next stage of research which will lead to the development of online learning in general and especially in English courses with more attention to the teaching strategies and learning styles factors which are the main components of the success of the English language learning process.

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The third challenge involves computer and Internet anxiety. According to Aydin (2011), computer anxiety has a significantly negative impact on learners' achievement. When a computer system or network system is down, students feel frustrated because they might not be able to follow the lessons. This causes anxiety among lower Internet skilled students (Ekizoglu & Ozcinar, 2010; Saadé & Kira, 2009).

Accordingly, the current study is conducted to examine the students' use of OLLS *(Online Language Learning Strategy)*, affection in online learning and the relationship

between OLLS, affection in online learning and student learning outcomes. The study serves to fill a gap in the literature by focusing on the university students' use of OLLS and perception of affection. The results provide some new insights that come from students' perspectives on the use of OLLS. The results might have implications for educators creating and facilitating online courses and students who wish to be more successful in online English learning. The following research questions were addressed:

1. What are the types of learning styles owned by the English Department students? If so, what are they?

2. Is there any significant relationship between the use of online language learning strategies and students' outcomes?

# CHAPTER 4: RESEARCH METHODOLOGY

This research used a qualitative descriptive approach and it is in line with the purpose of the study that is to describe the types of learning styles used by students and teaching strategies used by lecturers.

The respondents of this research were English Department students in a private university located in the western part of Yogyakarta. The data of this study were primary data presented as participants' answers to the questions stated in the learning style questionnaire. At the end, their answers to the questionnaire resulted in two research data i.e. data on learning style profiles. The researchdata on the profile of learning style and language learning strategy predominantly rely on students' self-reports that were made through questionnaires (Bessai, 2018) for the reason thatthe only best way to get an insight into the learning strategies of students' unobservable mental is through students' statements and descriptions on their thinking processes.

The learning style questionnaire used in this study was VARK Questionnaire version 8.01. This questionnaire consisted of statements with four answer choices, each of them describes types of the learning style. Referring to the previous research (Robertson, Linda., Et al., 2014), the VARK Questionnaire version 8.01 provides researchers with some advantages at least in two aspects i.e. the scores than can be calculated quickly and the help sheets that benefits participants to articulate their understanding of learning styles. Moreover, Norris and A Yeghiazarian have validated the VARK Questionnaire using Rasch analysis and the results show that this instrument actually has potentials to be used as a predictor for students' learning orientation preferences (Fitkov-Norris, E D., and A Yeghiazarian, 2015).
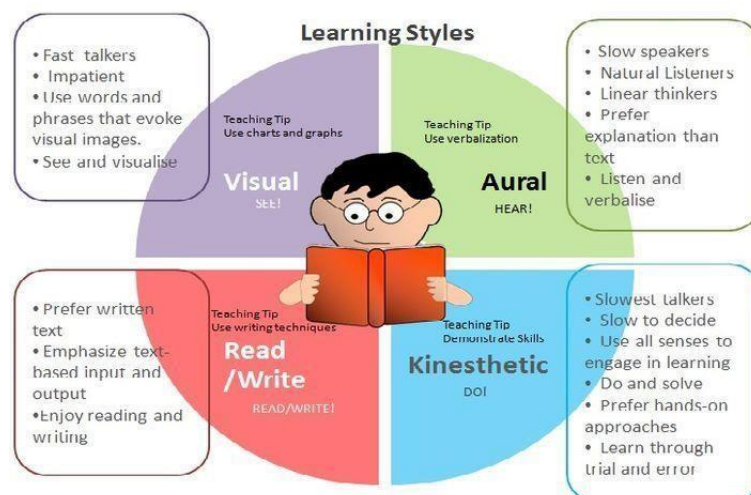


**Figure 2. VARK Learning Styles**

# CHAPTER 5: RESEARCH FINDINGS AND DISCUSSION

This study aims to answer two problem formulations which are described as follows: (1) What are the types of learning styles owned by the English Department students? If so, what are they? (2) Is there any significant relationship between the use of online language learning strategies and students' outcomes? Therefore, the research findings were obtained from questionnaires distributed to the respondents. The learning style questionnaire used in this study was VARK Questionnaire version 8.01.

Each statement in the VARK Questionnaire version 8.01. provides four choices. The four choices will later indicate the type of learning style possessed by the respondents. The respondents might select more than one option provided. This was by the consideration that they might possess more than one type of learning styles. They might be the one who were acquiring the multimodality. Moreover, here are several examples among 12 questionnaire statements.
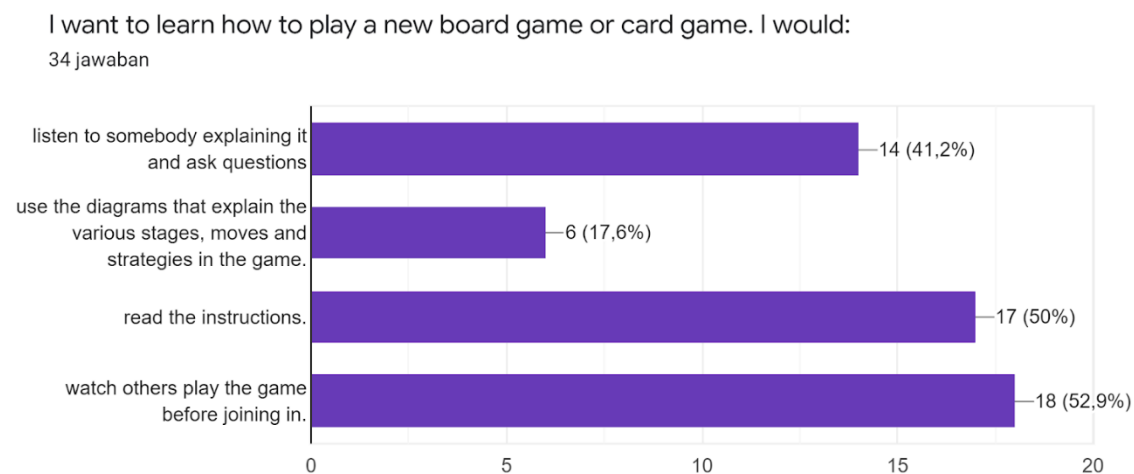


Figure 5.1. Sample of Result from VARK Questionnaire version 8.01

In Figure 5.1., the highest selection was shown in the option *watch others play the game before joining in*. This option obtained 52,9%. Based on the description stated in *https://vark-learn.com/*, the statement reveals that the person who chose it included in Kinesthetic type of learning style. According to what is stated in https://vark-learn.com/strategies/kinesthetic-strategies/, a person with kinesthetic type of learning style needs to see the implementation first before they get the concepts. Related to the questionnaire item shown in Figure 5.1, the person with kinesthetic type of learning style will take information by watching videos or a demonstration that showing the real things. Another sample of result from VARK Questionnaire version 8.01 in this study will be presented in Figure 5.2.

A website has a video showing how to make a special graph or chart. There is a person speaking, some lists and words describing what to do and some diagrams. I would learn most from:

34 jawaban
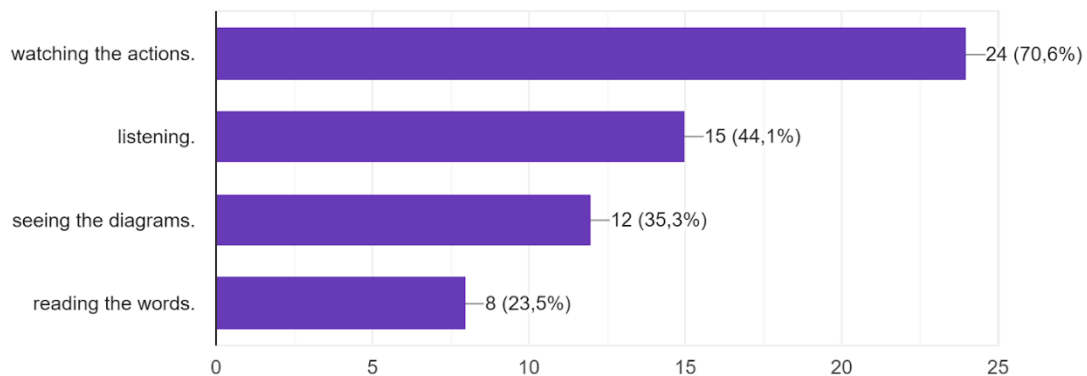


Figure 5.2. Sample of Result from VARK Questionnaire version 8.01

Similar to Figure 5.1, the highest percentage revealed in the chart was 70,6%. The option stated *watching the actions.* The statement figured out the Kinesthetic type of learning style. The person with kinesthetic type of learning style will tend to seek the experiences and anything with practical things so that they will comprehend the concepts. Therefore, when they need to gain the information, they will be likely searching resources that can show them the simulation or something that is real.

I want to find out more about a tour that I am going on. I would:

34 jawaban
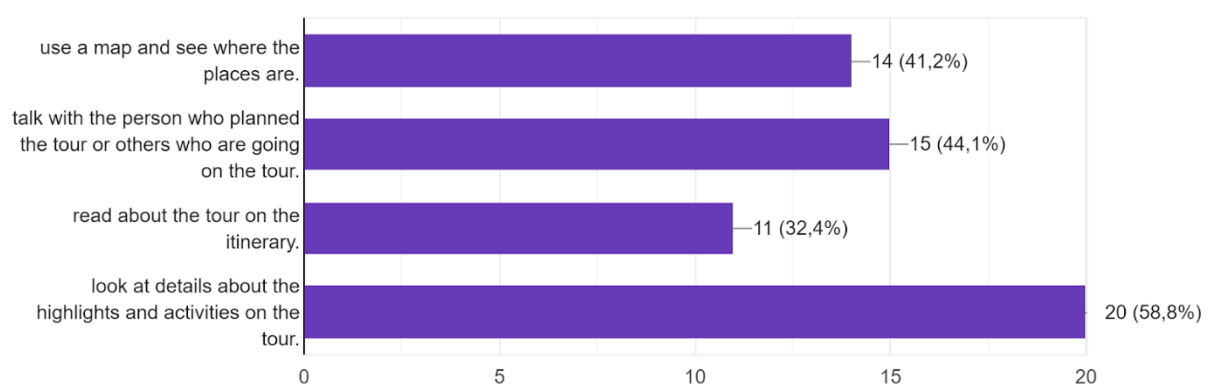


Figure 5.3. Sample of Result from VARK Questionnaire version 8.01

Discussing the Kinesthetic type of learning style, Figure 5.3 showed another result of the highest percentage revealing that type of learning style. The option of *look at details about the highlights and activities on the tour* had 58,8%. As they tend to search for the real things,

examples, demonstration, and experiences, the person with Kinesthetic type of learning style will also tend to focus on details. Furthermore, among 12 items in the questionnaire, there were seven items indicated that Kinesthetic type of learning styles got the highest percentage. The top two type of learning styles found as the result after the VARK Questionnaire version 8.01 distributed to the respondents of this study was Aural type of learning styles. There were four items showed the highest percentage was on that type of learning styles. Here are the sample of result from VARK Questionnaire version 8.01 for Aural type of learning styles.

I need to find the way to a shop that a friend has recommended. I would:
34 jawaban
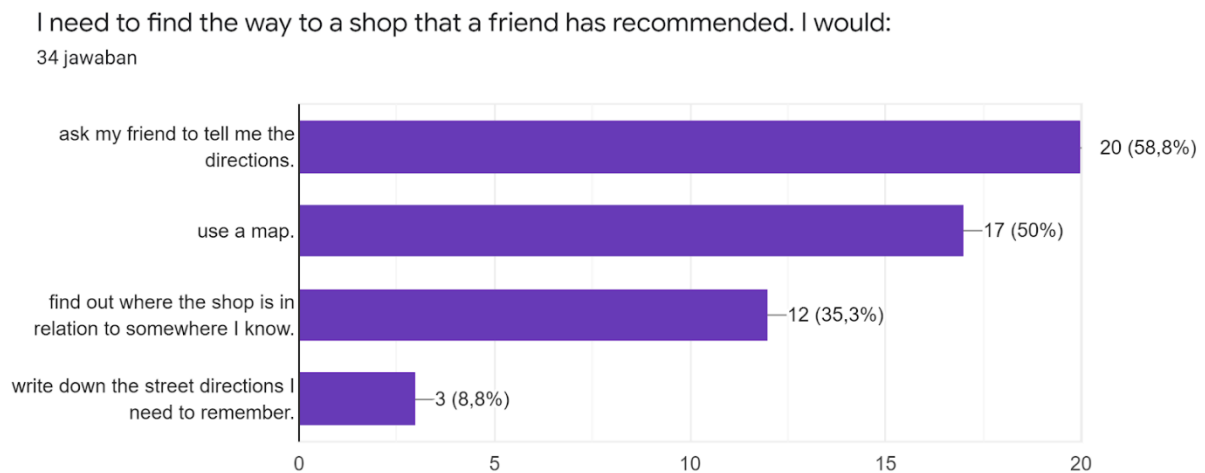
Figure 5.4. Sample of Result from VARK Questionnaire version 8.01

The highest percentage shown in the option *ask my friend to tell me the directions.* This was a statement that figure out the Aural type of learning styles. According to https://vark-learn.com/strategies/aural-strategies/, a person with this type of learning style will tend to gather the information by paying attention to what others telling. It is more valuable for them to listen to get the information.

Based on the data obtained from the distribution of VARK Questionnaire version 8.01, the type of learning styles mostly possessed by English department students in a private university in Yogyakarta as the respondents in this study was Kinesthetic type of learning styles. The next one was Aural type of learning styles. The research result brought the consideration to the lecturer of the department to provide, arrange, and conduct the teaching and learning process that can accommodate the type of learning styles the students mostly possess.

To answer the second problem formulation in this study, the research result obtained from the interview of the lecturers whom teaching the subject the respondents took. There were

three subjects involved in this study. The subjects were Academic Listening and Speaking, English for Broadcasting and Academic Writing. The result revealed that there was any significant relationship between the use of online language learning strategies and students' outcomes. It was figured out from the average score of the midterm test the respondents. The respondents were successfully achieving the passing grade of the subject. Based on the interview result with the lecturers, the factor to support that achievement was also because the lecturers had provided the lesson materials and teaching and learning process that accommodated the Kinesthetic and Aural type of learning styles. By using the e-learning website as the Learning Management System, the lecturers attached the videos containing the explanation for the Aural type of learning styles and also could be the demonstration that telling them the concepts or ideas. A lecturer of Academic Listening Speaking Class said so. She also conducted synchronous meeting by using Zoom Platform as a facility to students to practice which is in here, practice is the keyword for the Kinesthetic type of learning styles.

# CHAPTER 6: CONCLUSION AND SUGGESTION

The results of this study are expected to be used to improve lecture planning and learning performance in English classes. This is believed to be given the research findings from Oxford (2001) which state that the learning styles and strategies of learners can be harmonized with the teaching methods designed. Apart from that, Ellis (2005) also proposed the matching concept of instruction and learner. According to Ellis, the optimal type of language teaching is in accordance with the learner's preferred approach, both in learning styles and learning strategies that are commonly used. The results of this study are also expected to be used to improve lecture planning and learning performance in English classes. By knowing that Kinesthetic is the type of learning styles mostly possessed by the English Department students, the lecturers need to be aware for providing activities and conducting the teaching and learning process that fit to the students' learning styles; of course, by not ignoring the other students who might possess the other type of learning styles. This is also something which is important because knowing that there was any significant relationship between the use of online language learning strategies and students' outcomes. This is the real challenge of the lecturers to carefully plan and set the classroom activities.

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**Lampiran 1. Biodata Ketua dan Anggota Tim Peneliti/Pelaksana**

1. **Ketua Tim Peneliti/Pelaksana**

**BIODATA PENELITI**
**Identitas Diri**

| 1 | Nama Lengkap | Heribertus Binawan, S.Pd.,M.Pd. |
|---|---|---|
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| 3 | Jabatan Fungsional | - |
| 4 | NIS | - |
| 5 | NIDN | 0525117803 |
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| 7 | E-mail | binawan@mercubuana-yogya.ac.id |
| 8 | Nomor Telepon/HP | 0812-2799-992 |
| 9 | Alamat Kantor | Jl. Wates Km. 10 Yogyakarta 55753 |
| 10 | Nomor Telpon/Faks | (0274) 6498211/(0274) 6498213 |

**A. Riwayat Pendidikan**

| Program: | S-1 | S-2 | S-3 |
|---|---|---|---|
| Nama PT | Universitas Sanata Dharma Yogyakarta | Universitas Sarjanawiyata Tamansiswa | - |
| Bidang Ilmu | Pendidikan Bahasa Inggris | Pendidikan Bahasa Inggris | - |
| Tahun Masuk-Lulus | 1996-2002 | 2009-2011 | - |
| Judul Skripsi/ Tesis/Disertasi | Feminism As Seen in Juana, The Secondary Character of John Steinbeck's The Pearl | Designing Materials for Nurse at STIKES Bethesda Yakkum Yogyakarta | - |
| Nama Pembimbing/ Promotor | Dra Wigati Yektiningtyas, M.Hum | Dr. Imam Gazali | - |

**B. Pengalaman Penelitian dalam 5 Tahun Terakhir (bukan skripsi, tesis, maupun disertasi)**

| No. | Tahun | Judul Penelitian | Pendanaan | |
|---|---|---|---|---|
| | | | Sumber* | Jml (Juta Rp) |
| 1. | 2018 | Developing Online Video to Improve Students' English-Speaking Skill in Universitas Mercu Buana Yogyakarta | UMBY | 1 |
| 2. | 2019 | Developing E-Assessment for Intermediate English Grammar to Support the Autonomous Learners | UMBY | 1 |
| 3. | 2019 | Interconnection of Language Learning Strategies and Learning Styles of Students from Various Ethnics | P4-Universitas Sanata Dharma Yogyakarta | 11,7 |

| 4. | 2020 | *Flouting Maxim* pada Program Radio Berbahasa Inggris di Yogyakarta | UMBY | 6,3 |

*\* Tuliskan sumber pendanaan baik dari skema penelitian* DRPM *maupun dari sumber lainnya.*

## C. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

| No. | Tahun | Judul Pengabdian Kepada Masyarakat | Pendanaan | |
|-----|-------|-----------------------------------|-----------|---|
| | | | Sumber* | Jml (Juta Rp) |
| 1. | 2018 | English for Job Interview, An English Trainingfor Students Year XII, SMK 2 Pengasih Kulonprogo. | UMB Yogyakarta | 0,5 |
| 2. | 2019 | English for Daily Conversation for Communityin Sentolo – Towil Fits Desa Wisata | UMB Yogyakarta | 1 |
| 3. | 2020 | Pendampingan Pembentukan BUMDES Desa Argosari Sedayu, Bantul | UMB Yogyakarta | 1,575 |

*\* Tuliskan sumber pendanaan baik dari skema pengabdian kepada masyarakat DRPM maupun dari sumber lainnya.*

## D. Publikasi Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir

| No. | Judul Artikel Ilmiah | Nama Jurnal | Volume/Nomor/Tahun |
|-----|---------------------|-------------|-------------------|
| 1. | Feminism As Seen in Juana, The Secondary Character of John Steinbeck's The Pearl | JELE | Vol 5, No 1 (2019) |
| 2. | Interconnection of Language Learning Strategies and Learning Styles of Students from Various Ethnics | Cakrawala Pendidikan (UNY) | VOL. 39, NO. 2, JUNE 2020 |

## E. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 Tahun Terakhir

| No. | Nama Pertemuan Ilmiah/ Seminar | Judul Artikel Ilmiah | Waktu dan Tempat |
|-----|-------------------------------|---------------------|------------------|
| 1. | Konferensi Internasional: iCLLT, Universitas Tidar Magelang | Developing Online Video to Improve Students' English-Speaking Skill in Universitas Mercu Buana Yogyakarta Movie | 12 Oktober 2019 di Magelang |

| 2. | Konferensi Internasional ICLLAE2019 | Interconnection of Language Learning Strategies and Learning Styles of Students from Various Ethnics | 28-29 Oktober 2019 di UNY Yogyakarta |
|----|-------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------|
| 3. | Webinar Internasional CAPZU-UMBY | Teaching Vocabulary in EFL Classes for Deaf and Hard of Hearing Students Using Social Media | 17 Desember 2020 |

**F. Karya Buku dalam 5 Tahun Terakhir**

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerimasanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Penelitian Dana Universitas Mercu Buana Yogyakarta.

Yogyakarta, 26 November 2021
Yang menyatakan,

Heribertus Binawan, S.Pd.,M.Pd.

**Anggota Peneliti**

**A. Identitas Diri**

| | | |
|---|---|---|
| 1. | Nama lengkap | : Valentina Dyah Arum Sari, S.Pd.,M.Hum. |
| 2. | Jenis Kelamin | : Perempuan |
| 3. | Jabatan Fungsional | : Asisten Ahli |
| 4. | NIP/NIK | : 201709 |
| 5. | NIDN | : 0529098903 |
| 6. | Tempat dan tanggal lahir | : Yogyakarta, 29 September 1989 |
| 7. | E-mail | : valentina@mercubuana-yogya.ac.id |
| 8. | Nomor Telepon/ HP | : 085643220711 |
| 9. | Alamat Kantor | : Jalan Wates Km. 10, Argomulyo, Sedayu, Bantul, Daerah Istimewa Yogyakarta 55753 |
| 10. | No Telepon/ Fax | : 0274-6498212, 6498211/ 0274-6498213 |
| 11. | Lulusan yang Telah Dihasilkan | : S1 – 2 |
| 12. | Mata Kuliah yang Diampu | : <br> 1. Intensive Listening and Speaking <br> 2. Academic Listening and Speaking <br> 3. Teaching English for Young Learners |

**B. Riwayat Pendidikan**

| | S-1 | S-2 | S-3 |
|---|---|---|---|
| Nama Perguruan Tinggi | Universitas Sanata Dharma Yogyakarta | Universitas Sanata Dharma Yogyakarta | - |
| Bidang Ilmu | Pendidikan Bahasa Inggris | Kajian Bahasa Inggris | - |
| Tahun Masuk – Lulus | 2007-2012 | 2012-2016 | |
| Judul Skripsi/ Tesis Disertasi | *Improving Students` Participation of XB Classof SMAN 11 Yogyakarta in Learning Reading Skillby Implementing Extensive Reading* | *An Evaluation of 2013 Curriculum Based English Textbook: Bahasa Inggris SMA/MA dan SMK/MAK Kelas X Semester 1 Published by The Ministry of Education and Culture.* | - |
| Nama Pembimbing/ Promotor | *Caecilia Tutyandari, S.Pd., M.Pd.* | *F.X. Mukarto, Ph.D.* | - |

**C. Pengalaman Penelitian dalam 5 Tahun Terakhir (bukan skripsi,tesis,maupun disertasi)**

| No. | Tahun | Judul Penelitian | Pendanaan | |
|---|---|---|---|---|
| 1. | 2018 | Lingkungan Belajar Virtual: Generasi Z dan Penggunaan Aplikasi Telepon Pintar *English Listening* dalam Keterampilan Menyimak di Mata Kuliah Umum Bahasa Inggris Berbasis Blended-Learning | DIPA Kopertis V Yogyakarta | Rp.4.850.000,00 |
| 2. | 2019 | Penataan Prinsip-prinsip Kesopanan yang Dilakukan oleh Pemandu Wisata di Yogyakarta | Dana UMBY | Rp.3.000.000,00 |
| | 2020 | The Extensive Listening: Meeting Point Between Learners' Autonomy and Their Quality of Listening Comprehension | Dana UMBY | Rp. 5.600.000,00 |

**A. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir**

| No. | Tahun | Judul PKM | Pendanaan | |
|---|---|---|---|---|
| 1. | 2018 | Pelatihan Bahasa Inggris Business Writing Untuk Meningkatkan Daya Saing Pelaku UMKM Dalam Pemasaran Produk di Bisnis Global | Mandiri | Rp.1.105.000,00 |
| 2. | 2019 | Pelatihan Business Negotiation Berbahasa Inggris Bagi Pengusaha UMKM Konveksi diYogyakarta | Dana UMBY | Rp. 2.000.000,00 |
| 3. | 2020 | SPARK: Pemanfaatan Platform StoryJumper dalam Pembelajaran Bahasa Inggris Anak-Anak Sekolah Dasar | Dana UMBY | Rp. 2.800.000,00 |

**B. Publikasi Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir**
   Ada.
**C. Pemakalah Seminar Ilmiah (Oral Presentation) dalam 5 Tahun Terakhir**
   Ada.

**D. Karya Buku dalam 5 Tahun Terakhir**
   Belum ada.


Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerimasanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Penelitian Dana Universitas Mercu BuanaYogyakarta.

Yogyakarta, 26 November 2021
Yang menyatakan,

Valentina Dyah Arum Sari, S.Pd.,M.Hum.

**LUARAN**

Hasil penelitian ini akan diseminarkan di The 1st ELESP International Conference (ELESPIC) 2021 yang diselenggarakan oleh Asosiasi Program Studi Pendidikan Bahasa Inggris Kalimantan Selatan pada tanggal 3-4 Desember 2021 via Zoom. Berikut kami sampaikan Bukti LoA.



**LETTER of ACCEPTANCE (LoA)**

Dear Presenter(s),
On behalf of organizing committee, we would like to invite you to present at the 1$^{st}$ ELESP International Conference (ELESPIC) 2021 held on December 3$^{rd}$ - 4$^{th}$ 2021 via Zoom.

Your abstract submission,

**TEACHING STRATEGIES IN ONLINE LEARNING**
**BASED ON STUDENTS' LEARNING STYLE**

**Author 1 : Heribertus Binawan**
**Author 2 : Valentina Dyah Arum Sari**

has been accepted.

The 1$^{st}$ ELESP International Conference (ELESPIC) 2021 is organized by Asosiasi Program Studi Pendidikan Bahasa Inggris Kalimantan Selatan. The main conference this year will welcome local and international administrators, researchers, lecturers, teachers, postgraduate students and other interested professionals.

We would like to take this opportunity to express our appreciation for your interest in participating in this conference.

We look forward to seeing you at the event

Best Regards,

**Organizing Committee Chair,**

**Nasrullah, M. Pd.B.I**
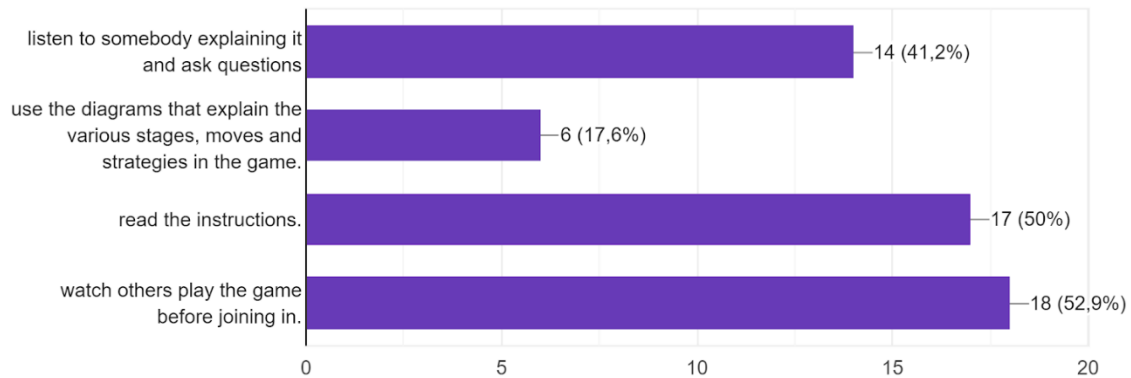
**The Result of Questionnaire Distribution**

V: 17,6

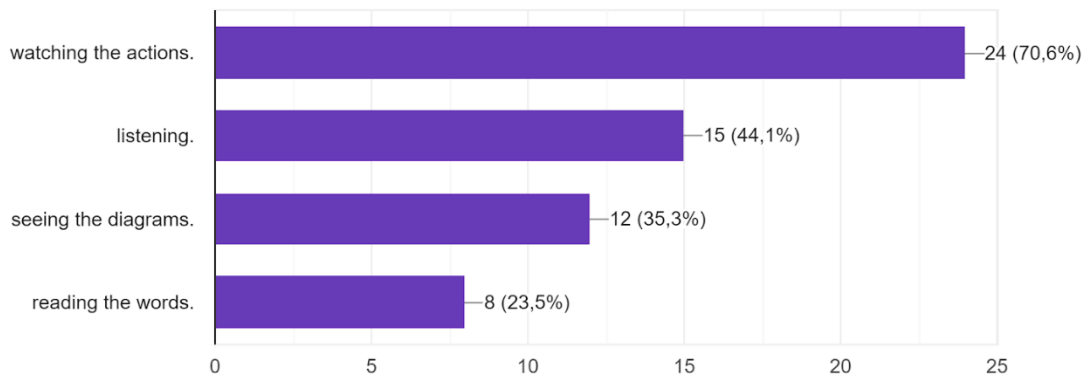I want to learn how to play a new board game or card game. I would:

34 jawaban



A: 41,2
R: 50
K: 52,9

A website has a video showing how to make a special graph or chart. There is a person speaking, some lists and words describing what to do and some diagrams. I would learn most from:

34 jawaban



V:35,3
A: 44,1
R: 23,5
K: 70,6

V:17,6

I want to assemble a wooden table that came in parts (kitset). I would learn best from:

34 jawaban

watching a video of a person assembling a similar table. — 26 (76,5%)

diagrams showing each stage of the assembly. — 6 (17,6%)

written instructions that came with the parts for the table. — 16 (47,1%)

advice from someone who has done it before. — 9 (26,5%)

0     10     20     30
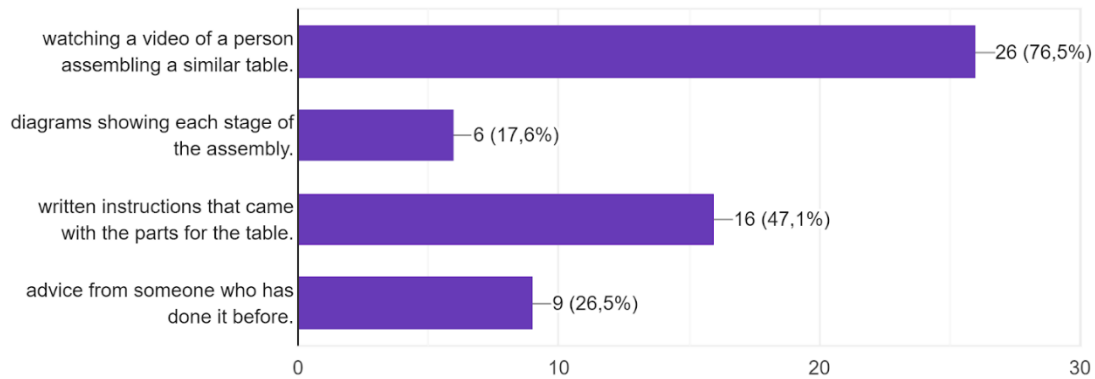
A: 26,5
R: 47,1
K: 76,5

I want to find out about a house or an apartment. Before visiting it I would want:

34 jawaban

a printed description of the rooms and features. — 11 (32,4%)

to view a video of the property. — 14 (41,2%)

a plan showing the rooms and a map of the area. — 14 (41,2%)

a discussion with the owner. — 17 (50%)

0     5     10     15     20

V: 41,2
A: 50
R: 32,4
K: 41,2

## I need to find the way to a shop that a friend has recommended. I would:

34 jawaban

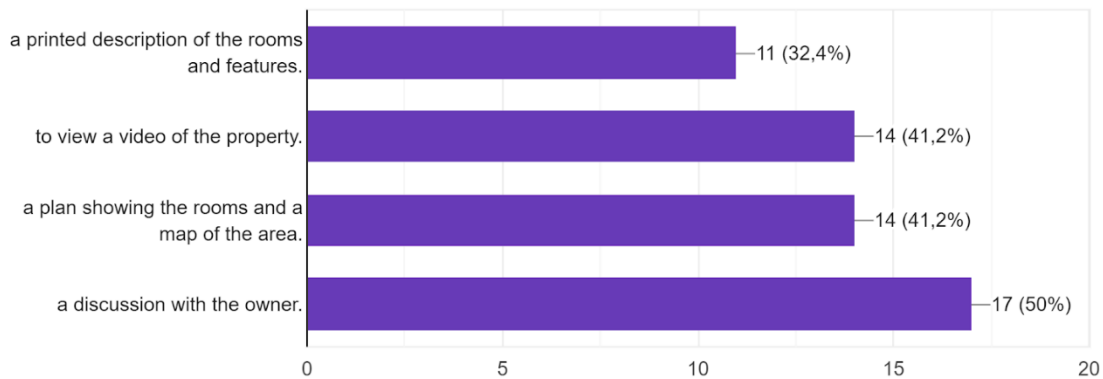| Option | Value |
|--------|-------|
| ask my friend to tell me the directions. | 20 (58,8%) |
| use a map. | 17 (50%) |
| find out where the shop is in relation to somewhere I know. | 12 (35,3%) |
| write down the street directions I need to remember. | 3 (8,8%) |
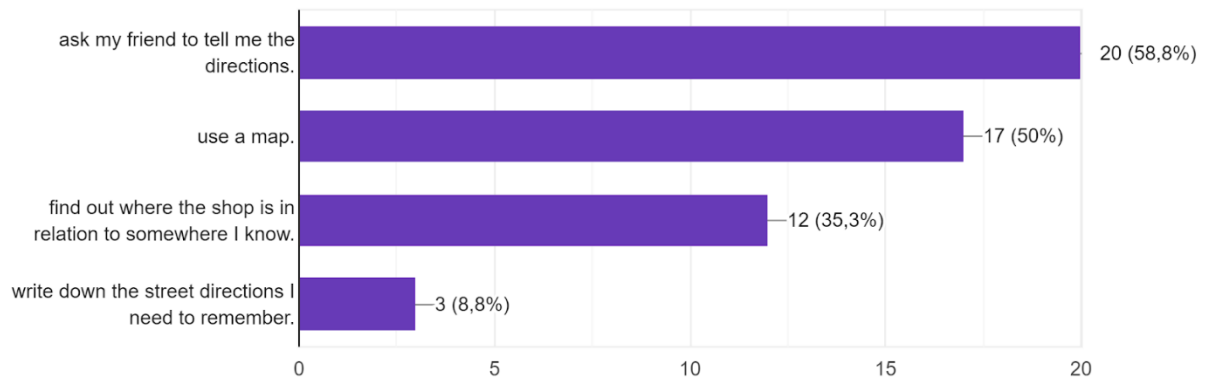
V: 50
A: 58,8
R: 8,8
K: 35,3

## I want to save more money and to decide between a range of options. I would:

34 jawaban

| Option | Value |
|--------|-------|
| consider examples of each option using my financial information. | 24 (70,6%) |
| talk with an expert about the options. | 8 (23,5%) |
| read a print brochure that describes the options in detail. | 6 (17,6%) |
| use graphs showing different options for different time periods. | 8 (23,5%) |
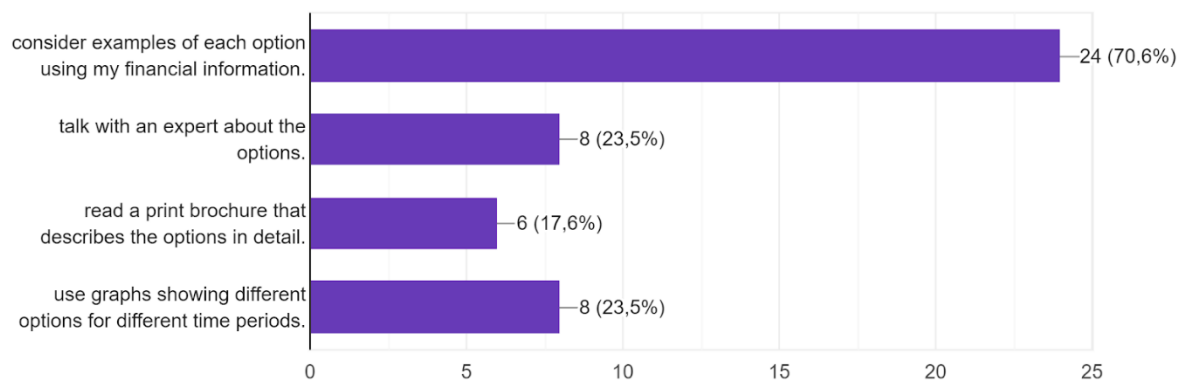
V: 23,5
A: 23,5
R:17,6
K: 70,6

31

## I prefer a lecturer who uses:
34 jawaban



| | |
|---|---|
| question and answer, talk, group discussion, or guest speakers. | 28 (82,4%) |
| diagrams, charts, maps or graphs. | 3 (8,8%) |
| demonstrations, models or practical sessions. | 9 (26,5%) |
| handouts, books, or readings. | 10 (29,4%) |
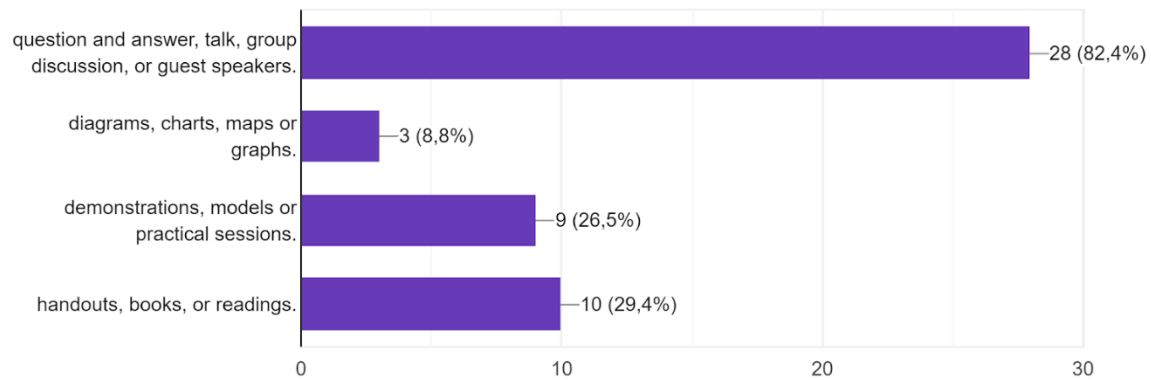
V: 8,8
A: 82,4
R: 29,4
K: 26,5

## I want to learn to do something new on a computer. I would:
34 jawaban
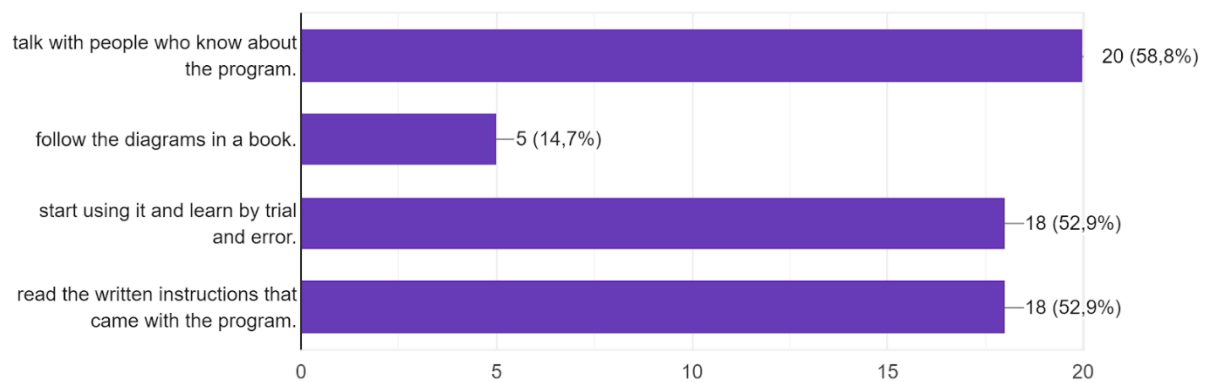


| | |
|---|---|
| talk with people who know about the program. | 20 (58,8%) |
| follow the diagrams in a book. | 5 (14,7%) |
| start using it and learn by trial and error. | 18 (52,9%) |
| read the written instructions that came with the program. | 18 (52,9%) |

V: 14,7
A: 58,8
R: 52,9
K: 52,9

32

## I want to find out more about a tour that I am going on. I would:

34 jawaban

| Response | Value |
|---|---|
| use a map and see where the places are. | 14 (41,2%) |
| talk with the person who planned the tour or others who are going on the tour. | 15 (44,1%) |
| read about the tour on the itinerary. | 11 (32,4%) |
| look at details about the highlights and activities on the tour. | 20 (58,8%) |
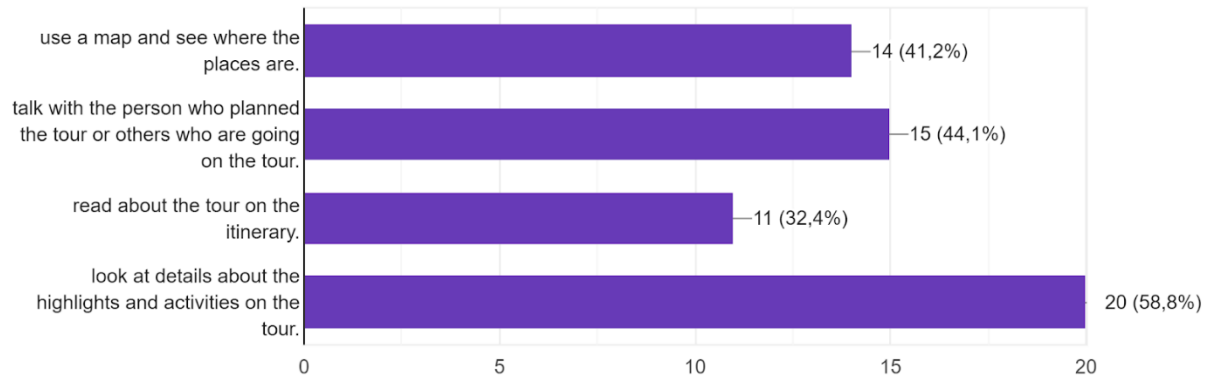
V: 41,2
A: 44,1
R: 32,4
K: 58,8

## I want to learn how to take better photos. I would:

34 jawaban

| Response | Value |
|---|---|
| use the written instructions about what to do. | 4 (11,8%) |
| use diagrams showing the camera and what each part does. | 7 (20,6%) |
| use examples of good and poor photos showing how to improve them. | 26 (76,5%) |
| ask questions and talk about the camera and its features. | 19 (55,9%) |
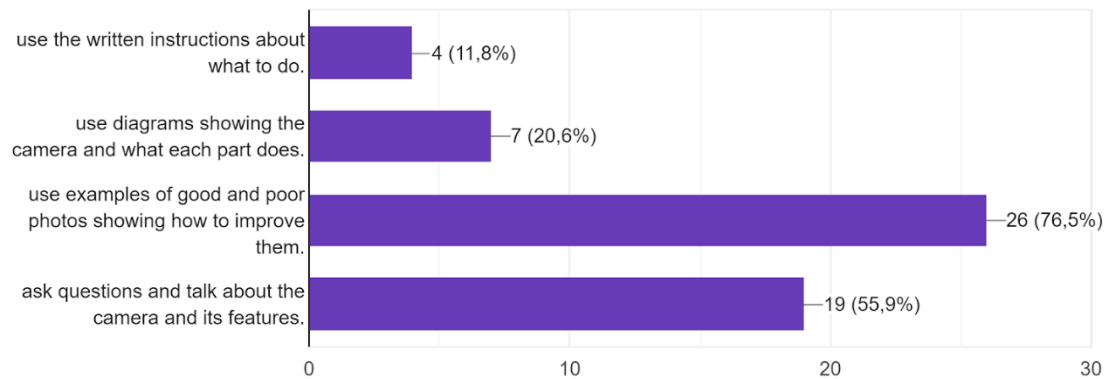
V: 20,6
A: 55,9
R: 11,8
K: 76,5

## When learning from the Internet I like:
34 jawaban



| | |
|---|---|
| interesting design and visual features. | 20 (58,8%) |
| videos showing how to do or make things. | 25 (73,5%) |
| audio channels where I can listen to podcasts or interviews. | 11 (32,4%) |
| interesting written descriptions, lists and explanations. | 16 (47,1%) |
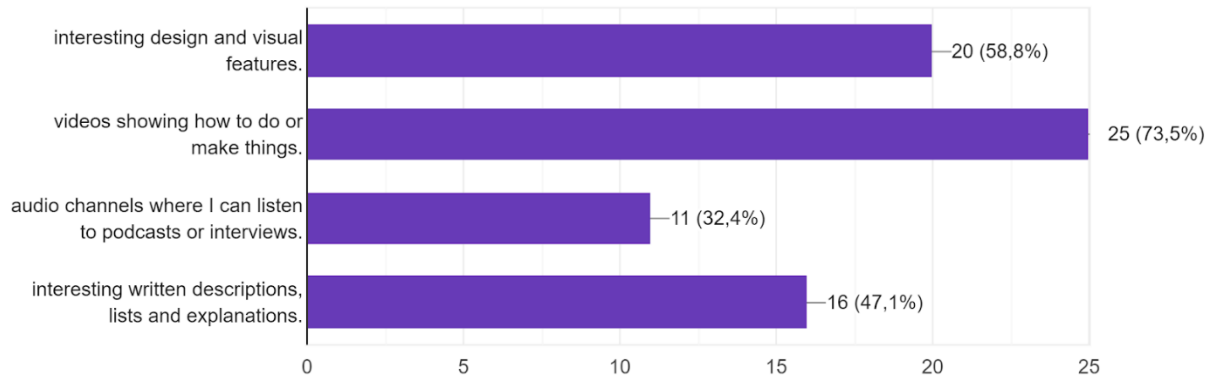
V: 58,8
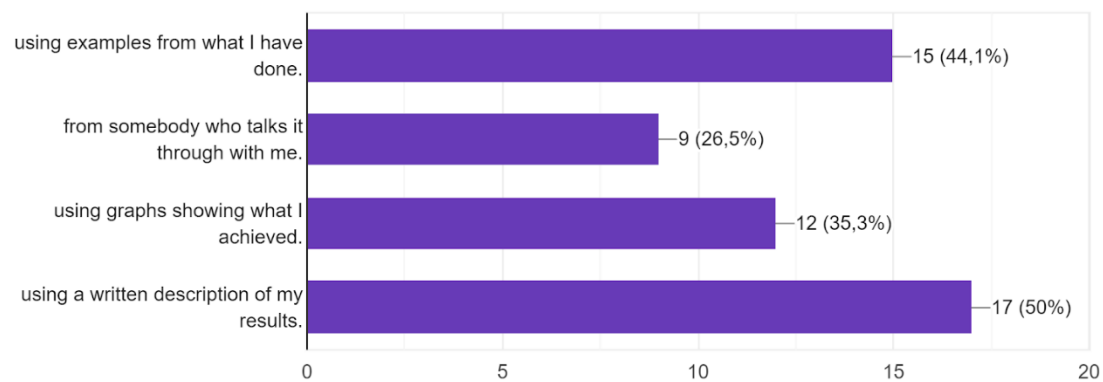A: 32,4
R: 47,1
K: 73,5

## I have finished a competition or test and I would like some feedback. I would like to have feedback:
34 jawaban



| | |
|---|---|
| using examples from what I have done. | 15 (44,1%) |
| from somebody who talks it through with me. | 9 (26,5%) |
| using graphs showing what I achieved. | 12 (35,3%) |
| using a written description of my results. | 17 (50%) |

V: 35,3
A: 26,5
R: 50
K: 44,1