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Effective Pedagogical Approaches for Addressing Diverse Learning Styles in English Language Instruction at SMA Al Azhar 3 Bandar Lampung

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Abstract

The purpose of the research is to know how the English teacher formulate and implement the teaching strategies in English teaching-learning process regarding to students' different learning styles. Here the researcher will discuss the strategies used by the teacher regarding to their awareness about students' different learning styles, and how they apply it in English teaching-learning process. Qualitative methods are carried out using documentation, observation, and interviews to collect data. To find out how teacher formulate learning strategies, researcher conduct lesson plan documentation. Then to find out the implementation of learning strategies, the researcher made observations in the classroom. Furthermore, to double-check all the data that had been collected, the researcher conducted interviews with three English teacher. The results show that teacher use several strategies for students' different learning styles. The learning strategies used by teacher include demonstrations, videos, reading texts, lectures/stories, cooperative learning cooperative learning, and discussions. Other strategies used are based on the consideration of different learning style preferences. Teacher accommodate students' learning styles by providing different instructions for each student's learning style. For students with visual learning style, teacher facilitate students' visualization in English learning. For students with auditory learning style, teacher facilitate them with oral explanation. Then for kinesthetic students, teacher provide activities that encourage students to learn by doing.

Keywords: *teaching strategies; learning styles; teaching-learning process.*

Introduction

In the global tapestry of communication, English has emerged as an indispensable thread, linking diverse cultures and nations. Its ascension to the status of a global lingua franca is not merely a testament to its widespread acceptance but also highlights its critical role in the realms of education, science, and technology (Alfarhan, 2016; Mazrui, 2008; Smokotin et al., 2014). English facilitates unprecedented connectivity between the East and West, as well as the North and South, marking it as the fastest-growing language in today's digitized world. This expansion is mirrored in the educational domain, where English's utility spans across accessing half of the world's scientific literature to serving as a

fundamental tool for learning in the 21st century (Dewey, 2007; Sarwal, 2019; Vettorel, 2018). Consequently, the imperative to master English from an early educational stage is clear, underscoring the necessity to equip learners with the means to navigate advanced levels of education where English predominates.

The ubiquity of English, however, presents unique challenges within the classroom, particularly in the context of diverse learning styles. These styles along sensory, social, and cognitive lines, each significantly affect how language is learned and acquired (Brutt-Griffler, 2017; Prachanant, 2012; Smokotin et al., 2014). Despite the varied learning preferences that students exhibit, instructional approaches often

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remain uniform, neglecting the nuanced needs and fears associated with language learning. This one-size-fits-all approach to language instruction overlooks the potential benefits of tailored teaching methodologies that accommodate individual learning styles, from visual to auditory preferences (El-Hmoudova, 2015; Jang et al., 2018; Vita, 2001). The observations further underscore this gap, noting a prevalent focus on curriculum targets and memorization over comprehension and engagement in the learning process (Cummins, 2014; Peranginangin et al., 2020).

Previous research has extensively examined the intricate interplay between teaching strategies and students' diverse learning styles. Evangelista (2016) investigated teaching strategies utilized by teachers at SMA Salatiga, revealing a notable discrepancy between teacher teaching styles and student learning preferences, leading to a lack of comprehension and motivation among students in English learning. Despite this challenge, teachers demonstrated awareness of the situation and developed their own adaptive strategies. Similarly, Liu et al. (2013) explored style preferences among students with various academic backgrounds at Tujia-Miao University, highlighting a prevalence of reflective learning style preferences among students, albeit without providing specific strategies to address these differences. In a separate study, Salam et al. (2020) focused on students' learning styles and teachers' strategies in teaching speaking within the context of English language learning. Through a combination of questionnaires and observations, teachers were observed to tailor question-and-answer strategies to accommodate diverse learning preferences, particularly in speaking exercises.

This backdrop sets the stage for the current investigation into the pedagogical strategies employed by English teachers at SMA Al Azhar 3, Bandar Lampung, to address the multitude of learning styles in their classrooms. The congruence between teaching strategies and learning styles plays a pivotal role in language learning success (Karimi & Nazari, 2021). It seeks to uncover the extent to which educators recognize and adapt to the learning preferences of their students, aiming to bridge the divide between teaching practices and learners' needs. Therefore, this research is anchored on a central inquiry: How do teachers implement teaching strategies in response to the diverse learning

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styles present in the English language teaching-learning process? The objective is to elucidate the methods and approaches teachers employ to foster an inclusive and effective learning environment. By doing so, the study endeavors to contribute to the broader discourse on enhancing pedagogical efficacy, offering insights that may inform future teaching practices and strategies in English language education (Baker, 2009; Jing, 2023; Khan, 2020). Through a comprehensive examination of teacher strategies and learning styles, this research aims to shed light on the pathways to more engaged and successful English language learning outcomes, reflecting the evolving dynamics of education in a globalized world (Joseph & Khan, 2020; Sarwal, 2019; Shakil, 2020).

In the exploration of Teaching English as a Foreign Language (TEFL), it becomes evident that teaching and learning English, particularly in non-native contexts, encompasses more than mere language acquisition (Alduais, 2018). Learning as the process of acquiring knowledge or skills through study, experience, or teaching, suggesting a close interconnection between teaching and learning activities. Teaching English in such contexts necessitates sensitivity to the cultural and cognitive dimensions of learning, as learners are not only acquiring a language but also a new culture and way of thinking (Daulay, 2023; Jang et al., 2018; Stoyhoff, 1993).

Central to addressing the diverse needs of students in TEFL is the concept of learning styles. Learning styles as enduring tendencies or preferences within individuals that influence how they absorb, process, and retain information. These preferences may be influenced by various factors, including personality traits, cognitive orientations, and even biological and developmental factors (El-Hmoudova, 2015; Naimie et al., 2010). Learning styles into sensory preferences, personality types, desired degree of generality, and biological differences, highlighting the complexity and individuality of these preferences (Naimie et al., 2010; Ridwan et al., 2019).

Moreover, the literature emphasizes the significance of teaching strategies tailored to confront the challenges within the learning process. Teaching strategy as the overarching direction for action aimed at achieving specific educational objectives (Al-Khaza'leh & Mohammed, 2020). Effective teaching strategies are crucial for facilitating deeper understanding and retention of information (Daulay, 2023;

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Hattie & Donoghue, 2016; Jang et al., 2018). The importance of situational aspects in teaching, where factors such as objectives, student demographics, and resources play critical roles in the selection of strategies (Ridwan et al., 2019). The evolution of teaching strategies reflects a broader understanding of the complex dynamics of learning and teaching. Strategies tailored for Visual, Auditory, and Kinesthetic (VAK) learners demonstrate a keen awareness of the diverse ways in which students process information, acknowledging the unique preferences and strengths of individual learners. Overall, the literature underscores the importance of a strategic, learner-centered approach to teaching that is flexible, inclusive, and effective in achieving educational objectives (Daulay, 2023; Felder & Brent, 2005; Pujiati & Tamela, 2019; Wekke et al., 2017).

Synthesizing these theoretical foundations, the present study aims to investigate how English teachers at SMA Al Azhar 3, Bandar Lampung, identify and adapt their teaching strategies to cater to varied learning preferences. By understanding and accommodating these differences, the research seeks to enhance the TEFL process, fostering a more inclusive and effective learning environment aligned with students' individual needs. This approach underscores the significance of a nuanced understanding of learning styles in designing and implementing teaching strategies that facilitate a more engaging and successful English learning experience. Additionally, insights from Dharmawan (2023) shed light on the broader impacts of globalization on educational contexts, reinforcing the need for adaptive pedagogical approaches in diverse linguistic environments."

Methodology

In this study, a qualitative approach with qualitative descriptive methods is adopted to describe the formulation and implementation of teaching strategies used by English teachers in the classroom. This method aligns with the research's aim to explore the quality of relationships, activities, situations, and materials. Qualitative descriptiveness allows for a comprehensive understanding of the nature, occurrence, or distribution of variables without manipulating them (Fakhrunisa & Herman, 2020; Ningrum, 2018; Talukder et al., 2021).

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For data collection, interviews, observations, and documentation are employed. Observation serves to provide an overview of the required data, involving systematic and careful examination of the teaching and learning process in the classroom. Interviews facilitate exchanges of conversation between the researcher and participants, aiming to gather insights into individual experiences, opinions, beliefs, and feelings. Questions in the interview guide focus on gathering information about the strategies employed by the teacher in teaching English, particularly concerning different student learning styles (Fakhrunisa & Herman, 2020; Ningrum, 2018; Talukder et al., 2021).

Documentation involves the analysis of relevant documents, such as lesson plans (RPP), which serve as valuable sources of text data in qualitative research (Rahmiyanti & Zaim, 2020; Sholeh et al., 2022). The analysis aims to determine whether the teacher applies various learning styles in their lesson plans. The research involves collecting data from English students and a selected English teacher. Three classes and one English teacher are chosen as participants. Students' learning styles are analyzed based on their preferences, while the teacher's strategies in teaching, especially in addressing visual, auditory, and kinesthetic learners, are examined. Data collection techniques include observation, interview, and documentation. Observation serves as a technique for collecting descriptive data needed for the research, involving systematic and careful examination of the teaching and learning phenomena in the classroom. Interviews are conducted to gather information about the strategies employed by the teacher in addressing different learning styles among students. The flexible nature of interviews allows for a comprehensive exploration of the teacher's experiences and practices. Documents, particularly lesson plans, serve as valuable sources of information for qualitative analysis. The analysis focuses on identifying whether the teacher incorporates diverse learning styles into their teaching practices (Lorenzo & Lorenzo, 2013; Ridwan et al., 2019).

Data analysis involves systematically compiling data obtained from interviews, observations, and documentation. The process includes organizing data into categories, describing units, synthesizing, arranging into patterns, and making conclusions (Colorafi & Evans, 2016; Fakhrunisa & Herman, 2020;

Kılıçoğlu, 2018; Setiawan et al., 2020). Content analysis is used to analyze observation data, while interview responses are analyzed to draw conclusions about teaching strategies. Documents are analyzed to determine the presence of varied learning styles in lesson plans.

Findings and Discussion

The observations conducted in three different classes revealed various aspects of the teaching and learning process in each setting. In the first class, the teacher initiated the session with attendance and instructed students to retrieve their books from lockers, setting the stage for learning. As the lesson progressed, auditory learners actively engaged by answering questions, while some students appeared disinterested, prompting the teacher to intervene by posing questions related to the material and attempting to re-engage the class. Additionally, group tasks were assigned to foster collaboration, and the teacher addressed individual students' questions and provided guidance accordingly.

In the second class, students participated in group presentations, demonstrating collaborative learning. The teacher facilitated the process by organizing groups, encouraging participation, and providing feedback on presentation techniques. Students exhibited

enthusiasm and support for their peers, contributing to an interactive learning environment. Moreover, the teacher addressed students' needs, such as allowing restroom breaks while maintaining classroom discipline and providing guidance on effective presentation skills.

In the third class, the teacher commenced by reviewing previous material and introducing new content. Visual learners were observed to be actively engaged, particularly those seated in the front, who interacted with the teacher and sought clarification on the presented material. However, challenges arose as some students appeared disengaged or confused, prompting the teacher to reiterate explanations and encourage participation through activities such as reading and translation exercises.

Overall, the observations highlighted the teacher's efforts to accommodate diverse learning styles. Strategies such as group work, visual aids, and interactive teaching methods were employed to cater to the preferences of auditory, visual, and kinesthetic learners. While some instances of student disengagement were noted, the teacher demonstrated flexibility and responsiveness in adapting teaching approaches to foster student engagement and participation.

We examined the learning activities outlined in three lesson plans for analysis.

RPP 1	RPP 2	RPP 3
Pertemuan 1: <ul style="list-style-type: none"> Siswa diberikan motivasi tentang pentingnya belajar memahami materi yang akan disampaikan (audio learning style). Siswa diinformasikan tentang topik yang akan di bahas atau dipelajari hari ini (audio learning style). Siswa diinformasikan tentang tujuan pembelajaran hari ini (audio learning style). Siswa mengamati contoh teks asking and giving suggestion yang diberikan oleh guru (visual learning style) 	Pertemuan 1: <ul style="list-style-type: none"> Siswa diberikan motivasi tentang pentingnya belajar memahami materi yang akan disampaikan (audio learning style). Siswa diinformasikan tentang topik yang akan di bahas atau dipelajari hari ini (audio learning style). Siswa diinformasikan tentang tujuan pembelajaran hari ini (audio learning style). Siswa mengamati contoh teks dan pengucapan ungkapan cause and effect (ungkapan sebab 	Pertemuan 1: <ul style="list-style-type: none"> Siswa diberikan motivasi tentang pentingnya belajar memahami materi yang akan disampaikan (audio learning style). Siswa diinformasikan tentang topik yang akan di bahas atau dipelajari hari ini (audio learning style). Siswa diinformasikan tentang tujuan pembelajaran hari ini (audio learning style). Siswa mengamati contoh teks Exspressing Opinion yang diberikan oleh guru (visual learning style).

<ul style="list-style-type: none"> • Peserta didik mengidentifikasi ungkapan asking and giving suggestion yang digunakan (visual learning style) • Peserta didik mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan ungkapan asking and giving suggestion yang digunakan (visual learning style). • Peserta didik bertanya tentang ungkapan yang digunakan dalam asking and giving suggestion (audio learning style, kinestetik learning style, visual learning style). • Peserta didik bertanya tentang perbedaan struktur ungkapan asking and giving suggestion yang digunakan (audio learning style, kinestetik learning style, visual learning style). • Siswa diminta untuk menemukan informasi tentang ungkapan asking and giving suggestion dari berbagai sumber (audio learning style, kinestetik learning style, visual learning style). • Siswa menuliskan informasi ungkapan asking and giving suggestion dari berbagai sumber (audio learning style, kinestetik learning style, (visual learning style). • Peserta didik berdiskusi dalam kelompok untuk 	<p>akibat) yang di sampaikan oleh guru (visual learning style).</p> <ul style="list-style-type: none"> • Peserta didik menirukan guru membacakan beberapa kalimat ungkapan cause and effect dengan ucapan dan tekanan kata yang benar (audio learning style). • Siswa mengidentifikasi tujuan komunikasi, struktur dan unsur kebahasaan dari hubungan sebab dan akibat (visual learning style). • Peserta didik bertanya tentang struktur ungkapan cause and effect (audio learning style, kinestetik learning style, visual learning style). • Peserta didik bertanya tentang unsur kebahasaan yang digunakan dalam Menyusun ungkapan cause and effect (audio learning style, kinestetik learning style, visual learning style). • Peserta didik menulis teks pendek yang melibatkan pernyataan cause and effect dan kemudian dibacakan didepan kelas (kinestetik learning style). • Peserta didik berdiskusi dalam kelompok untuk menemukan perbedaan beberapa connector dalam Menyusun kalimat cause and effect (kinestetik learning style) (audio learning style). 	<ul style="list-style-type: none"> • Peserta didik mengidentifikasi ungkapan Expressing Opinion yang digunakan (visual learning style). • Peserta didik mengidentifikasi fungsi social, structure text dan unsur kebahasaan ungkapan Expressing Opinion yang digunakan (visual learning style). • Peserta didik bertanya tentang ungkapan yang digunakan dalam Expressing Opinion (audio learning style, kinestetik learning style, kinestetik learning style, visual learning style). • Peserta didik bertanya tentang perbedaan struktur ungkapan Expressing Opinion yang digunakan (audio learning style, kinestetik learning style, kinestetik learning style, visual learning style). • Siswa diminta menemukan informasi tentang ungkapan Expressing Opinion dari berbagai sumber (visual learning style). • Siswa menuliskan informasi ungkapan Expressing Opinion dari berbagai sumber (visual learning style). • Peserta didik berdiskusi dalam kelompok untuk menemukan perbedaan dan menanyakan tentang Expressing Opinion dalam Bahasa Inggris didalam dan diluar kelas (kinestetik learning style) (audio learning style).
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<p>menemukan perbedaan menyatakan dan menanyakan tentang asking and giving suggestion dalam Bahasa Inggris di dalam dan di luar kelas (kinestetik learning style) (audio learning style)</p> <ul style="list-style-type: none"> • Peserta didik menyampaikan bagaimana asking and giving suggestion dalam Bahasa Inggris di dalam dan di luar kelas (kinestetik learning style). 	<ul style="list-style-type: none"> • Peserta didik mengkomunikasikan secara lisan tentang hasil diskusi (audio learning style). 	<ul style="list-style-type: none"> • Peserta didik menyampaikan bagaimana Expressin Opinion dalam Bahasa Inggris di dalam dan di luar kelas (audio learning style, kinestetik learning style, visual learning style).
<ul style="list-style-type: none"> • Pertemuan 2&3: Siswa diberikan motivasi tentang pentingnya belajar memahami materi yang akan disampaikan (audio learning style). • Siswa diinformasikan tentang topik yang akan di bahas atau dipelajari hari ini (audio learning style). • Siswa diinformasikan tentang tujuan pembelajaran hari ini (audio learning style). • Peserta didik Menyusun kalimat menjadi dialog yang benar (audio learning style, kinestetik learning style, visual learning style). • Peserta didik menjawab soal yang telah disiapkan oleh guru (audio learning style, kinestetik learning style, visual learning style). • Peserta didik secara berpasangan membuat dialog menggunakan ungkapan asking and giving suggestion (kinestetik learning style). 	<p>Pertemuan 2&3:</p> <ul style="list-style-type: none"> • Siswa diberikan motivasi tentang pentingnya belajar memahami materi yang akan disampaikan (audio learning style). • Siswa diinformasikan tentang topik yang akan di bahas atau dipelajari hari ini (audio learning style). • Siswa diinformasikan tentang tujuan pembelajaran hari ini (audio learning style). • Peserta didik menjawab soal yang telah disiapkan oleh guru (audio learning style, kinestetik learning style, visual learning style). • Peserta didik melengkapi kalimat dengan connector yang sesuai dengan konteks ((audio learning style, kinestetik learning style, visual learning style). 	<p>Pertemuan 2:</p> <ul style="list-style-type: none"> • Siswa diberikan motivasi tentang pentingnya belajar memahami materi yang akan disampaikan (audio learning style). • Siswa diinformasikan tentang topik yang akan di bahas atau dipelajari hari ini (audio learning style). • Siswa diinformasikan tentang tujuan pembelajaran hari ini (audio learning style). • Peserta didik melengkapi kalimat menjadi dialog yang benar (visual learning style, audio learning style, kinestetik learning style). • Peserta didik menjawab soal yang telah disiapkan oleh guru (visual learning style, audio learning style, kinestetik learning style). • Peserta didik secara berpasangan membuat dialog menggunakan ungkapan expressing opinion (kinestetik learning style).

<ul style="list-style-type: none"> • Pertemuan 4&5: Siswa diberikana motivasi tentang pentingnya belajar memahami materi yang akan disampaikan (audio learning style). • Siswa diinformasikan tentang topik yang akan di bahas atau dipelajari hari ini (audio learning style). • Siswa diinformasikan tentang tujuan pembelajaran hari ini (audio learning style). • Peserta didik mendemonstrasikan dialog di depan kelas (kinestetik learning style). • Siswa lain merespon dialog yang di tampilkan (audio learning style, kinestetik learning style, visual learning style). • Siswaa dan guru mendiskusikan dialog yang di tampilkan (kinestetik learning style) (audio learning style). 	<p>Pertemuan 4&5:</p> <ul style="list-style-type: none"> • Siswa diberikana motivasi tentang pentingnya belajar memahami materi yang akan disampaikan (audio learning style). • Siswa diinformasikan tentang topik yang akan di bahas atau dipelajari hari ini (audio learning style). • Siswa diinformasikan tentang tujuan pembelajaran hari ini (audio learning style). • Peserta didik menyampaikan kalimat cause and effect di depan kelas (kinestetik learning style). • Peserta didik saling memberi masukan untuk perbaikan (audio learning style, kinestetik learning style, visual learning style). 	<p>Pertemuan 3:</p> <ul style="list-style-type: none"> • Siswa diberikan motivasi tentang pentingnya belajar memahami materi yang akan disampaikan (audio learning style). • Siswa diinformasikan tentang topik yang akan di bahas atau dipelajari hari ini (audio learning style). • Siswa diinformasikan tentang tujuan pembelajaran hari ini (audio learning style). • Peserta didik mendemonstrasikan dialog didepan kelas (kinestetik learning style). • Siswa lain merespon dialog yang di sampaikan (audio learning style, kinestetik learning style, visual learning style). • Siswa dan guru mendiskusikan dialog yang ditampilkan (kinestetik learning style) (audio learning style).
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The analysis of the lesson plans (RPP) revealed the deliberate incorporation of strategies tailored to accommodate various student learning styles across different teacher meetings. For instance, in the first lesson plan, students are tasked with engaging in group discussions to explore differences while articulating questions and suggestions in English, catering to both kinesthetic and auditory learning styles. Similarly, the second meeting emphasizes oral communication, providing opportunities for

auditory learners to participate actively in discussions. Lastly, the third lesson plan focuses on students demonstrating dialogue in front of the class, which aligns with kinesthetic learning preferences by encouraging physical engagement and active participation. These findings underscore the teachers' awareness of and responsiveness to diverse learning styles, as evidenced by the intentional integration of activities designed to appeal to different modes of learning.

4.1.3 Interview

NO	Question	Answer	Conclusion
1	The term “learning style” refers to the understanding that every student learns in different ways. Technically, a person’s learning	To identify students who have different learning styles, I usually use various methods, such as:	To identify students who have different learning styles, teacher make observations, interviews

	<p>style refers to a student's preferred way of absorbing, processing, understanding and retaining information. How do you identify your students who have different learning styles?</p>	<p>I observe the way students learn in the classroom, whether they prefer to learn through listening, through visualization, or through physical action. Then in the interview, I ask students questions about their learning preferences, for example whether they prefer to learn by reading, listening, or doing. And I observe student behavior, I notice how students respond to different types of instruction or teaching methods. For example, are they more responsive when spoken to or when given tasks that involve physical movement.</p>	<p>and observe behavior when responding to different types of instructions or teaching methods.</p>
<p>2</p>	<p>From the rpp that I have read, in the learning activities, "the introductory activities section is about students are given motivation about the importance of learning to understand the material that will be presented". From this expression, can you tell me what kind of motivation you gave to students?</p>	<p>Usually, i explain that a good understanding of the material will help students face challenges in everyday life and in making better decisions and learning to understand the material will train thinking skills critical, analytical, and creative, which will be useful in various aspects of life. And also that a good understanding of the material will open doors to wider career and educational opportunities in the future. Then I boost students' confidence by emphasizing that a good understanding of the material will make them better prepared for exams, presentations, or other academic tasks. Then I also do Character building motivation Conveying that learning to understand the material is part of character building that will help students become more resilient, disciplined, and responsible individuals.</p>	<p>The motivation that teacher usually provide such as a good understanding of the material will make it easy for students to face challenges in everyday life, understanding the material will be useful in life, understanding The material will open up a career, confidence, and more responsibility, discipline, responsibility.</p>
<p>3</p>	<p>What strategies do you use with students who have kinesthetic learning styles?</p>	<p>For students with kinesthetic learning styles, who prefer to learn through physical action, I usually use strategies: Project-Based Learning such as assigning tasks or projects that involve physical activity, such as experiments, or simulations, so that students can learn while moving. Then use group discussions or role plays to help students understand</p>	<p>The strategy carried out by teacher towards kinesthetic students is learning through Action, using group discussions or role plays.</p>

		the concepts in a more practical and physically engaged way.	
4	What strategies do you find effective in supporting students with audio learning style?	In my opinion for students with audio learning styles, who prefer learning through hearing, effective strategies I usually do such as: Provide lectures and discussions that allow students to listen carefully to information, provide course material in the form of podcasts or audio recordings for students to listen to outside of class, use audiobooks or audiovisual materials to facilitate students' understanding of the subject matter and use dialogue or stories to convey information in an interesting and understandable way for students.	Effective strategies according to teacher in dealing with audio students are giving lectures and discussions, giving lesson materials in the form of podcasts or audio recordings, using audiobooks, using dialogues or stories.
5	What strategies do you think are effective in supporting students with visual learning style?	I think for students with visual learning styles, who prefer to learn through sight, some effective strategies such as: Use visual materials such as pictures, diagrams, graphs, or videos to help students understand the concepts being taught, using the whiteboard interactive or projectors to visually display information and interact directly with students, using mind mapping techniques or diagramming to help students visualize relationships between concepts, using flashcards or infographics to help students remember information more effectively through visualization.	Effective strategies according to teacher in dealing with visual students are using visual material, using an interactive whiteboard or projector, using mind mapping techniques, using flashcards or infographics.
6	How do you deal with students who seem less interested in learning with your teaching strategies?	Dealing with students who seem less interested in learning with teaching strategies I do in several ways, such as Use a variety of different teaching methods, such as group discussions, role plays, activity-based projects, or learning technologies, to pique students' interest and make learning more engaging. Encourage student involvement in the learning process by providing opportunities to discuss, ask questions, and actively participate in learning activities.	The way teacher deal with students who seem less interested in teacher teaching strategies are such as making role plays, group discussions, encouraging student involvement in the learning process, using interesting learning materials, providing positive feedback to students to appreciate their efforts, creating a safe and comfortable learning environment, and

		<p>Use engaging learning materials, such as short videos, images, stories, or interactive apps, to create learning more interesting and relevant for students.</p> <p>Provide positive feedback to students to reward their efforts and increase their learning motivation.</p> <p>Creating a comfortable, safe, and supportive learning environment in the classroom to motivate students to learn better.</p> <p>Talk one-on-one with students to understand their feelings and motivations, and find solutions together to increase their interest in learning.</p>	<p>understanding their feelings and motivations, and finding solutions together to increase interest in learning.</p>
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The interview findings shed light on the teacher's proactive approach to addressing differences in learning styles among students. The teacher's strategy involves first observing students and identifying their preferred learning modalities, whether it be visual, auditory, or kinesthetic. Through this observational process, the teacher gains insight into individual student preferences and tendencies. Additionally, interviews with students play a crucial role in understanding their learning preferences more deeply. By engaging students in conversations about their learning experiences and preferences, the teacher gains valuable insights into how best to tailor instructional approaches to meet their needs.

Subsequently, the teacher employs a variety of strategies tailored to accommodate different learning styles effectively. For visual-style learners, the teacher utilizes visual materials such as interactive whiteboards, projectors, mind mapping techniques, and visual aids like flashcards or infographics. These visual tools serve to engage and support visual learners by presenting information in a visually stimulating format.

Similarly, for students with auditory learning styles, the teacher adopts strategies such as delivering lectures and facilitating discussions.

Discussion

The findings reveal that teachers at SMA Al-Azhar 3, Bandar Lampung, adapt their English teaching strategies according to students' diverse learning styles, which they initially identify

Additionally, lesson materials are provided in auditory formats, such as podcasts, audio recordings, audiobooks, and engaging in dialogues or storytelling exercises. These auditory-based activities cater to the preferences of auditory learners by emphasizing sound and verbal communication.

Furthermore, for kinesthetic learners, the teacher implements interactive strategies such as group discussions and role-playing activities. By incorporating hands-on learning experiences and opportunities for physical movement, kinesthetic learners are actively engaged in the learning process. Through these interactive activities, kinesthetic learners are able to internalize concepts more effectively by actively participating in the learning process through movement and tactile experiences.

Overall, the teacher's approach to addressing diverse learning styles is comprehensive and student-centered, emphasizing the importance of adapting instructional strategies to meet the individual needs and preferences of each student. Through a combination of observation, interviews, and targeted instructional methods, the teacher creates an inclusive learning environment where all students can thrive and succeed.

through observations and interviews. These observations highlight instances where students exhibit varying levels of engagement based on the alignment between the teacher's strategy and the students' learning style. For example, students with visual and auditory learning styles

demonstrate interest in the teacher's materials and strategies, such as using PowerPoint presentations. On the other hand, some students show less interest due to a mismatch between the teacher's approach and their learning style. Video analyses further illustrate the implementation of different teaching strategies, including teacher-centered and group-centered approaches, catering to diverse learning styles. The interview with an English teacher at Al-Azhar High School underscores the importance of tailored strategies for visual, auditory, and kinesthetic learners. Document analysis further corroborates these findings, illustrating how teachers incorporate various learning styles into their lesson plans, such as through visual presentations, group discussions, and audio materials. These findings resonate with previous research by Evangelista (2016) and Liu et al. (2013), emphasizing the importance of aligning teaching strategies with student learning preferences to enhance comprehension and motivation in English learning. Additionally, the discussion integrates insights from Dharmawan (2023), emphasizing the need for adaptive pedagogical approaches in diverse linguistic environments, as reflected in the globalized context of English language education. This comprehensive analysis underscores the significance of understanding and accommodating diverse learning styles in fostering an inclusive and effective English learning environment (Alfarhan, 2016; Dharmawan, 2023; Evangelista, 2016; Liu et al., 2013).

Conclusion

The results of this study provide significant contributions to our understanding of the approaches utilised by educators in addressing variations in student learning styles within the context of English language instruction. The study effectively achieved its aim of investigating the manner in which educators modify their instructional approaches to accommodate the varied learning styles exhibited by pupils. The presence of incongruities between the instructional approaches employed by teachers and the learning preferences of students is readily apparent, frequently leading to a deficiency in students' understanding and motivation. Therefore, it is crucial to implement tactics that are specifically designed to cater to different learning types in order to cultivate English language learning environments that are effective. The findings of the observational

analysis revealed that a subset of students exhibited suboptimal engagement with the instructional tactics employed by the teacher, namely in videos 1 and 3. This suboptimal engagement resulted in a lack of interest and attentiveness among the students. Nevertheless, the incorporation of collaborative tasks and conversations, as seen in video 2, facilitated the development of kinesthetic and auditory learning preferences. In contrast, students who exhibited visual and auditory preferences exhibited congruence with the instructional approaches employed by the teacher in videos 1 and 3. The interviews undertaken with educators unveiled their proactive stance in watching and comprehending students' preferred modes of learning, encompassing auditory, visual, and physical modalities. In addition, educators proactively sought input from students regarding their preferred learning styles, thereby enhancing their pedagogical strategies. Efficient approaches for accommodating diverse learning styles encompass the utilisation of visual aids, interactive technologies, and kinesthetic exercises. The study provides pragmatic suggestions for English educators, highlighting the significance of taking into account various learning styles when formulating teaching approaches. Furthermore, the study proposes potential areas for future investigation, including the augmentation of the teacher sample size and the utilisation of diverse research approaches.

Ultimately, this study adds to the scholarly conversation on English language education by emphasising the importance of tailored methods that accommodate individual learning preferences and promote a more inclusive and efficient learning atmosphere.

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