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LEARNING STYLES AS THE BASES OF APPLYING COGNITIVE GRAMMAR APPROACH BY MEANS OF TASK BASED LANGUAGE TEACHING IN EFL CLASS

THESIS

In Partial Fulfillment of the Requirements
for Master Degree in Linguistics

Dewi Norma Utami
13020317410016

FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
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A THESIS

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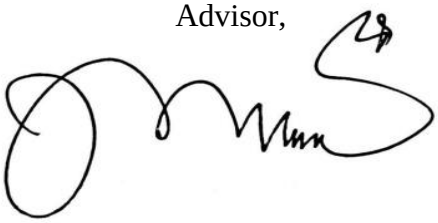
Submitted by:

Dewi Norma Utami
13020317410016

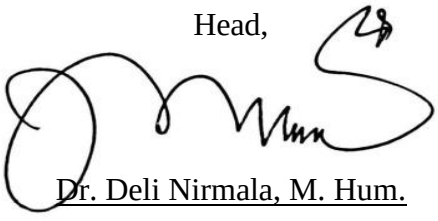
approved on August 2, 2019 for plagiarism check and thesis examination to get master degree by

Advisor,



Dr. Deli Nirmala, M. Hum.
NIP. 196111091987032001

Master Program in Linguistics,
Head,



Dr. Deli Nirmala, M. Hum.
NIP. 196111091987032001

A THESIS VALIDATION

LEARNING STYLES AS THE BASES OF APPLYING COGNITIVE GRAMMAR APPROACH BY MEANS OF TASK BASED LANGUAGE TEACHING IN EFL CLASS

Submitted by:
Dewi Norma Utami
13020317410016

Approved by
Strata II Thesis Examination Committee Master Degree in Linguistics
on August 22, 2019

Advisor
Dr. Deli Nirmala, M.Hum.
NIP. 196111091987032001 _____ (August 22, 2019)

Chairman
Dr. Agus Subiyanto, M.A.
NIP. 196408141990011001 _____ (August 22, 2019)

First Member
Dr. Nurhayati, M.Hum.
NIP. 196610041990012001 _____ (August 22, 2019)

Second Member
Dr. M. Suryadi, M.Hum.
NIP. 19640726198903001 _____ (August 22, 2019)

Accepted and declared in Semarang
on August 22, 2019
Head of Master Program in Linguistics,

Dr. Deli Nirmala, M.Hum.
NIP. 196111091987032001

CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, August 2019

Materai 6000

Dewi Norma Utami

MOTTO

Tell me and I forget
Teach me and I remember
Involve me and I learn

-Benjamin Franklin-

DEDICATION

This work is dedicated to:

My dearest beloved husband –Coyo Trinargo,
who always be there for me;

My precious kids –Nabil and Nabhan,
Thanks for cheering me up every time I fall, you are my sunshine;

My parents, sisters and brothers, thanks for allowing me to be drowned in this learning journey;

And lastly, for me, myself and I,
Thanks for being strong and withstand in such hard and joyful times

ACKNOWLEDGEMENT

All praises to Allah SWT, the Almighty who has blessed me with health, knowledge and passion so that I can finish this thesis. Through this work, I want to take part in educational English in Indonesia which is important for students to prepare their higher level of education. The widespread stigma on English grammar as the biggest hindrance for students in learning the language causes students hesitate to learn English. The phenomenon attracts me to do research on grammar pedagogy in EFL class to examine what to do to solve this 'hereditary' viewpoint.

I would like to express my great gratitude to my advisor, Dr. Deli Nirmala, M.Hum., who helped me a lot during the project from the very beginning. It is my honor to have you as my advisor, my motivator, my role model and my friend for discussing this research along with its all commotion. I would also like to thank to my English teacher, Miss Wahyu Setyorini,M.Pd. who guided me for months working on the field research. Next, I would like to convey my gratefulness to Dr. Nurhayati, M.Hum. and Dr. Agus Subiyanto,M.A. for giving me useful suggestions and constructive criticism in the process of working on this thesis.

I hope this research can be useful for English teachers, language experts and also the policy makers who are in charge of developing the curricula and EFL class teaching material. I do realize that this work still needs to be perfected as it has many limitations. Finally, I would appreciate any suggestions and criticism that addressed to me for my future works on the linear topic.

Semarang, Agustus 2019

Author

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ABSTRACT

Genre-based approach and student-centered learning in Kurikulum 2013 require foreign language teachers to be more creative and cooperative with the students in delivering the materials. Task-Based Language Teaching (TBLT), Cognitive Grammar and VAK learning styles were involved in this study to see if they could be an effective alternative way for teachers to conduct their class. The purpose of the study is to propose a teaching model that involves TBLT approach integrated with cognitive grammar and students' learning style preference applied in an experimental class to see whether this model can be effective to elevate students' grammar competence. The participants of the study were students of Grade X Science Major in SMA N 1 Ungaran. The study is quasi-experimental design using descriptive statistics and two-way ANOVA to analyze the data. Besides the statistical analysis, the author describes the findings in descriptive explanation to accommodate the confounding variables, such as learning motivation and learning anxiety. The finding showed that integrating cognitive approach and learning styles consideration in TBLT was effective to generate students' grammar competence. It implies that the three variables involved in the work are useful in grammar pedagogy both separately and simultaneously. The close relation between TBLT and CG approach in K13 makes it noteworthy in Indonesian EFL class. By means of authentic and real-life context materials which delivered in creatively multisensory strategy, the problematic grammar can be friendly to the students. Lastly, students' learning style consideration enriches the study by notion that every learner is unique and teacher must handle this uniqueness in their teaching strategy.

Keywords: TBLT, cognitive grammar, VAK learning styles, Kurikulum 2013

INTISARI

Pendekatan genre-based dan student-centered learning pada Kurikulum 2013 mengharuskan guru untuk lebih aktif-kooperatif dengan siswanya pada proses pembelajaran. Dengan melibatkan tiga variabel,yaitu Task-Based Language Teaching (TBLT), Grammar Kognitif dan Gaya Belajar Visual, Audio dan Kinestetik, studi ini berusaha melihat apakah ketiganya dapat menjadi alternatif guru dalam menyampaikan materi di kelas. Tujuan penelitian ini adalah menawarkan pendekatan TBLT yang diintegrasikan dengan grammar kognitif dan gaya belajar siswa dalam suatu model pembelajaran yang diterapkan pada kelas eksperimental untuk melihat apakah model ini efektif dalam upaya meningkatkan kompetensi grammar siswa. Penelitian ini melibatkan siswa Kelas X Jurusan MIPA di SMA N 1 Ungaran. Studi ini merupakan penelitian kuasi eksperimental dengan menggunakan ANOVA 2 dan statistik deskriptif untuk menganalisis data. Selain menggunakan analisis statistik, penulis juga menganalisis variabel-variabel perancu yang tidak dapat dijelaskan dengan menggunakan ANOVA secara deskriptif. Hasil dari penelitian ini menunjukkan bahwa model pembelajaran TBLT yang diintegrasikan dengan kognitif grammar dan gaya belajar efektif untuk meningkatkan kompetensi Bahasa Inggris siswa. Hal ini membuktikan bahwa ketiga variable dalam penelitian ini bermanfaat dalam pembelajaran bahasa baik ketika diterapkan secara terpisah maupun bersama-sama. Kesamaan pendekatan TBLT dan grammar kognitif dalam Kurikulum 2013 membuat keduanya sangat layak untuk diterapkan di kelas bahasa asing di Indonesia. Materi yang dikembangkan berdasarkan fakta yang ada di sekitar siswa dan diberikan dengan menggunakan strategi yang memberdayakan panca indera dapat membantu siswa untuk berdamai dengan grammar Bahasa Inggris yang selama ini mereka anggap rumit. Selain itu, gaya belajar siswa memperkaya studi ini dengan berdasarkan fakta bahwa setiap siswa adalah unik dan guru bertugas untuk menyesuaikan strategi mengajar mereka dengan keunikan yang dimiliki siswanya.

Kata kunci: TBLT, grammar kognitif, gaya belajar VAK, Kurikulum 2013

CHAPTER I

INTRODUCTION

1.1 Background of the study

English has been regarded as a difficult subject by students, especially those in junior and senior high schools as they have to deal with a more complex language focus. As a foreign language, it is only used in certain situations, like in English classes, examinations, seminars, etc. It makes our people rarely use this language. The less frequent we use a language, the less competent we are. This might be a reason why students consider English as a troublesome subject. Besides English' pronunciation system, its grammar is one of the aspects that trouble learners the most. The big difference between the grammatical structure of Bahasa Indonesia and English causes students struggle in understanding the concept and the use of it.

Based on Government Regulation 19/2005, language education should develop language competence with special emphasis on reading and writing according to the literacy level set up for every level of education. The emphasis on reading and writing is highlighted here, meaning the focus of the educational English is on passive language ability. Grammatical competence, then, is considered as an important part in English pedagogy. Having adequate capability in grammar helps students understand the reading material and write down their ideas as well. Considering those facts, this study has grammar as the main variable to investigate.

By means of cognitive grammar approach, the writer tries to provide an insight in English pedagogy that might ease the students to cope with grammar materials. TBLT as the method of delivering the materials and learning style consideration as the base of defining the tasks are brought together in the applied model.

Language pedagogy in Kurikulum 2013 has adhered with the emphasis by setting genre-based approach in developing the teaching materials. Through the approach, the language focus is delivered by means of text in various genres. Besides that, student-centered learning approach as the heart of K13 enables teachers to set the class in a modest way to make their students involve more actively in the learning activities. By participating in the learning activities actively, the students are expected to be able to improve their language performances.

However, the student-centered approach is somehow problematic in Indonesia. Wursten and Jacobs (2013) investigated the culture influence on education and found that students in a high power distance society, wherein Indonesia is included, tend to expect teacher to lead the learning activities and they are expected to respect the teachers which is interpreted as a silent class with less frequent questions from students. It is in line with common Asian students' characteristics as described by Song Ae (2005). She argued that Asian students tend to be hesitant to perform their speaking skills because they are afraid of making mistakes, they depend on and respect the teacher which cause them passively participate in the class. My four-year teaching experience makes me notice that the findings are in accordance with the

existing condition. To deal with these characteristics, teachers are required to be more creative in conducting their classes in order to enhance students' involvements.

Students' presumptions on English as a terrifying subject hinder them to learn the language. As stated before, grammar is one of the main culprits behind this belief. Bahasa Indonesia does not have the concept of tense and aspect, while these two concepts are important in English. It is teachers' responsibility to make sure that their students can cope with this obstacle by providing brief explanations about the difference and how these concepts work in English grammar.

These problems lead me to a big question: How do English teachers manage the problems and what strategy the use in teaching grammar? At the same time, an idea of proposing a teaching model comes up as an offer to apply in EFL class to see the effectiveness of the model. It involves Task-Based Language Teaching (TBLT), learning styles preferred by the learners and cognitive grammar approach.

TBLT as the proponent of communicative learning is suitable to apply in student-centered class since it contains various tasks for the students that require them to be active in the learning process. Learning style consideration is included in the model to cope with students' unique personalities. Note that in K13, teachers should 'know' their students very well so that they can decide the best teaching strategy to ease students in absorbing the materials. So, in this project, learning style preferences act as student's identity that is useful in the treatment phase. The last component in the model is cognitive grammar approach which is in charge to handle

the problematic English grammar. Viewing language as an inseparable process from collecting general phenomena as attention, perception, categorization and memory (Langacker, 2007), CG provides a comprehensive theoretical framework for grammar pedagogy. It realizes the fact that one's language performance relates to his mental experiences he ever had. In accordance with the view, meaningful and authentic materials are provided in the designed model.

In short, the phenomena of students' struggles in mastering English and its grammar are the reason to conduct this work. Without belittling current strategy used by teachers in their English class, the designed model is proposed to help both students and teachers to cope with the problems.

1.2 Research Questions

To set the boundary of the research, there are questions that are used to as guidance to administer each phase of the study. They are:

a. What are the students' preferred learning styles in English class?
b. How effective is the designed model to apply in EFL class?
c. What is the implication of TBLT, cognitive grammar approach and learning style preferences in EFL class?

1.3. Objectives of the study

The purposes of the study are:

a. Identifying students' learning style preferences in learning English
b. Analyzing the effectiveness of the proposed model to apply in EFL class
c. Analyzing the implication of TBLT, cognitive grammar approach and learning style preferences in EFL class

1.4. Significance of the study

This project is expected to enrich foreign language pedagogy realm, theoretically and practically, and be useful to foreign language teachers, learners and also researchers.

The theoretical advantages of this research are:

a. Providing empirical evidence on the effectiveness of CG approach in teaching foreign language
b. Providing empirical evidence on the importance of matching teaching strategies into students' learning preferences

While the practical advantages are:

a. Giving set of teaching strategies regarding learning styles and cognitive grammar that can be applied in foreign language class
b. Giving practical guide how to identify students' learning styles and what to do with those preferences

c. Giving an insight to enrich teaching strategies in general that can be applied by language teachers

1.5. Scope of the study

Genre-based approach enables teachers to develop a meaningful and authentic material in the classroom. It is in line with cognitive grammar principle in which grammar is viewed as meaningful symbolic unit and its emergence is motivated by individual's experience. Kermer (2016) assumed that cognitive grammar-oriented teaching should take account individual's unique ways in processing information during learning to ease the students to grab the essence of the material. Students frequently get less motivated when their teacher's teaching strategy in delivering the material does not suit their learning style preferences. Thus, students' learning style preferences were involved in this study as a variable which may affect the effectiveness of my teaching material design. Regarding the fact that visual, auditory and kinesthetic learning styles are the most commonly found in foreign language learning, these perceptual learning styles were used in this investigation.

The last component in the present work is Task-Based Language Teaching (TBLT) as the teaching strategy to make cognitive grammar as well as learning style consideration possible to deliver. This teaching strategy is the proponent of Communicative Language Teaching proposed by Prabhu (1984). Its characteristics that accommodate the meaningful and authentic material of cognitive grammar view

and group the learners based on certain similarity can cope well with this project. The latter is in relation with students' learning style preferences. Shortly, TBLT, in my point of view, can effectively bring the concept of CG and learning styles in a compact form of material to be delivered to the students. I believe this overall design is well-suit the K13's language learning requirements. The genre-based approach and student-centered approach as well as the student's individual characteristics are combined together.

Grammar focus in the set up teaching material is about Past Simple and Present Perfect Tense. Based on Permendikbud 24/2016 about Core Competence and Basic Competence of Curriculum 2013, students of Grade X should learn simple past tense and present perfect tense integrating in narrative and recount text.

1.6. Definition of terms

a. Task-Based Language Teaching : a language teaching approach wherein task plays the major role in its planning and instruction (Richards and Rogers, 2001)

b. Cognitive Grammar : a proponent theory of cognitive linguistics which believes grammar reflects meaning and human cognition (Langacker, 2008)

c. Learning Style	:	certain approaches that students use in learning in which they feel comfortable and help them to deal with the given materials (Oxford, 2003)
d. EFL Class	:	a class that deliver English as a foreign language in a country where English is not the dominant language in which students have limited exposure to English-speaking culture (oupeltglobalblog.com, 2011)
e. Kurikulum 2013	:	a developed curricula from one of Kurikulum 2006 (KTSP) that is aimed to create a generation which is productive, creative, innovative and affective through integrated behavior, skill and knowledge strengthening (Kemdikbud, 2013)
f. Student-centered learning	:	an approach in learning process involving students-teacher active role thorough the activities (Moore and Zyomont, 2003)
g. Genre-based approach	:	a designed approach of language teaching instruction that is developed by means of certain genre examples (Byrne, 1984)

h. Basic Competence	:	the level of ability to achieve graduate competency standards that students must have at each grade level (Kemdikbud, 2014)
i. Core Competence	:	the learning content and ability which refers to Core Competence (Kemdikbud, 2014)
j. Teaching Strategy	:	a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010)
k. Task	:	a meaning-focused activity where language use is needed to achieve certain learning objectives (Bygate et al., 2001)

1.7. Organization of Writing

The first chapter of this research report contains the background of the research, the research questions, scope and significance of the study and the definition of key terms used in the study. In other words, this chapter conveys information about the problematic phenomena in English grammar pedagogy along with the questions

arisen in response to the phenomena and the ultimate purposes of carrying out the study.

Previous works on pedagogical grammar that relate to the investigation are recited in Chapter II conjunctly with the theoretical framework in the study. Because this project involves three variables; TBLT, cognitive grammar and learning styles, the review of prior research is served in topical order to make it easier in drawing a red line between them. The main theories used in the research are Prabhu's TBLT, Pritchard's VAK learning styles and Langaker's cognitive grammar.

Chapter III discusses the research method of this project. It comprises the defined participants and embodies the phases of the study; interview, observation, learning styles identification, pre-test, the treatment phase and finally the post-test. Following the phases, the instruments and the data used in the work are also explained in detail. Since this work is a quasi-experimental study, statistics analysis is the main tool used to deal with the data. By means of descriptive statistics to analyze the learning style preferences and two-way ANOVA to see the effectiveness of the proposed teaching model, the analysis results are presented in form of tables, graphs and diagram along with needed commentaries to make them palatable for the readers. However, interview and observation result as the supporting data to get a preliminary idea on how the existing condition of grammar pedagogy is elucidated in explanatory paragraphs.

The next chapter escorts the results and discussion. They are presented in chronological order as the set up phases. Start from the interview with the English teacher and classroom observation results that are explained qualitatively, the identification of students' preferred learning style and finally the treatment phase as the nucleus of the work. Treatment phase takes the biggest part in the chapter, the learning activities of each meeting in experimental and control classes are elaborated statistically and descriptively. Afterwards, the results of pre-test and post-test are served as empirical evidence to the effectiveness of the suggested model.

The last section, Chapter V, wraps up the explication and gives conclusion based on the findings and discussion. Later, suggestions are provided to those who are interested in the research topic. The present project tries to promote research on pedagogical grammar in EFL class that has attracted many language experts. Though the analysis result in general shows a positive outcome, further research involving students' affective factors needs to be carried out as a thorough and comprehensive investigation.

CHAPTER II

REVIEW OF LITERATURE

2.1. Previous Studies

Discussion on learning styles and their role in language pedagogy have been popular among language expertise. Identifying students' learning style preferences and then setting up teaching strategies suit to those preferences have been believed to be an effective assistance for students to improve their ability. There are bunch of research that have proven this belief. Anyhow, the conducted research –so far, has not included what approach to use in the material of language teaching to help the students with certain learning style understand better the teaching material. They only focused on the strategy, not the material as well. This is where the difference lays; the present study does not only discuss the students' learning style preferences and teaching strategy used to cope with, but also involves cognitive grammar approach in its material to encourage students' understanding in learning grammar.

Works on cognitive grammar approach in EFL class have been done by several linguists as well. They investigated if the approach can effectively enhance EFL students' achievements. However, those studies seemed lack of taking account into individual uniqueness that might influence learners' performances. Seeing this gap, I intended to bring students' learning style preferences into this work as a variable representing individual uniqueness. Wrapping out the gap that the prior works have,

the researcher proposes a teaching model involving students' learning styles and cognitive grammar approach that are brought together by means of Task-Based Language Teaching (TBLT) to the students.

The emersion of learning style discussion is triggered by the fact that every individual is unique. Each of them has his/her own way to process information he/she gets from the surroundings. It also applies in learning process in which learners have to receive information from their instructors and they are regarded to be success when they can absorb the material well. Dunn & Griggs (1998) define learning style as "the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others". The term biological and developmental characteristics in this definition, to draw a line in the present research, can be related to 'cognition'. It refers to the way individual perceives and acquires information through a process involving his human mentality, behavior and capability (Chen, 2009). As given by those definitions, it can be said that learning style preferences are about cognitive process in human mind which will not be the same between one individual and another. In linguistic realm, there is a branch that relates the concept of cognitive science and linguistics namely cognitive linguistics. Cognitive linguistics views language as the way human experience the world, perceive it and finally conceptualize it (Ungerer & Schmidt, 2001). This approach has two major branches: cognitive semantics and cognitive grammar. The latter will be one of the variables in this project. It needs to bear in mind, the success of foreign

language learners does not only depend on the way they learn and what style they choose to deal with the material, but the way teacher delivers the materials and conducts the class is also believed as an important factor. Dealing with the teaching method as previously stated, task-based language teaching (TBLT) approach will be the umbrella that embraces the two mentioned variables –learning style preferences and cognitive grammar.

In this chapter, several studies on learning styles, cognitive grammar and task-based language teaching will be discussed. To start with, works on learning styles will be presented as it is the first investigated variable and the jumping stone to the next stage of the research.

Research done by Lincoln and Rademacher (2006) showed that there are several factors influencing one's learning style preferences in language learning. They are age, gender, culture or country of origin and proficiency level. Through this research, they found that participants choose kinesthetic learning less as they grow older, while males tend to choose note taking more as they grown up, females choose the aural/auditory learning style more than male, while males choose note taking more than female, advanced adult ESL students choose aural learning more often than beginning-intermediate students. These preference changes indicate that each learner continuously tries to cope with his learning problems which might arise due to the difficulty level of materials. After all, I believe that it is not only learners' duty to solve such learning problems but teacher's role is also important in order to help the

students who struggle during learning process. Providing various teaching strategies which suit to students' learning style preferences can be a way to create comfortable learning process for students so that they can deal with the difficult materials.

Supporting the idea above, Yang (2008) noted that EFL teachers should apply various teaching strategies and match them with the students' needs and learning style preferences. There are several factors which need to be considered in setting up a teaching strategy that he proposed in his works: analyzing characteristics of the second/foreign language learners, creating the learner-centered classroom to set students' learning responsibilities, integrating theories of second language acquisition with practice, and the last is building learners' motivation including value, self-efficacy and attributions. The first and second mentioned factors are closely related to the present work. Though learning style preferences is different with learner's character, the preferences alone can be a tool for teachers to decide what suitable strategy for the students. While for the learner-centered classroom, it is in line with the TBLT which we all know is the proponent of communicative learning wherein learner-centered classroom acts as the main characteristics of the approach.

Gilakjani (2011) conducted a study on learning styles and their impact to language teaching and found that students with similar learning style preference with the teacher had the greatest academic achievement in their educational major. Since the teacher's preference is visual, he tends to set the learning materials containing pictures, tables, graphs and presentation that will go well with visual learners. This

might benefit those visual learners but learners with different preferences will find it difficult to grab such materials. To have an effective EFL class, teachers then should consider their learners' preferences in language learning process. Being flexible and creative is the best option to do in the class so that learners with different learning styles can involve the learning activity along with the majority students with visual learning styles.

The need of matching teaching strategies to students' learning styles has also been suggested by Gholami *et. al.* (2012). They had done a library research on language learning style preferences through culture and gender perspective. The results of the research have shown that differences do exist in learning styles among the students from different culture as well as their gender differences and such differences should be taken account when teaching foreign language. The researchers recommended further investigation into teaching and learning styles in classroom in order to improve the quality of high school education.

The discussion on flexibility and creativity in teaching and learning activity is –once again, in association with TBLT since this approach allows teachers to design several tasks suit to the students' identified learning styles. TBLT with its various tasks that match with students' learning styles is effective in improving students' performance (Ayyash & Assaf, 2016; and Eslami & Kung, 2016). Actually, my work is similar to their experimental studies in terms of theories (on TBLT and learning styles) and participants (EFL learners). However, to accentuate the difference, the

given tasks and the materials as well in the works involve cognitive grammar within it. TBLT and cognitive grammar have similarity in their views: the primary of meaning and real-life context materials. Due to their likeness, I believe that they can go well together and support each other and in the end can yield better result.

Ayyash and Assaf (2016) who studied the impact of learning style and task-based teaching in EFL classroom on learners' achievement found that TBL method applied in grouped-students based on learning style preferences could significantly enhance students' academic achievement. From the experimental research in the journal, it is found that students' achievements are better after they were given a Task-Based Learning and Teaching suit to their learning style preferences. Using experimental design, this work gave us empirical evidence that adjusting the teaching strategy to students' learning style preference benefits the students in the learning process.

Research that also adopted task-based perspective was a quasi-experimental study carried out by Eslami & Kung (2016) which found that incidental focus on form can be effectively used to develop EFL learners' target language performance through online task-based language learning context. They deloused the language-related episodes in different kind of dyadic conversations –native speaker and non-native speaker vs. non-native speaker and non-native speaker. It was concluded that non-native speaker managed to create a non-threatening learning environment which accordingly made students gain self-confidence in using the target language. It is in

consonance with the previously discussed research noting that by focus in form approach delivered by way of meaningful and real life context that is familiar to the learners can positively affect the language learning.

Talking about this real life context, investigation on foreign language teaching has been done by Song-Ae Han (2005) by examining the English teaching in Korea through students' perspective. Han found that Korean students preferred Korean teacher rather than native English teacher when they were still beginner and they needed English as an educational requirement, whilst those who studied English for oral proficiency improvement tend to choose native English teachers. These preferences associated with teacher's competence along with strategies used in the classroom. Korean teachers have the exact similar cultural understanding with the students so that the material could be delivered in easier way for students to cope with.

Cultural understanding is important in learning foreign language as language learning walks along with cultural learning. Instead of emphasizing target language's culture, it is more convenient for the students when the instructor adopts source language's culture in delivering the materials. Long (1991) mentions that focus on form approach, which follows task-based syllabus, underlines the role of meaning or communication in language learning process where students attract to incidental linguistics elements emerged as they learn the target language. In term of TBLT, Ellis (2012) suggests that the given tasks should use authentic and meaningful language in

real life situations. According to those statements, it can be inferred that teacher should creatively delivers the material by means of authentic and meaningful context that students are familiar with and at the same time link it to 'foreign' culture as a comparison. It needs to be done so that students comfortably learn the material without curiosity on the new concept that might distract them during learning process.

Drawing together the explicit instruction and communicative tasks is the most suitable method in teaching grammar to foreign language learners (Kermer, 2012). This idea supports the argument offered by Ellis (2006) which claims explicit instruction as a useful tool to help students who learn foreign language to understand the difficult grammatical forms. Further, she assumed that grammatical forms are considered complex and difficult when there is divergence between the forms to learn and those of the learner's mother tongue. As we know, there is a huge difference between English grammar and Indonesian grammar. Consequently, this grammar thing is difficult for our students. TBLT approach with explicit instruction as proposed in the current project might be effective for the students to overcome the problem. In addition, modern grammars consider grammatical forms are closely related to meaning and use. It is in line with cognitive grammar's view which believes that grammar carries meaning and determines the language use. Since TBLT requires teacher to use authentic and meaningful materials, it can go well with cognitive grammar approach. Besides, it is delivered with a group basis in its task's

activities, meaning it is possible to group the students based on their learning style preferences.

Besides Indonesian learners, problematic English grammar also challenges Chinese in learning the language. Using construal theory of which cognitive grammar has, Chen & Oller (2008) investigated the use of passives and alternatives in narrative retelling by Chinese learners. The findings implied that the learners did not encounter any problem in producing well-structured passive forms. However, the range of flexibility in construing the event was somehow still deficient. Considering the learners had been exposed to English-speaking environment beyond their EFL class, this deficiency proved that natural setting was not enough for the foreign language learners to have adequate choice in expressing their ideas.

Understanding the grammatical rule of those target language has is, at the same rate, as important as having awareness of what conditions motivate certain structural choice. The idea of this motivation can be gained through cognitive grammar approach in the language learning. Thus, this work gave further evidence that in learning grammar, we cannot rely only on the theory of natural hypothesis but we should also include the grammatical rules as well as their choices in any given situation.

The belief of cognitive grammar's noteworthy in language pedagogy also attracted Drożdż (2011) to analyze the present perfect tense through CG perspective. He investigated the uses of the present perfect tense according to various source and

believed that the EFL learners might struggle understanding those manifold uses. Arguing that cognitive grammar could be an approach to overcome the problems, he attempted to explain them by means of profile-base in construal theory of that CG has. He classified those functions by basis of their complexity with the help of time axis illustrating the event, the time of speaking and the present time related to that past event.

Four functions of present perfect tense were drawn up: to express actions beginning in past time and still continue up to present time and might be to future time, to convey activities that happen in uncertain time in the past having any relevance to current time, to describe an event with unknown beginning and ending point. The most complex use he mentioned was it could be used when the speaker intends to state his plans or upcoming activities as in *I'll call you as soon as I've arrived home*. Further, Drożdż suggested that the first use would be best delivered to basic level learners; the second would be suitable for pre-intermediate learners; to put in order, intermediate and upper-intermediate learners could learn the third and fourth function.

Bringing the analysis in such a moderate way, Drożdż made it even clearer by stating that certain grammatical rule does not impose certain profile or prominent event. It is on speaker's hand to decide what prominent event to express through particular grammar rule. In other words, attention focus that a speaker has will motivate him to use certain grammatical rule. It is in line with Chen's argument that

in grammar pedagogy, teachers should not only focus on the rule but also pay attention to what extend that rule can be used to express certain situations. Though this work is quite comprehensive theoretically, it still needs deeper examination to prove that CG approach is indeed effective in foreign language pedagogy.

Compelling the idea, several works now and then have proven that applying cognitive grammar approach in EFL class is effective (Huong, 2005; Bielak, 2007; Llopis-Garcia, 2010; Jacobsen, 2012; Reif 2012; Bielak et. al., 2013). The research focused in various target grammar, such as possessives, active/passive voice, articles, conditionals, moods, etc. In accordance to the present work, several studies focusing on tense and aspect are highlighted. The quantitative studies showed that cognitive grammar treatment is effective in EFL class (Reif, 2012; Bielak & Pawlak, 2013; and Kermer, 2016).

Reif (2012) conducted her research by taking participants in German higher-education institution. Comparing the traditional and cognitive grammar approaches in grammar teaching, the study showed that both approaches were proven to be effective as they helped students to enhance their grammatical performances. Though the post-test of both traditional group and CG group showed improvement, there was a significantly better result shown in cognitive group. The materials which were given in the task involved types of situation along with their perspectives. The better result indicated that the approach is more advantageous for the learners since it provides wider range of grammatical choices to use in any given context.

Similar findings on equal effectiveness of traditional and CG approach were provided by Bielak & Pawlak (2013). Involving the students of Polish state high school, they found it was several restrictions causing limited time to deliver the treatment. As result, they focused only on form, meaning and use of simple present and present progressive. The measurements given to the students consisted of written and oral materials that made it different to that carried out by Reif in her study. In the beginning of their research, they believed that the cognitive group would perform better than the traditional group. However, after examining the result of delayed post-test result they noticed an unexpected result in which there was only minor difference between the two groups' performance.

More recent study on English tense and aspect teaching in EFL class was conducted by Kermer (2016). She used similar method with those used by Reif (2012) and Bielak & Pawlak (2013). Her experimental research examined two pairs of tense and aspect –Present Simple vs. Present Progressive and Past Simple vs. Present Perfect. In line with the previous studies, the works resulted in no significant difference between cognitive and traditional group. Nevertheless, she argued that based on the result, CG oriented instruction was proven to be useful in improving students' receptive performance better than the traditional one. She concluded that CG approach could be a good tool for foreign language learners as it provided cognitive and mental aspect that could build broader horizon of appropriateness in using certain grammatical features.

Besides showing its successful treatment, the researchers did admit that the research designs do not pay attention to any other factors which may influence the pre-test and post-test result. In this regard, Kermer (2016) assumed that individual learning styles should be involved in further CG research since these styles preferences can influence the success of their learning. This project was carried out in response to that statement.

After all, cognitive development and learning styles research has been done by Ikawati (2017). She drew a line between cognitive development, learning styles and teaching strategies for young learners. She argued that teachers should consider their students' cognitive development as well as their learning style preferences to make the learning process run effectively. Teaching strategy and the material delivered in the classroom should be suitable to learners' styles preference and their cognitive development. Further, she suggested that multisensory teaching is the most suitable to be applied in the foreign language learning to cope with visual, auditory and kinesthetic learning styles. However, she did not conduct field research to see the effectiveness multisensory teaching in foreign language learning. Thus, further research need to be done to prove her conclusion.

The reviewed previous studies above implied that matching teaching strategy into students' learning style preferences is important to improve students' performance. In addition, applying cognitive grammar treatment is proven to be effective in foreign language pedagogy. So far, I have not found any study that

comprehensively combining TBLT, learning style preferences and cognitive grammar approach in EFL class. The absence of the linear and similar research as my design challenges me more to do this research in order to test the effectiveness of my treatment design and prove my beliefs in terms of approach in foreign language pedagogy can be scientifically proven.

2.2. Theoretical Framework

2.2.1. VAK Learning Styles

Visual, Auditory and Kinesthetic (VAK) learning style theory is designed to describe how distinct type of learners process information through one of these sense channel. The pioneer of this theory is Neil Fleming (1987) who proposes VARK model –Visual, Auditory, Reading and Writing, and Kinesthetic. The idea behind the absence of "Reading" learning style in the development of the theory could be that if reading is done silently, then it can be embedded within "Visual," and if done aloud within "Auditory" (Ayyash & Assaf, 2016). Later, Prashnig (2006) makes a distinction between kinesthetic and tactile learning styles, thus adopting a VATK (Visual – Auditory – Tactile – Kinesthetic). Prashnig maintains that a tactile learning style has to do mobility either by moving the body or keeping it still, whereas a kinesthetic style characterizes learners who learn better by doing and physically experiencing a learning situation.

The present work uses Pritchard's model of VAK learning styles that is developed in 2009. Based on Neuro-Linguistic Programming, which emphasizes the way communication occurs and the way it affects learning, he develops the model that divides learners into three categories as far as their learning styles are concerned: visual, auditory and kinesthetic. Over years, and through many research projects, including close and detailed observation of the way we communicate, these visual, auditory and kinesthetic learning styles have been identified.

Visual learners prefer to learn by seeing the information presented visually. Diagrams, graphs, maps, posters and displays could be a big help for them to learn the material effectively. Auditory learners are best when it comes to listening. They have benefit from any activities involving listening such as discussion, lectures, interviewing, hearing stories and audio tapes, and so on. Kinesthetic learners like to learning by doing. They enjoy physical activities and associate them with memory. Students with this learning style like joining field trips, practices in laboratory, etc.

A learner might have one or more learning styles. It is possible that visual learners are auditory learners at the same time. Learning style preferences are influenced by several factors like age and language proficiency. Price, Dunn and Sander (1980) found that very young learners are the most kinesthetic and there is a gradual development of visual strength through the elementary grades. Through this research, I attempt to find what learning style preferences chosen by high school students in foreign language learning.

2.2.2. Cognitive Grammar

Cognitive grammar views language as “recruiting more general phenomena such as attention, perception, categorization, memory, -which cannot be dissociated” (Langacker, 2007). This view means that one’s language competency reflects his attention, perception, categorization and memory of certain experiences which construct a conceptualization in his mind. Thus, language competency that individuals have is different each other.

The concept of cognitive grammar provides the most detailed and comprehensive theoretical framework in pedagogical grammar (Kermer, 2016). It rests on several fundamental tenets. First, language is symbolic in nature. It resides in associations of phonological and semantic structures. It tries to clarify the interaction between form and meaning in the make-up of linguistic expressions. Second, grammatical structure does not assume any underlying structure. It is entirely overt and represents a means for carrying semantic content. It attempts to describe the cognitive principles that motivate the formation and use of linguistic expressions of varying degrees of complexity.

The two tenets represent cognitive grammarian’s idea claiming that two or more symbolic (linguistic) units construct a meaning of certain grammatical structure in a sentence. Preposition ‘to’ with its several meanings will be presented to elaborate the statements. The semantic value of ’to’ defines that it signifies a relationship

between two elements, wherein one element is moving toward the other element (Tyler and Evan, 2003). For example, ‘to’ carries different meaning in the following sentences:

(1) She walks to school. [central sense]

(2) Lisa gave the bag to Luna. [receiver sense]

In the first sentence, a clear relationship between ‘she’ and ‘school’ is identified here, in which ‘she’ moves towards the object ‘school’. It represents the basic meaning of ‘to’. While the second sentence represents the idea of Luna being a receiver of an object ‘the bag’ that includes a process of transferring objects from one location to another. This transfer process is symbolized by preposition ‘to’.

The last tenet of cognitive grammar is the claim that grammar is usage-based. Knowledge of language is based on actual usage. It is dynamic and evolves in accordance with speakers’ experiences. It tries to explain language structure by generalizing over specific linguistic forms taken from empirical data. It relates to Krashen’s theory on second language acquisition that postulates the effective way to acquire a language is through natural communication involving individual’s experience happened in the process of the utterance production. For example, a little kid might only understand the word ‘old’ as a representation of a wrinkled adult man with beard and mustache. As long as he has not exposed yet to another usage of ‘old’ in other real context, he will not understand the other meanings that ‘old’ has.

Those tenets stand in opposite way of traditional grammar. Traditional grammar views that the structure we use in producing an utterance is arbitrary and not all grammatical elements are meaningful. Semantic analyses of grammatical element in traditional grammar are not as detailed as in cognitive grammar.

Construal theory is used in the present study to deal with the meaningful and real context materials that CG principle has. This theory views the meaning of certain linguistic units depends on the way a context or situation is construed. Construal is the ability of the speaker to conceptualize a situation differently and use different linguistic expressions to represent these different conceptualizations in discourse. It is about how the speaker conceptualizes and focuses on certain aspect of the context he describes. That is why each individual express the same situation in different sentences or patterns.

According to Robinson and Ellis (2008), there are two major advantages of cognitive grammar in language teaching. Firstly, emphasizing the symbolic nature of all linguistic expressions allows the teacher to focus on the meaning of grammatical constructions. This focus on meaning gives useful insights into the forming of the constructions, since meaning can be shown to motivate form. Besides, this meaning-focus allows teachers to make explicit semantic relations obtained from other related constructions. The second advantage is adopting CG principles places the teacher in the center of communicative act. Thus, teachers decide their own distribution of linguistic expression with or without regarding the properties of the system itself.

This method allows students to understand the choices teacher makes in specific situation and exercise their own competence in similar ways.

2.2.3. Task-based Language Teaching (TBLT)

Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. TBLT was popularized by N. Prabhu (1984, 1987) through a study in India. Prabhu noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions.

A task has four main characteristics: it focuses on pragmatic meaning and has some information gaps, it requires students to choose their own linguistic and non-linguistic resources to complete it and the outcome should be encourage communicative purposes (Ellis, 2003). Due to these characteristics, I use TBLT to cope with both learning style preferences as basis of group division and cognitive grammar approach as the main source material.

Further, Ellis pursues some terms related to TBL application: incidental learning vs. intentional learning and input-based task vs. output-based task. The former might be close to what we know as implicit learning and explicit learning. Through implicit learning, students are exposed to certain linguistic features incidentally e.g. via certain genre of texts. Incidental learning enables students to use

unlimited resources that they want to explore in order to achieve the output. Different from implicit learning, explicit learning deals more with intentional learning in which the situation of learning activity is controlled and students are delimited to certain linguistic forms to learn.

The second terms –input-based task and output-based task in its practice, TBLT allows teacher to set a teacher-centered learning or student-centered learning at which their relations fall in order. In his explanation, Ellis highlights the notion that task in TBLT is not only output-based task but there is also what so-called input-based task. Bringing TBL into practice does not mean the learning activity should be only that of student-centered. To deliver certain grammatical feature, he added, teacher-centered learning by means of input-based task would be best for foreign language learners. This kind of task allows teacher to feed the students by giving corrective feedback or even passing through the features needed to accomplish the given task in the beginning of learning activity.

The possibility to apply TBLT in structural syllabus of those large classes has often been asked by many language practitioners. Yet, Ellis strikes his idea into a clear statement that TBLT is applicable in large class and structural syllabus. Input-based task could be the best choice at the beginning because it allows teacher to feed the students at the beginning and give a feedback at the end. In addition, he mentioned that the given task does not always to be finished in groups or pairs. TBLT also allows teachers to let their students finish their tasks individually and then

share their outcome to their friends in form of presentation session wherein all of the learners as well as the teacher engage in the activity.

By basis of student-centered learning and genre-based approach, language pedagogy in K13 has texts of certain genre as its primary material with the grammar focused material and other linguistic features within them. Since EFL classes in state schools tend to be large class, TBLT with input-based task delivered through grouped based class would be best to apply.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Although there have been many studies on pedagogical cognitive grammar, only few of them provide empirical evidence through quantitative measurement, statistical testing and applying different treatments in experimental research. This limited empirical data elicitation in CG research calls for further research rooted in experimental design and quantitative method. Though this research is basically quantitative, qualitative approach is also applied to sharpen the explanation of the analysis result.

The research design is quasi-experimental, meaning the researcher gives students a treatment on foreign language teaching and sees whether students improve their test score after getting treated. Two classes of Tenth Grade of Science Major will be the participants of the study as experimental class and control class. Here is the procedure of the research:

1. An interview with the teacher was conducted to get preliminary information as a basis to experimental class and control class arrangement.
2. During the first two weeks, classroom observation was carried out to see the English learning process and take a note on students' behavior during learning

process as well as the strategy applied by the teacher in delivering the material and conducted the class.

3. The researcher took students' pre-test score by giving them tasks that had been prepared beforehand. Using Style Analysis Survey (SAS) questionnaire from Oxford, the researcher identified students' learning style preferences as well as the teacher. This instrument was developed by Rebecca Oxford in 1993 in which five major learning styles were identified: visual versus auditory (the use of physical senses for study and work), extroversion versus introversion (dealing with other people), intuitive-random versus concrete-sequential (handling possibilities), closure-oriented versus open (approaching tasks), global versus analytic (dealing with ideas). Since the study has been limited to VAK learning styles, I will only take the first part of the survey containing the use of physical senses to identify the visual, auditory and kinesthetic learning styles.
4. Pre-test on grammar which focused on Past Simple and Present Perfect Tense.
5. Before doing the treatment, students were grouped based on their preferred learning styles. The treatments were delivered by the researcher for 6 weeks. The treatment was taken and adapted from Kermer's (2016) works on Cognitive Grammar approach in L2 context.
6. After receiving the treatment, at the end of the research (week 7), the students had a post-test to see the effectiveness of my material design.

3.1.1. The treatment

The research involved two classes –experimental and control class. Both groups were assigned according to the learning style identification. Class with more various preferences and balanced number of students would be experimental class while the less balanced preferences would be control class. What differs the two classes during the treatment was the way they grouped and the teaching materials. Experimental class had group assignment based on learning style preferences similarity, while the other class had its group according to students' seats. Albeit TBLT was the only approach used in the both treatments, experimental class had more exposure to cognitive grammar approach in the tasks than that in control class. Besides, the instructors gave different exposure on the tasks suit to certain learning styles in experimental class whilst in the other class there was no such specific exposure.

Materials given in the treatment phase are as follows:

a. Meaning construction of 'have' (Meeting 1)

   The learners in the experimental class were exposed to newly developed materials on the present perfect and the semantic contribution of the verb 'have' as a content verb. Since the verb have is in the present tense, the learners could imagine a mental contact (to have something), in form of a physical or abstract extension, with the object in the present time. Through this concept of present ownership, a situation or event becomes currently relevant in the present moment

of speaking. In order to make it simple and easy for the students, some adjustments had to be made. One of the major adjustments was the replacement of the sophisticated use of language in CG with more appropriate and familiar terms for the learners. In this session, I used English and Bahasa Indonesia as well to deal with students' anxiety.

b. The difference between past simple and present perfect (Meeting 2)

After the students got the 'have' concept used in Present Perfect, in the next meeting focused on exposing the learners in the experimental class to the key property of the present perfect, that is the connection between the present time and the anterior event. It started with the presentation of two sentences, 'Our teachers have just left' and 'We are alone in the classroom', written on the white board along with the time axis. The learners were asked to locate both events along the timeline; this step was undertaken with the intention to make learners become aware of fact that the present perfect describes an anterior event; the teachers leaving the classroom, which has an outcome affecting the present situation; the students being alone in the classroom. To illustrate the sequence of events, I bring the scene into an act involving students with kinesthetic style preference.

Next, I gave the students other two sentences to analyze: 'I have finished my homework' and 'I finished my homework'. This time the students needed to examine the sentences by themselves and present the result in front of the class.

c. Finding past simple and perfect tense in recount text (Meeting 3)

There were 9 recount texts with 3 different topics provided for the meeting. Each group; visual, auditory and kinesthetic had different topics to investigate. After they found the sentences containing past simple and present perfect tense, auditory groups were asked purposively to read the sentences aloud and those who are kinesthetic were required to do a role play based on the text. The role play was performed based on the text (not the sentences) since the whole text should be brought together into the acts to accentuate the situation which had been the main purpose of the activity. To wrap out the meeting, the visual groups were required to list the sentences that had been found in form of presentation. This presentation than became that day's discussion material on the functions of past simple and present perfect tense.

d. Making own sentences and dialogues containing past simple and present perfect (Meeting 4 and 5)

In the sessions, the students had to make some sentences and dialogues based on some pictures that had been prepared beforehand. Working in groups, the students are expected to build and share the same ideas so that they can decide appropriate pattern to express them. The dialogue then had to be performed in front of the class.

e. Interpreting the meaning of sentences and dialogue containing past simple and present perfect (Meeting 6)

The session was sort of a continuance of the prior meeting; the students had to explain the meaning and the context of their sentences and dialogues as well. Each group presented their works while the rests had to comment them and discussed the probable meanings that might arise due to the pattern used in the expressions. Due to limited time allocation, only 4 groups had the chance to present their works –they can choose what they would be presented: sentences or dialogues. After the presentation, they wrote down their works on the white board so that their friends could examine and comment them to bring them into a small debate.

f. Reflection (Meeting 7, before the post-test)

3.1.2. Treatment Constraint

There was a constraint that was unavoidable during the treatment phase in experimental class. Ideally, each learning styles group should not be exposed to other treatments that were addressed to the other groups. However, due to the institutional system and the permission hindrance that was out of researcher's control, it was impossible to give the treatment in separate place and time. Indubitably, this hindrance made all students in experimental class exposed to the whole material (for the three groups; visual, auditory and kinesthetic) and resulted a less valid result.

To be sure, I tried to minimalize this risk by giving task in orderly fashion and considering the learning style group. For example, when I delivered a role-play

material, I focused on kinesthetic group performance and purposely ask them to do the task rather than the other two groups. The similar strategy was used to visual and auditory group. In group discussion, I gave auditory group more chances to finish the task. And for presentation using power point, I involved visual group more than the others.

3.1.3. Pilot Study

The pilot study was conducted in December 2018, during vacuum phase after the final semester test. Participants of this piloting are students of Grade XI Social Major. This pilot project only took one class as experimental class to test the validity and reliability of the designated research instruments.

The result showed that the SAS questionnaire is valid and reliable and the treatment successfully improved the student's academic achievement. After all, the school decided to have Grade X Science Major as the participant in the main research due to the busy schedule of Grade XI to participate in various events.

3.2. Population and Sample

SMA N 1 Ungaran is located in Semarang Regency which was founded in 1965. It has been regarded as one of favorite schools in the area. In Academic Year of 2018/2019, it has 21 classes, 7 classes for each grade which consists of 3 science classes, 3 social classes and 1 language class. Being appointed as K13 piloting

project, the school must have better experience in its implementation than any other school. Thus, the researcher attracted to do the project in this school.

The participants of this study are 2 classes of Grade X Science Major as determined by the School Principal. Each class has 36 students with the composition of greater number of female students than the male. Since the project needs to assign the experimental class and control class, the assignment then was based on the result of learning style identification. Class having more balanced preferences was assigned as experimental class whilst the more homogeneous one would be control class. The experimental class, later as the learning style preferences have been identified, consists of 23 female students and 13 male students. With similar composition, the control class has 26 females and 10 males.

3.3. Data Collection

Data used in the study were taken from Science Major Class of SMA N 1 Ungaran. There are three science major classes of Grade X in this high school but only two classes which have similar English proficiency level assigned as the participants. Since the researcher is an outsider and does not have any information on students' English competence, the researcher asked some recommendation from the teacher and the School Principal to decide which classes will be taken as the subject of the research.

There were several data used in this study:

a) Interview result.

The interview was carried out at the beginning of the research. It involved only the English teacher of the pre-determined class to examine in the study which made it as an unstructured interview. This kind of interview is sometimes called informal interview since the interviewer does not set any planned questions for the interviewee. Though it seems to be irregular organization of interview, it is regarded as a significant tool to collect the data in any research (Adhabi & Anozie, 2017).

b) Classroom-observation result.

The observation also included teaching strategy applied in the class before the treatment used by the teacher. This teaching strategy will be observed by basis of Gosling's (2000) Observation Guidelines. The guidelines are developed by Gosling mainly to have general applicability to the department undertaking observation of learning and teaching. However, they can also be used to foster discussion and dissemination of best practice, to increase teacher's awareness of the whole student experience and to identify any weaknesses and put in place an action plan to remedy them (Gosling, 2000).

c) Learning style preferences of the students and the teacher.

Oxford's SAS is used to identify the preferences. The authentic questionnaire has several set of statements not only to identify visual, auditory and kinesthetic

learning style, but also provide the instruments to acknowledge global vs. analytical learners, closure oriented vs. open oriented learners and intuitive-random vs. concrete sequential learners. Since the study focuses only on VAK learning styles, the other statements beyond those sensory learning styles are omitted.

A statistical analysis was conducted to check the validity and reliability of the questionnaire. The validity was measured by Pearson Correlation in which the result showed that the significance value was less than 0.05 or *sig. (2-tailed)* < *0.05* and the Pearson Correlation was more than 0.632 or $r_{xy} > r_2$ for each question item. Then, the reliability test was conducted by means of Cronbach's Alpha wherein the result displayed that each item's value was bigger than minimal Cronbach's Alpha value 0.6 ($r_{xy} > r_2$). Those values indicated that the questionnaire is valid and reliable so that it can be used to identify participants' learning style preferences. The tables showing the analysis result are attached in the appendices.

The result of the students' preferences were used later to assign the experimental and control class. Next, the group division in TBLT conducted in the experimental class also set according to identified learning styles –visual, auditory and kinesthetic.

d) Pre-test score.

The pre-test prepared by the researcher beforehand by basis of the information on students' grammar proficiency as the teacher stated in the previous interview. According to the curricula, past simple and present perfect tense were the focus in this work. Though the treatment was delivered through TBLT approach which is proponent of communicative language teaching, not whole part in the pre-test is considered as communicative. The organization of the given pre-test is as follows:

Part 1 : multiple choice

Part 2 : cloze task

Part 3 : editing task

Part 4 : yes/no questions and gap-filling

Even though not all the part is communicative in nature, to fulfill cognitive grammar principle, the given questions are all real-life in context. Students are familiar with the onset situation in the questions. Except that, the sentences illustrated certain condition to help students figure out the answer; is it past simple or present perfect tense that is best used in that condition.

The pre-test was conveyed to the students at the same day of the learning styles identification without students' knowing that there would be a test. This unexpected condition for students was purposively created so that the actual knowledge of the learners can be depicted in the test result. The tasks given in treatment phase was designed in correlation of the gained result which aimed to

help learners gain deeper understanding on the concept, especially on present perfect tense.

e) Post-test score

At the end of the treatment phase, post-test was conducted to see whether the learners could perform better after receiving the treatment for 6 meetings. The organization of the test and the level of difficulty as well were similar to that of pre-test.

Both test result then brought together in SPSS to be analyzed via two-way ANOVA to see their relations in the preset teaching model proposed by the researcher. Besides providing the compact analysis on the result as the whole part, detailed analysis on each part of the test also described to present even clearer significant improvements of the learners. Further, to see the role of learning style involvement in the model, analysis on each group –visual, auditory and kinesthetic, was presented completing the outcome of the present work.

The designed pre-test and post-test had been consulted with 2 senior English teachers in the school to get suggestions and surely to reach the validity of the designed tests. In addition, I also checked students' previous test (both the test model and the result) as a basis of mapping out the question items.

3.4. Data Analysis

The data were analyzed primarily by mean of SPSS; descriptive statistics to analyze the learning styles identification and two-way ANOVA to see the interaction between factors involved in the research. Qualitative descriptions were added in the analysis to give a detailed explanation on the quantitative result. While the result of interview and class observations were presented descriptively at the beginning of the analysis due to their role as a preliminary research of the study.

As stated before, the analysis consists of several parts:

a. Analysis on current teaching strategy based on interview and observation result which is presented in descriptive explanation.
b. Analysis on students' responses to that strategy which mainly based on class-observation result and supported by prior interview.
c. Learning style identification analysis by mean of descriptive statistics and frequency tool
d. Pre-test and post-test score analysis which is divided into 3 parts: total score analysis, per task analysis and per learning style groups analysis. Those three were presented separately in experimental class and control class.

CHAPTER IV

RESULT AND DISCUSSION

4.1. Current Teaching Strategy

During my classroom observation, the teacher has conducted a student-centered learning and the response of the students is quite good. However, the way teacher delivers the material and giving feedback is mostly in traditional way. The teacher asked students to mention the grammatical rule of Past Simple and Present Perfect Tense, their time markers, and emphasized the verb change of past participle. It was old-fashioned strategy in pedagogical grammar. However, the teacher mostly like the students to answer those questions and the students are considered to have enough grammatical competence and that's it. The grammar learning ended to the point that students know the rule, time/tense marker and the past participle, the sample sentence-making only focused on the common examples. Teachers, in my opinion, needs to be more creative in giving and asking sentence example using Past Simple and Present Perfect Tense by means of students' surrounding and experiences. Here, the principle of CG is needed: grammar is motivated. Thus, to express their experiences or any past condition, students have a choice to express it using past simple or present perfect.

Based on the interview with the teacher, the teacher stated that due to the genre-based approach, the exposure to grammar was somehow limited in time and was not supported by the teaching material. The textbook published by Kemdikbud mainly focuses only on the conceptual understanding of the given passages. It mainly asks the students to grab the main information of the text, the moral lesson of the text and the other descriptive information. Having time allocation only 2 x 45 minutes per week makes teacher has time management problem to deliver the grammar focus material. Understanding the passages was time-consuming for the students so that the language focus such as grammar frequently neglected.

Also stated by the teacher, there was a mismatched between genre-based approach and the need of students' language performance. Mismatch lies in the grammatical competencies needed by students when they have to take formal tests to participate in higher education. In such test, students have to struggle with grammar problem since the English test is similarly designed with standardized test such as TOEFL, TOEIC, and IELTS. The teacher herself admitted that sometimes the students from Grade XII ask her to help them with grammar to the university entrance test preparation.

There are two possibilities regarding this problem: firstly, the teacher could not creatively deliver the grammar material using genre-based approach (which can be tricked by CG approach in this research) and secondly, the students' competence in reading and vocabulary was still limited and not enough to make the learning process

runs efficiently. The other problem faced by the teacher was students' motivation in learning grammar that was very low. Most of them assumed that grammar is not important in real communication. They tend to think that once there is an agreement and understanding between speakers and hearers without noticing any grammatical mistakes, the conversation is considered works.

4.2. Students' Response to Current Teaching Strategy

Throughout the learning process, students who actively responded the teacher's questions and instructions were those who sat in the front row. The students who sat in the back rarely responded the teacher. They listened to the teacher but apparently they hesitated to respond her because they were too far from the teacher. To be noted, the teacher stood in front of the class during the learning process. It made a greater distance, emotionally and physically, between the teacher and the students. However, there were few students sitting in the back row participated the learning activities quite actively. However, they need to work harder in order to get teacher's attention.

Though the students were basically free to choose their seat, the classical arrangement of the class made it difficult to set a student-centered learning. U-shape classroom or dividing the class into groups might be the better options to deal with it. Since the formal seat arrangement in the school is classical classroom shape, it might be time consuming to rearrange it. It needs to note that the school has three floors so

that teachers have to buy some times to move to the other class. It has been a common to start the class 5 minutes late because of that, it is even worse when the class is still having previous lecture. Sometimes teachers need to wait the previous scheduled teacher to end the lecture even when the time is up several minutes earlier. This time hindrance might be the reason why teacher could not take a risk in wasting time just to rearrange the students' seat.

Nevertheless, the present work manipulated the classroom environment by rearranging the class; the students were assigned into 9 groups in which 4 students were in each group. The group arrangement was based on their learning style preferences. To minimize the time needed to rearrange the class, the students were told in advance that they have to rearrange the class in group for English Class. The leaners needed 5-10 minutes to rearrange the class at first, but after the second meetings they seemed to get used to it so that it could be done faster. Even though the students are set in groups, the given treatments were not only in form of group tasks, individual task was also delivered simultaneously so that the students might not get bored.

By dividing the class into groups, the researcher could investigate how the students worked together in solving the given task, what strategy they used and what attempt they did to discuss the task. The researcher also moved around the class to interact with the students. Reducing the distance I mentioned above made students were more convenient to respond the teacher (researcher). They did not hesitate at all

to ask when they had difficulties in solving the problem. In addition, almost all of them were actively participated in group work and enthusiastically discussed the problem with both their students and the teacher. During the treatment phase, I found that students who previously silent and almost never responded the teacher became more active and even ruled the group in their unique way; ruled the group silently and asked his/her friends to present their works in front of the class. This strategy was proven effectively set a better learning environment in which students and teacher could interact better and thus students' anxiety could be lessen.

4.3. Students' Learning Style Preferences

This study involved 72 participants; 49 female students and 23 male students. Learning styles preferred by them ranging from the most preferred to the least were visual (58%), auditory (29.2%) and kinesthetic 12.25%). The following table represents the finding:

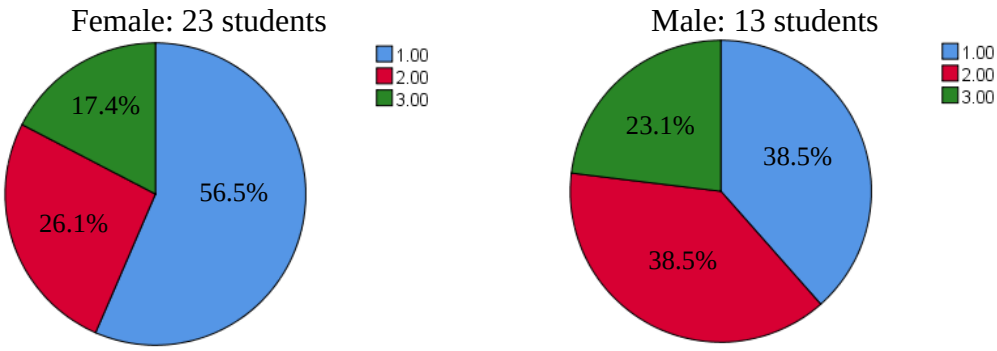
Table 1. Learning Styles Preferred by the Participants

1. Visual, 2. Auditory, 3. Kinesthetic					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	58.3	58.3	58.3
	2.00	21	29.2	29.2	87.5
	3.00	9	12.5	12.5	100.0
	Total	72	100.0	100.0	

The total of 72 students is the total number of students in both experimental and control class. While the learning style preferences of students in each class will be explained in the table and graph below:

Table 2. Learning Style Preferences in Experimental Class

		Frequency	Valid Percent	Cumulative Percent
Valid	1.00	18	50.0	50.0
	2.00	11	30.6	80.6
	3.00	7	19.4	100.0
	Total	36	100.0	



1.Visual, 2. Auditory, 3. Kinesthetic

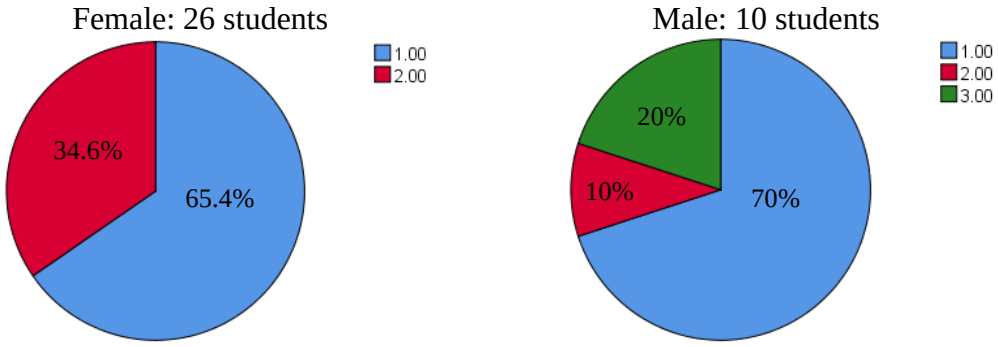
Figure 1. Learning Style Preferences of Experimental Class Students

As we can see in Table 2 above, 18 students (50%) in experimental class are visual learners, 11 students (30.6%) are auditory and the rest 7 students (19.4%) are kinesthetic. The experimental class consists of 23 female students and 13 male

students. The statistic result of the learning styles of those female and male students can be seen in the diagram above. More than 50% female students prefer visual learning styles in foreign language learning. Only 6 of them are auditory (26.1%) and 4 of them (17.4%) are kinesthetic. Similar to the female students, the least learning style chosen by male students is kinesthetic (3 students or 23%). Visual and auditory learning styles got a balanced result in which each of them had 5 male students (38.5%).

Table 3. Learning Style Preferences in Control Class

		Frequency	Valid Percent	Cumulative Percent
Valid	1.00	24	66.7	66.7
	2.00	10	27.8	94.4
	3.00	2	5.6	100.0
	Total	36	100.0	



1.Visual, 2. Auditory, 3. Kinesthetic

Figure 2. Learning Style Preferences of Control Class Students

Different from the findings in the experimental class, female students in control class are only visual (17 students or 65.4%) and auditory (9 students or 34.6%). While for male students, most of them are visual (7 students or 70%), 2 of them are kinesthetic and only 1 of them is kinesthetic. Roughly, the most dominant learning style in this class is visual (24 students or 66.7%) whilst the auditory students are 10 in total and the least preferred is kinesthetic (2 students or 5.6%).

This extreme ratio actually, at first hand, made me decide this class as the control class. Most projects in EFL learning styles found that visual is the dominant learning styles preferred by students rather than auditory and kinesthetic. Considering the validity of the overall research result, it was decided to conduct the treatment in the other class which had more balanced distribution of those three learning styles.

The linear result with the previous works on learning styles identification in EFL class was found in the present work. The most dominant learning styles preferred in learning English as the foreign language is visual, followed by auditory and the last is kinesthetic. Additionally, the result is also in line with Lincoln and Rademacher's (2006) finding which stated that female learners are mostly visual.

4.4. Treatment Analysis

The above learning style identification was used as a basis of group division in experimental class before the students were exposed to the provided treatment. Since this study intends to examine the implication of CG approach, TBLT and learning

styles in EFL class; the treatment analysis is presented in the discussion as inseparable part of the study. The analysis itself does not only focus on how certain treatment was delivered to the students, but also contains information on how students took part in the learning activities. The results of the analysis contribute on the drawn implication as the final end of the study. In the following part, the treatment analysis of experimental and control class are presented.

4.4.1. Experimental Class

The addressed treatment applied in the experimental class contains 3 concepts, they are TBLT, CG approach and learning style preferences. During 6 weeks, or simply said 6 meetings, the students are exposed to various task-based activities to encourage their awareness on the concept of Past Simple and Present Perfect.

4.4.1.1. ‘Have’ meaning construction (Meeting 1)

The word ‘have’ has been popular for the students due to its frequent occurrence in the text. However, ‘have’ in present perfect does not carry the meaning of possessing something as the students commonly taken. Even though the students have known the rule of present perfect in which ‘have’ acts as the main element, they seemingly did not have any idea of ‘have’ function in the rule. As CG principle has, every linguistic feature carries its own meaning in a given structure.

To warm up, the instructor gave a passage containing the word ‘have’ with its various meanings. The students then have to read the passage and identify how many ‘have’ they found within it. After listing their ‘have’s, then they were asked to determine their meaning based on the context of the sentence they occurred. The instructor gave them 15 minutes to discuss the given task before getting each group to present their works.

These are the sentences containing ‘have’ in the passage that had to be examined in the task:

1. Afgan has always been my favorite singer
2. I have always thought of how I would feel when I met him.
3. He smiled and waved to all Afganisms who have waited him for hours.
4. I can’t take my eyes off this amazing singer who has released three albums
5. He was also very friendly, so I didn’t feel too nervous when I had a chance to take pictures with him.

Due to the limit of time allocation, only three groups presented their works in front of the class. These three groups have similar answer: the first four sentences contain ‘have’ in present perfect pattern, while the last sentence has ‘have’ as a verb. However, they got confused how to explain the meaning of the sentence containing present perfect tense within it. They know the literal meaning of each sentence but they can’t answer the question why the writer chose present perfect to express his ideas.

In the following session, the instructor explained various meaning of ‘have’ by means of power point presentation. Considering the kinesthetic learners’ needs on physical practice, the instructor performed a role play based on the sentences displayed in the presentation. The meaning of ‘have’ as content verb and article in present perfect were explained carefully by means of an ample of examples. The examples are in form of sentence, dialogue and paragraph whose topics were familiar to the students so that they could imagine the scene.

The presentation itself was in English, yet to lessen student’ anxiety, the oral explanation was presented in Bahasa Indonesia. Introducing the semantic interpretation of ‘have’ and its extension in present perfect alone was not easy to do as we should ensure that this concept could be well-accepted by the students. With the help of time axis, pictures representing trajectory, landmark and the happened event, each sentence was explain in a fashion way to situate the scene and the present time relevance. Anyway, the linguistic terms as trajectory and landmark were not exposed to the students as they might confuse with these alien terms.

Next, the sentence ‘Garfield has had his breakfast’ was exposed to the students. The sentence contains 2 ‘have’s with different meaning. The first ‘have’ is an article and the second is a content verb. At the time the picture shown before the class, some students asked why the sentence does not use the past form ‘ate’ in spite of using ‘has had’. Responding the question, the instructor then explained that the second ‘have’ is content verb that is synonymous to ‘eat’ (something). Though the

two words are synonymous, they have different sense when put into context. The word ‘eat’ is used when the object is a real food, while ‘have’ is used when the object is the type of meals as breakfast, dinner or lunch. Thus, we can’t eat breakfast but we can eat toast for breakfast. The explanation was delivered in Bahasa Indonesia like: **makan sarapan* and *makan roti bakar untuk sarapan*. In a sentence, ’have’ can replace ‘eat’, but ‘eat’ cannot replace ‘have’. The choice of ‘have’ or ‘eat’ is related to semantic and pragmatic meaning.

The picture below is the sample sentence that was given in the treatment:

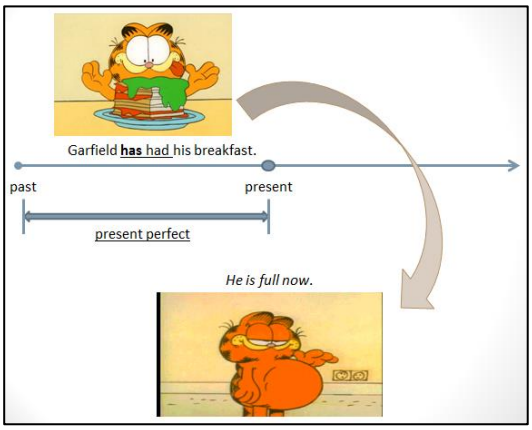


Figure 3. Sample material on ‘have’ meaning construction

Reassuring the students have dealt with the second ‘have’, the instructor then explored the confusing first ‘have’ (has) as an article to form present perfect. To start with, the concept of present perfect tense was brought to the class. Its main function to state a past event with current relation is legitimated by the rule *has + V + ed.* To be said simply, the occurrence of ‘have’ in the pattern is to indicate the present or

current relevance of an event happened in the past. The latter is projected by the *V+ed*. It needs to bear in mind that *V+ed* in present perfect does not refer to V_2 or past tense verb but refers to V_3 or past participle.

The relation of the two 'have's then might be best explored by the mean of CG approach. In the sentence 'Garfield has had his breakfast', the word 'has' denotes the subject Garfield as single subject so that there is a change from infinitive 'have' to 'has'. Then, the word 'had' depicts the past process of having breakfast that viewed in the present time (at the time of speaking). This perspective alone then indicates that there is a mental process that Garfield experienced due to the event that still affects him until the time of statement produced. Mental process that happened in the sample sentence is the condition at which Garfield is still full at the moment. This present effect then legitimates the occurrence of 'have' as the present perfect's main element.

Because the explanation on CG view above seems to be too hard for the students, the instructor simplified it by means of role play involving one of kinesthetic students. The chosen student acted as Garfield and the instructor as the narrator who produced the sentence. A slice of bread was provided in the class purposively to equip the planned learning activity. Sitting in front of the class, student Garfield was asked to eat the bread and finished it. When he has done, he acted to be full as the effect of the activity. Then the narrator wrote the sentence on the whiteboard while explained that full Garfield is the mental process between the past

eating activity and his present condition. Because until the time at which the narrator wrote the sentence Garfield was still full, then this present time relevance needed to be validated by ‘has’, not ‘have’ because Garfield is a single subject.

After the performance and the explanation, the students nodded their heads expressing their positive confirmation to the material. During the session, the instructor had taken account the visual, auditory and kinesthetic learners’ concerns by providing power point presentation for those who are visual, an oral explanation and student’s presentation for auditory learners, and finally performing an act based on the sample sentence situation. It could be seen through the group activities conducted during this first treatment, the learners engaged in the activities enthusiastically even more than when they had the class with their real teacher.

4.4.1.2. The difference between past simple and present perfect (Meeting 2)

After the students got the idea of ‘have’ in previous meeting, in the second meeting they got materials on the difference between past simple and present perfect tense. The material consists of power point presentation and video containing the functions of both tenses along with several examples. By means of sentences and pictures, each function was presented so that students can visually imagine the situation in which certain pattern was used. Besides pictorial sentences in the presentation which benefit visual students, examples also provided in the video to help learners who prefer auditory learning style.

By providing examples with various contexts and situations, the lecturer can encourage students' awareness on grammatical choices they have to express their ideas properly. If power point presentation and video benefit the visual and auditory learners, then the kinesthetic learners who benefit most from physical activities had examples with role play within it. Similar to previous meeting's strategy, the lecturer invited those kinesthetic students to bring the sample sentences into acts.

Throughout the meeting, there were students from visual, auditory and kinesthetic groups as well who still confused the difference between past simple 'finished' and present perfect 'have finished'. The verb was used as an example in the handout and it was presented in comparison between the two tenses to set the divergence. These are the sentences:

(1) I *finished* my homework last night. [past simple]

(2) I *have finished* my homework, can I go now? [present perfect]

As the word transitive finish in the sentences above means 'to bring to a completion' (Merriam Webster Dictionary), I have predicted that the learners might get confused to understand them. By using construal theory of CG approach and putting the sentences into real life context, the sentences were discussed more with the students. The past simple form of 'finish' in the given example could be used to express the fact that the speaker had completed his homework the night before and that was all. There is no current relevance which arises in the sentence. The speaker

only needs to deliver the information of what he did the night before and it does nothing with the time whereat he utters the sentence.

The second ‘finished’ preceded by ‘have’ as present perfect marker, more complex situation was given. The pattern could be used by the speaker when he wanted to emphasis the fact that the homework had completed and in his situation, it acted as a requirement he has to fulfill so that someone allowed him to go. Since the speaker needs to relate his past activity (finish the homework) with his wish (going somewhere) at the time he speaks, then he uses present perfect tense. Shortly, the two sentences were explained in term of speaker’s motivation and perception which caused him to choose the most appropriate patterns. After the explanation on this ‘finish’ use in both tenses, the lecturer asked two students to re-explain the concept with their own words to make sure that the participants could understand the difference. They described the concept to their friends quite well and even one of them use the situation in which she and her classmates familiar with to construe the sample sentences. This similar background knowledge shared by the learners enables them to understand the concept better.

4.4.1.3. Finding both tenses in recount text (Meeting 3)

There were 9 recount texts with 3 different topics provided for the meeting. Each group; visual, auditory and kinesthetic had different topics to investigate. After they found the sentences containing past simple and present perfect tense, auditory

groups were asked purposively to read the sentences aloud and those who are kinesthetic were required to do a role play based on the text. The role play was performed based on the text (not the sentences) since the whole text should be brought together into the acts to accentuate the situation which had been the main purpose of the activity.

Since there were only 9 sheets of text given to each group, the task did not quite effective to encourage whole group members to take part in examining the text. Most of the groups have their one member only wrote down the answers without reading the whole passages. The worse was there were several students who believed their group members could do well without them so that they just sat down and watched their friends did the task. This might be one of the weaknesses of grouped work, students who have lower self-confidence tend to rely on their group members and hesitant to actively take part into the task. To deal with those students, there were incidental individual task given which purposively designed for them. This strategy seemed to work well since those ‘silent’ students seemed more comfortable to do the task individually. In addition, the individual task could improve their self-confidence when they got the right answer. During the treatment, the individual task was applied more in making own sentence as the following meeting had as the main tasks.

4.4.1.4. Making own sentence and making dialogue (Meeting 4 and Meeting 5)

In the sessions, the students had to make some sentences and dialogues based on some pictures that had been prepared beforehand. Working in groups, the students are expected to build and share the same ideas so that they can decide appropriate pattern to express them. The dialogue then had to be performed in front of the class.

To encourage the all students' involvement, the lecturer required them to at least make 4 sentences, each from different members of the group. The sentence's owner needs to explain the context to other members so that they could present their works well in front of the class. This strategy worked quite well as the students contributed their ideas equally and they started to cooperatively help each other to construct the sentence when there was a member who still confused how to express their ideas into sentences.

4.4.1.5. Meaning Interpretation of Sentences and Dialogues (Meeting 6)

Before starting the treatment, there was a small reflection to call the material back to students' mind. It was important because the students had 2 weeks off due to the national examination. The researcher needs to make sure that the participants still remember what they have learnt so that the upcoming treatment could run smoothly.

The session was sort of a continuance of the prior meeting; the students had to explain the meaning and the context of their sentences and dialogues as well. Each group presented their works while the rests had to comment them and discussed the

probable meanings that might arise due to the pattern used in the expressions. Due to limited time allocation, only 4 groups had the chance to present their works –they can choose what they would be presented: sentences or dialogues. After the presentation, they wrote down their works on the white board so that their friends could examine and comment them to bring them into a small debate.

This kind of task was less benefit for kinesthetic students since there were no physical activities involved. Because the debate was time consuming, it was unavoidable that during this session those kinesthetic learners did not show interest as the other students did. The good side to put them into group was they discuss the sentences themselves while bring the sentences into practice. Though their 'own' discussion a bit disturbed the debate activity, the researcher did not stop them since it might cause them to be hesitant to involve in the future learning activities. Instead of telling them to stop, I asked them to lower their voices so that the main activity would not be disturbed. Despite the fact that they had their own group activity, I had to admit that I could not equally observe them. I focused and commented more on the debate as it was the main task of the meeting.

4.4.1.6. Reflection (Meeting 7, before post-test)

The reflection was conducted shortly before the post-test. The lecturer reviewed the Past Simple and Present Perfect materials: their rules and uses in any given contexts. It only took 15 minutes and there was no task given within it since the

purpose of this reflection was to ensure that they still remember the functions and the rules as well.

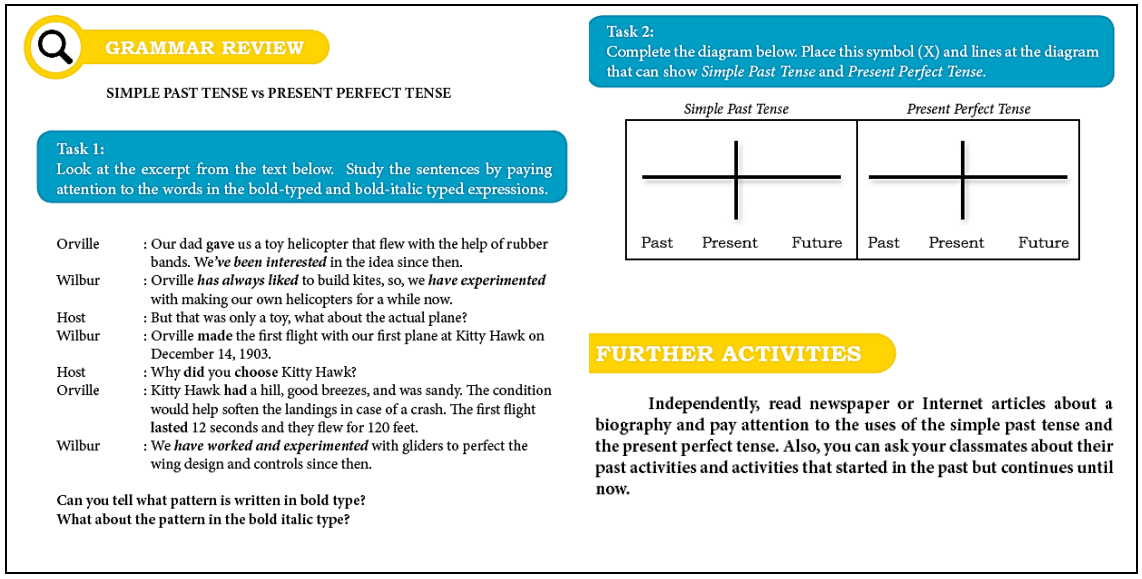
4.4.2. Control Class

The treatment provided in the control class was TBLT without CG approach or simply said it was closer to the current approach used by the teacher in teaching grammar. The students were divided into 9 groups based on their seats. Thus, besides without cognitive grammar approach, the class also conducted without consideration on learning style preferences.

Materials given to the students were similar to those of experimental treatments. What differs between them was the strategy used, if the experimental class has certain emphasis by basis of their learning style preferences, control class students did not get such emphasis. Thus, all students in the control class got the materials and the tasks equally.

During this treatment phase, the learners engaged the learning actively and they did not hesitate to ask questions to the teacher when they had difficulties to do the task. Being grouped made them more confidence to interact with the teacher since they were not individually proposed the questions but rather did it together with the other members. Since the treatment itself did not contain new concept as the experimental class had, the participants in this control class did not show any curiosity on how to use the two tenses. The main learning material used in control

class was taken from the official book from Kemdikbud as well as the tasks within it. It needs to be noted that the book has provided grammar review for the students by means of time axis to denote the difference between past simple and present perfect tense which is similar to the task I give to the experimental class. However, the materials do not contain deeper explanation on the use of the two tenses in different context. The notion given in the task is the traditional concept of present perfect which functions as the grammatical pattern expressing activities that started in the past but continues until now. Current-relevance concept as the main characteristic of present perfect does not deeply introduced in the material. The following picture is the sample tasks provided in the book:



GRAMMAR REVIEW

SIMPLE PAST TENSE vs PRESENT PERFECT TENSE

Task 1:
Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed and bold-italic typed expressions.

Orville : Our dad **gave** us a toy helicopter that flew with the help of rubber bands. We***'ve been interested*** in the idea since then.
Wilbur : Orville ***has always liked*** to build kites, so, we ***have experimented*** with making our own helicopters for a while now.
Host : But that was only a toy, what about the actual plane?
Wilbur : Orville **made** the first flight with our first plane at Kitty Hawk on December 14, 1903.
Host : Why **did** you **choose** Kitty Hawk?
Orville : Kitty Hawk **had** a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight **lasted** 12 seconds and they flew for 120 feet.
Wilbur : We ***have worked and experimented*** with gliders to perfect the wing design and controls since then.

Can you tell what pattern is written in bold type?
What about the pattern in the bold italic type?

Task 2:
Complete the diagram below. Place this symbol (X) and lines at the diagram that can show *Simple Past Tense* and *Present Perfect Tense*.

Simple Past Tense | *Present Perfect Tense*

Past Present Future | Past Present Future

FURTHER ACTIVITIES

Independently, read newspaper or Internet articles about a biography and pay attention to the uses of the simple past tense and the present perfect tense. Also, you can ask your classmates about their past activities and activities that started in the past but continues until now.

Figure 4. Sample Grammar Tasks in K13's Formal Book

4.5. Students' Achievements

Before conducting the treatment, students were asked to do a pre-test to see their grammar competence. It needs to be noted that before the treatment, English teacher use traditional grammar approach to explain Past Simple and Present Perfect Tense to the students. The teacher also did not take account her students' learning styles in her teaching process.

Let us take a look into the pre-test result of both groups as shown in the graph below:

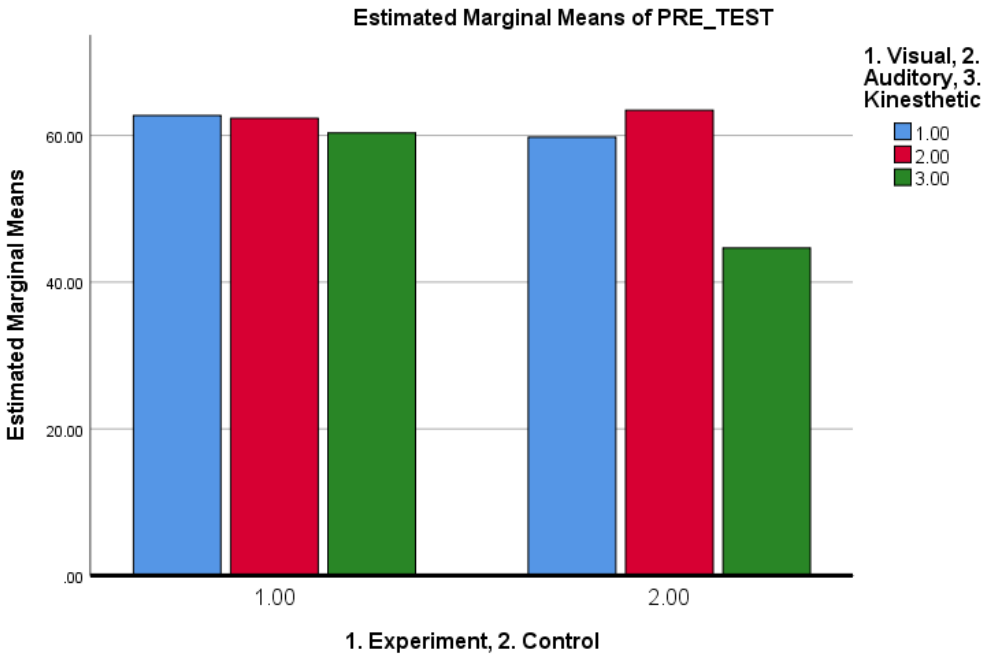


Figure 5. Pre-test Results of Experimental and Control Class

It is shown that the students in experimental class have the similar grammatical competence while kinesthetic learners in the control class had lowest competence.

The average score of experimental class was 62 while the control class was 59. It means that overall the grammatical competence of both classes was quite similar.

The following table is the result analysis of the relationship between learning styles and students' pre-test score.

Table 4. Interaction between Learning Styles and Pre-test Result

Tests of Between-Subjects Effects

Dependent Variable: PRE_TEST

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	966.278[a]	5	193.256	1.258	.292
Intercept	157623.868	1	157623.868	1026.460	.000
CLASS	388.071	1	388.071	2.527	.117
LEARNING_STYLE	648.276	2	324.138	2.111	.129
CLASS * LEARNING_STYLE	406.943	2	203.471	1.325	.273
Error	10135.000	66	153.561		
Total	277308.000	72			
Corrected Total	11101.278	71			

a. R Squared = .087 (Adjusted R Squared = .018)

The effect of all independent variables; class (the current teaching method applied in the class), learning styles and their interaction, on the pretest score as the dependent variable is shown in corrected model. The Sig. value > 0.05 (0.292) means the current model applied in the class is invalid.

While the Sig. value < 0.05 (0.000) in the intercept row indicates that the pretest score as the dependents variable can change significantly without having to be

influenced by the existence of the independent variables. In this case, we can investigate the Sig. value of class, learning styles and class*learning styles in which all of them are greater than 0.05 which means that they are not significantly affect the students' academic achievements (pretest score). These findings are strengthen by the value of R Squared 0.087 which is far from 1, meaning that there is no strong correlation between the dependent variable and the independent variables.

As stated before, the group division in the classroom was based on students' learning style preferences for experimental class and the control class was grouped based on students' seat. The control class got treatment using TBLT and traditional grammar approach while the experimental class got TBLT containing cognitive grammar approach.

During the treatment, as it had been stated in the treatment constraint, it was impossible to set a condition where each groups could receive their own materials. Due to this limitation, a strategy to cope with the constraint had been done. The three groups were exposed to similar material but they got different emphasis of the preset tasks. For example, discussion tasks were given primarily to auditory groups, presentation tasks for visual groups and role play for those kinesthetic groups.

There were conditions where visual group and auditory group wanted to perform their act beside the kinesthetic group. To make it affair, they were given the chance to perform so that they would not be demotivate in response to the chances. On the other hand, kinesthetic groups also participated the discussion session because

they want the teacher as well as their friends to acknowledge their ideas. This active involvement of all groups was taken as a positive response to the treatment though it might lead to the less valid result. However, the fact that students were more enthusiast in the learning process in some aspects result in a more effective learning process which in the end leading to the expected academic improvement.

Next, let us take a look at following graph representing post-test result in both classes:

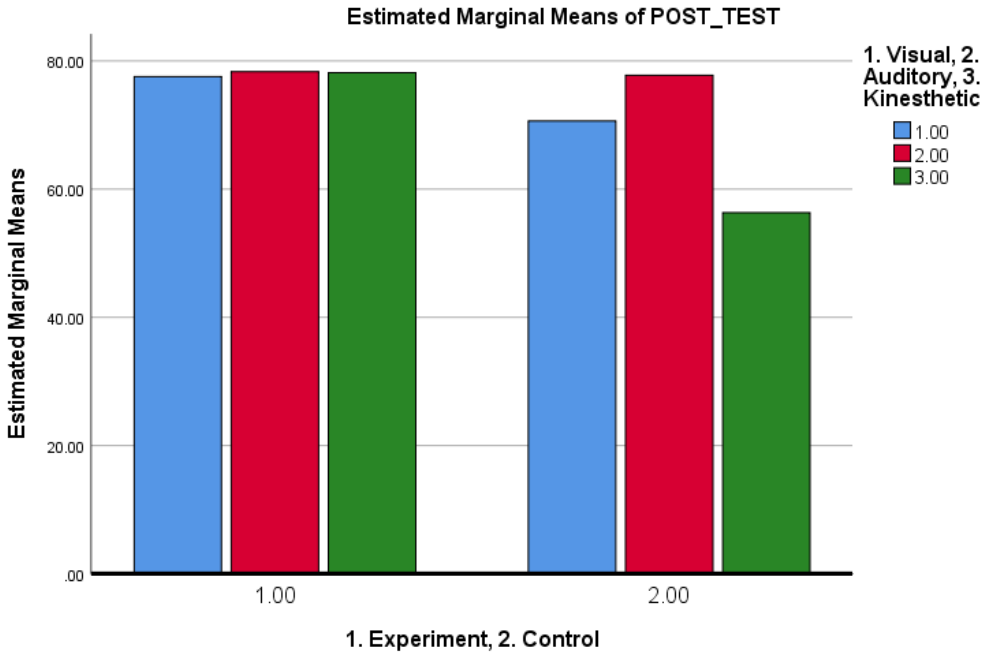


Figure 6. Post-test Result of Experimental and Control Class

As shown in Fig. 6, the post-test result of experimental class is better than the control class. It means that the treatment using cognitive grammar approach is more

effective than the traditional grammar. The average post-test result in experimental class was 78 and the average score of control class is 71.

The following table indicates the relationship between post-test score and students' preferred learning styles and surely was brought up after the treatment.

Table 5. Interaction between Learning Styles and Post-test Result

Tests of Between-Subjects Effects

Dependent Variable: POST_TEST

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1871.861[a]	5	374.372	4.209	.002
Intercept	243206.055	1	243206.055	2734.611	.000
CLASS	1085.848	1	1085.848	12.209	.001
LEARNING_STYLE	687.428	2	343.714	3.865	.026
CLASS * LEARNING_STYLE	652.685	2	326.342	3.669	.031
Error	5869.792	66	88.936		
Total	408105.000	72			
Corrected Total	7741.653	71			

a. R Squared = .242 (Adjusted R Squared = .184)

The significance values of the corrected model and the intercept are greater than 0.05 (in order: 0.002 and 0.000) means that the model applied in the class (TBLT with CG in experimental class and TBLT without CG in control class) is valid and the intercept is significant. It is supported by the Sig. values of class (0.001), learning styles (0.026) and class*learning styles (0.031) which are less than 0.05 suggests that the independent variables and their interaction significantly affect the

students' academic achievements as reflected in post-test score. R squared value of 0.242 < 1 meaning that there is a less strong correlation between independent variables and the dependent variable. Though the value of R squared in post-test score analysis is greater than that in pre-test analysis, their values are not close to 1. It means that the correlation between independent variables and the dependent variable is not quite strong.

To make the result and the students' improvement better, let us see the graph below:

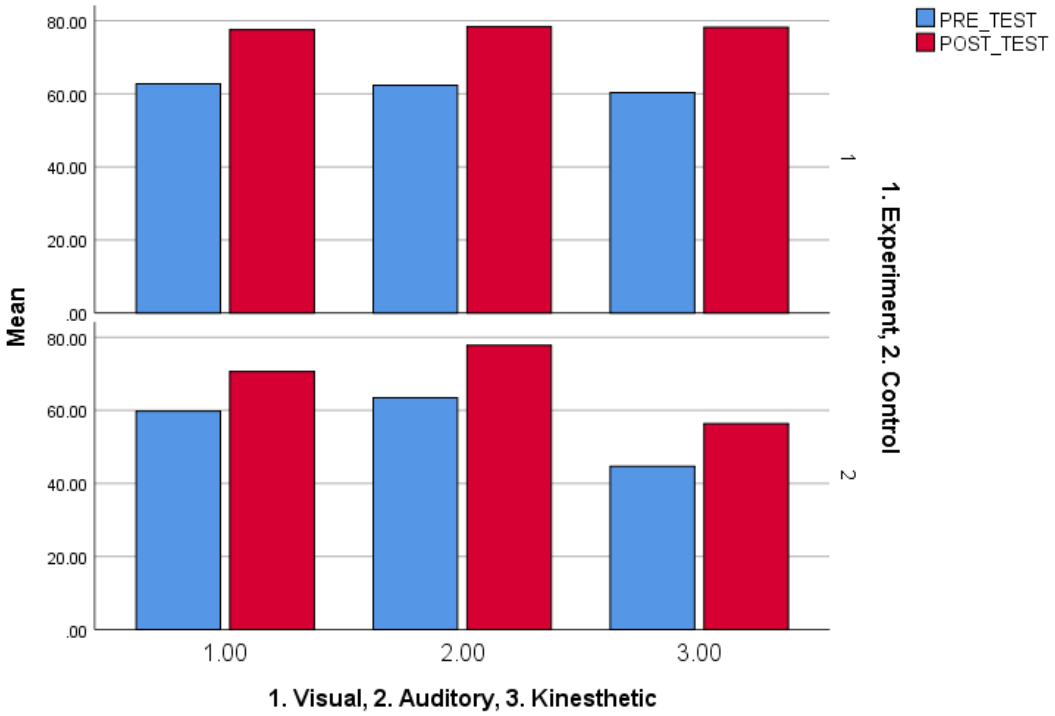


Figure 7. Summary of Student's Achievement in Pre-test and Post-test

The students' improvement in both experimental and control class is shown better through the graph. Both classes were improved after the treatment meaning that

TBLT is effective to be applied in pedagogical grammar. However, we can see better improvement in experimental class than the control class. It indicates that applying TBLT and matching it to students' learning styles and at the same time using cognitive approach is more effective than TBLT without cognitive grammar and learning styles consideration.

To examine the students' improvement in detail, the following parts give brief illustration and description on each task included in the pre-test and post-test. There are 4 tasks in the test, they are: multiple choice, cloze task, editing task and yes/no questions with gap filling task. The analysis shown below represents how the given treatment that has learning style consideration, cognitive grammar and TBLT approach within it affect the learners' grammar performance.

4.5.1. Multiple-choice

One of popular method in language testing is multiple-choice format which primarily chosen due to its practicality. Despite of its little context in form, still it is noteworthy for grammar focus test (Brown, 2003). By definitions, multiple-choice format requires the test-takers to decide the best response among the given choices. Shortly said, the students need to choose rather than create the answer.

Since the test design has only 2 tenses to examine, the questions contains certain situation as hints for the learners to choose the best answer. As CG principle

has, a grammatical structure must be motivated by specific situation and it is in speaker's hand to decide what structure to use and what focus he emphasizes on.

4.5.1.1. Experimental Class

First, we are going to discuss the result of those who attend the experimental class. Pre-test and post-test score are illustrated side to side to see the clear image of students' gain (or loss).

Table 6. Experimental Class Students in Multiple-Choice Task

Descriptive Statistics of Experimental Class						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experimental	36	6.00	2.00	8.00	5.0000	1.75662
Posttest_Experimental	36	7.00	3.00	10.00	7.1944	1.84885
Valid N (listwise)	36					

Multiple-choice part consists of 10 questions, meaning the maximum score for this session is 10. As shown in the table above, the mean of pre-test score is 5 and after receiving the treatment, its value improves at 7.19. The number of standard deviation also displays an increase from 1.75662 to 1.84885. From this progress, we can assume that students perform better after receiving the treatment. Bigger standard deviation in post-test indicates the scores are more evenly distributed than those of pre-test. It means that students' competencies are more diverse, some of them might have stagnant abilities and some might have better understanding on the concept of target materials. The analysis of the multiple-choice session then can be said showing

positive result. However, it cannot be neglected that multiple-choice model allows students to cheat easily. Thus, this result itself cannot be used as a general success of the project.

4.5.1.1.1. Visual Groups

Next, we are going to examine its work on each learning style groups. The first group to examine is visual groups as the dominant preference among students.

Table 7. Visual Groups' Performance in Multiple-Choice Task

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	6	2	8	5.10	1.373
Post-test	20	6	3	9	7.20	2.093
Valid N (listwise)	20					

Having discussed in learning style preferences at the previous part of this report, there are 20 visual students in experimental class. The table represents better achievement as indicated by greater value of mean and standard deviation in post-test score. The value of standard deviation of this group is even greater than that in previous analysis of the whole participants in the class. It means that visual learners receive the designed material in a more fashionable way which come to a great score range in result. Greater mean value of 7.20 from 5.10 proves the belief that visual students cope well with the designed teaching model.

Students' improvement can be seen through the following graph:

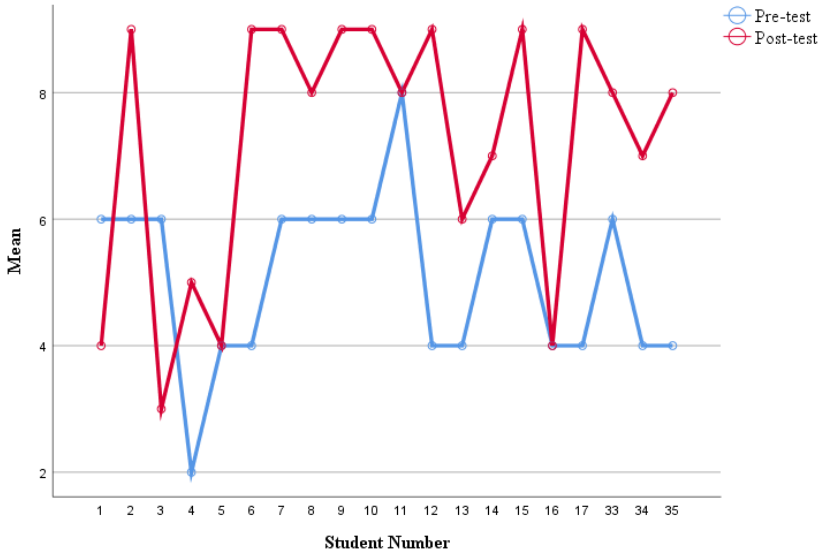


Figure 8. Visual Students' Gaining in Multiple-Choice Session

The blue line represents pre-test result while the red one belongs to post-test result. We can see several dots that stay still indicating student's performance is stagnant. Yet, overall, the red line is above the blue one showing students' better achievement in the post-test.

4.5.1.1.2. Auditory Groups

Different with the findings in visual groups, auditory groups show less value of SD and range value in the post-test. However, the mean value of the post-test score is greater than that of pre-test. It indicates the students perform better in the post-test even though it shows less value than visual groups. This means that visual students perform better in multiple-choice task than auditory learners.

Table 8. Auditory Groups' Performance in Multiple-Choice Task

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	9	4.00	4.00	8.00	6.0000	1.73205
Post_test	9	3.00	6.00	9.00	6.8889	1.26930
Valid N (listwise)	9					

The graph below shows each student's performance in the tests. If in the previous group we found that the students show better performance, auditory group has one student with a decrease in multiple-choice session. In addition, there are 3 students who did not show any progress. These findings suggest that auditory learners do not go well with multiple-choice task.

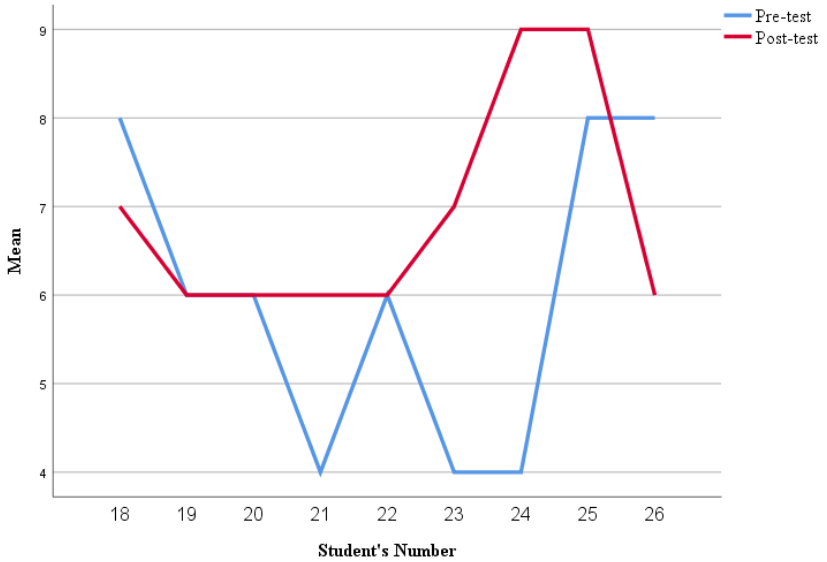


Figure 9. Auditory Students' Gaining in Multiple-Choice Session

4.5.1.1.3. Kinesthetic Groups

Complementing the analysis of experimental class, let us take a look at analysis result of kinesthetic group. There are 7 students who are kinesthetic in the class. Though the SD values of both pre-test and post-test are identical, the means show greater gap with 3.42 for pre-test and up to 7.57 in the post-test. So far, this group has greatest improvement compared to the other two groups. It means that kinesthetic students are good to deal with this kind of test format.

Table 9. Kinesthetic Groups' Performance in Multiple-Choice Task

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	7	4.00	2.00	6.00	3.4286	1.90238
Post_test	7	5.00	5.00	10.00	7.5714	1.90238
Valid N (listwise)	7					

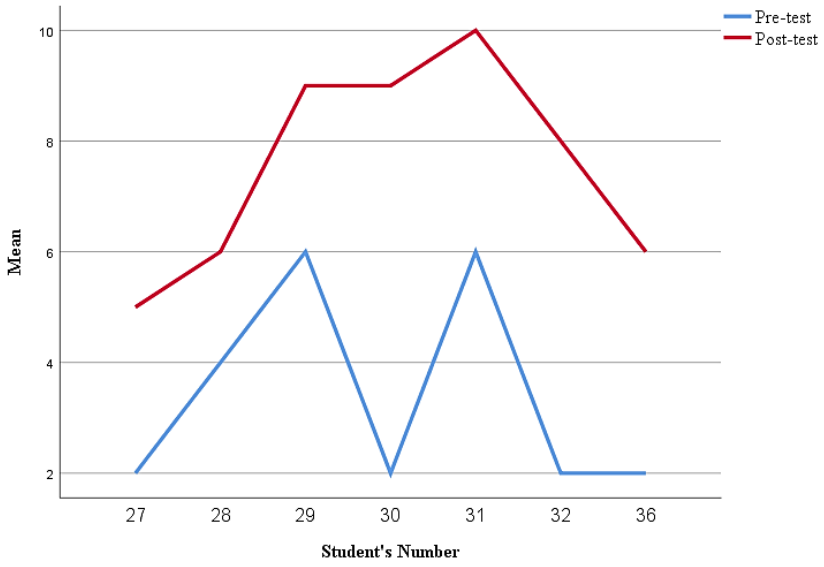


Figure 10. Kinesthetic Students' Gaining in Multiple-Choice Session

As illustrated in the graph above, all students with kinesthetic learning style turn up to get better achievement in the post-test. Being minority group in the class does not seem to hinder them to show their best in post-test though in pre-test they are in the last position among the other students with visual and auditory group.

4.5.1.2. Control Class

Compared to experimental class, the result of the treatment by means of TBLT without CG and learning style consideration is not that high. The table below displays the descriptive analysis of the control class students in their pre-test and post-test achievement:

Table 10. Control Class Students' Performance in Multiple-Choice Task

Descriptive Statistics of Control Class

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	36	10.00	.00	10.00	3.5000	2.29907
Posttest	36	4.00	5.00	9.00	6.8889	1.38930
Valid N (listwise)	36					

With maximum range number in the result of pre-test, the pre-test's SD value as represented in the table above shows higher value than that of post-test score. It means that students' abilities in pre-test vary more than their post-test's performance. However, examining the mean value of both tests that elevated 3.3 point indicates

that all students relatively perform better in post-test. Talking about the mean gap, control class has greater gap than the experimental class. It means that students in control class do better in multiple-choice format than those in experimental class. Now, we will look into the control class in detail by investigating the achievement of the three groups.

4.5.1.2.1. Visual Learners

The following graph is the analysis result of the visual group achievement in pre-test and post-test.

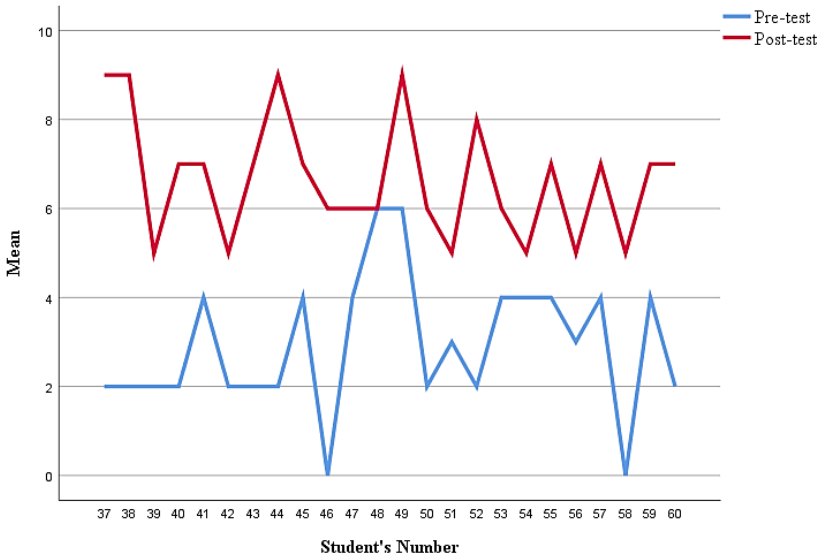


Figure 4. Visual Students' Gaining in Multiple-Choice Session

At glance, we can see that all visual learners perform better in post-test than in the pre-test. Yet, there is one dot wherein the blue line meets the red line at the same point. It denotes an unchanged student's ability in this kind of task. Therefore, we

cannot guarantee that a model can always be effective to all students and vice versa. The stable performance that we have met so far, at least, claims that students have their own problems in dealing with the materials along with the teaching strategy used by the teacher in conducting the class. Overall, such individual problems cannot be handled at the same time. This research, at one point, tries to consider students' individual uniqueness by involving learning style preferences in the designed teaching model.

Table 11. Visual Students' Performance in Multiple-Choice Task

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	6	0	6	2.92	1.530
Post_test	24	4	5	9	6.67	1.373
Valid N (listwise)	24					

The greater range value of that in pre-test than the post-test informs us that students' proficiency level in pre-test varied more than those in post-test score. After getting the designed teaching model, their test scores raise from M = 2.92 to 6.67. SD value in the post-test is 1.373 which indicates a decrease from 1.530 in pre-test. This analysis result suggests that the proficiency level of visual learners is relatively more homogenous with positive gain after the treatment.

4.5.1.2.2. Auditory Learners

Similar to the previous group, the students with auditory style also show maximum range value in pre-test score. It seems that students' competence reflected in their pre-test is relatively more heterogeneous. Because there are students who get low score in pre-test, we can assume that they struggle in the learning process. But their score get better after exposing to the proposed model meaning the model has effectively elevate students' performance in the test. The table below is the analysis result of the auditory group:

Table 12. Auditory Students' Performance in Multiple-Choice Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	10	10	0	10	4.80	3.425
Post_test	10	4	5	9	7.50	1.434
Valid N (listwise)	10					

Through the table above, we can see that in students' pre-test score is range from 0-10 with mean value of 4.80 while in post-test, the range value decreases to 4 with mean value of 7.50. SD value of that in post-test shows more homogenous proficiency level which happened to be a positive array of achievement.

4.5.1.2.3. Kinesthetic Learners

The last group to examine is the kinesthetic group. This group has two students as its members. From those two learners, one of them shows stable performance

while the other performs better in the post-test though it is only one point gaining. With the minimum progress, we presume that they do not run well with multiple-choice format. Besides, it can be presumed too that the treatment is not that effective for them. The reason for this might be the treatment addressed in control class does not take account the students' learning style preferences.

Table 13. Kinesthetic Students' Performance in Multiple-Choice Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	2	0	4	4	4.00	.000
Post_test	2	1	6	7	6.50	.707
Valid N (listwise)	2					

4.5.2. Cloze task

The word *cloze* is related to the term closure meaning the process of completing something. Cloze task deals with learner's competence to fill the blank space of incomplete sentences, or other form of items depend on the kind of task, and at the same time give his thought in that space based on his background knowledge (Brown, 2003). Cloze task is popular to check student's grammatical competence, not only in multiple-choice format but also in editing format in which students are only given bare infinitive and have to decide what tense to use based on the given context in the sentence.

4.5.2.1. Experimental Class

To begin with, we will discuss the analysis result of experimental students' performance in cloze task.

Table 14. Experimental Class Students' Performance in Cloze Task

Descriptive Statistics of Experimental Class						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	36	10.00	5.00	15.00	9.3611	2.28226
Posttest	36	9.00	8.00	17.00	12.7778	2.19234
Valid N (listwise)	36					

The maximum score for the task is 20 consisting of past simple and present perfect problems in a form of email letter as genre to teach in the semester is narrative and recount text. Shown in the table is the performance of all students in general. We can see that the SD value is greater in pre-test and it slightly decreases in post-test. The difference itself is not that significant, so we can assume that the distribution of students' proficiency level reflected in both tests is relatively stable. Anyway, the mean value of post-test with 12.77 is greater than that in pre-test with 9.36. It suggests that all students relatively do better in their post-test.

4.5.2.1.1. Visual Groups

To see the students' performance by basis of their learning style preferences, let us firstly examine the three learning style groups in the class. Visual learners' performance is represented in the table below:

Table 15. Visual Students' Performance in Cloze Task Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Visual_Pre_Exp	20	10.00	5.00	15.00	9.4000	2.47939
Visual_Post_Exp	20	9.00	8.00	17.00	12.4500	2.43818
Valid N (listwise)	20					

Displaying similar number in SD and range value of those in the thorough analysis, the visual learners seem to have same proficiency level even after they receive the treatment. The same thing goes to its mean value wherein pre-test the mean score is 9.40 and increase to 12.45 in post-test. Since visual learners are dominant in the class, it is not surprising that their result reflected the whole class gain. To be detailed, the graph below presents each student's achievement in pre-test and post-test:

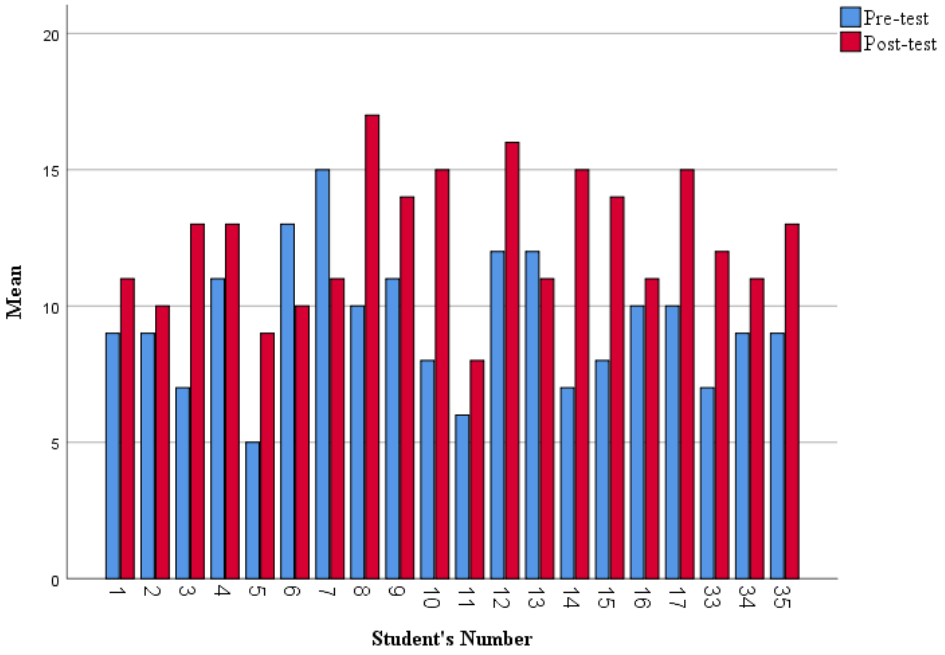


Figure 5. Visual Students' Gaining in Cloze Task Session

As can be seen in the graph, all students without exception come with better result in their post-test. Through the improvement, we can interpret that the students do well with this cloze task session. The given passage format might be the reason why they cope well with the task. Different with the previous task that only has limited sentence to convey the context, the passage is longer which in result gives a better description of the context built within it. When students read the passage, they can imagine a complete situation and thus they can decide the tense to use in each sentence of the passage.

4.5.2.1.2. Auditory Groups

To prove that not only visual learners can elevate their grammatical competence through specific genre, let us see the analysis result of auditory learners that shown in the following table:

Table 16. Auditory Students' Performance in Cloze Task Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Audio_Pre_Exp	9	5	8	13	10.33	1.936
Audio_Post_Exp	9	7	9	16	13.11	2.205
Valid N (listwise)	9					

We can see better progress than those of students in visual groups in the table. The SD value of pre-test goes up from 1.936 to 2.205 in post-test along with the

increase of range value from 5 to 7. Thus, it can be assumed that the auditory learners as well as visual learners are able to well-handled the cloze task.

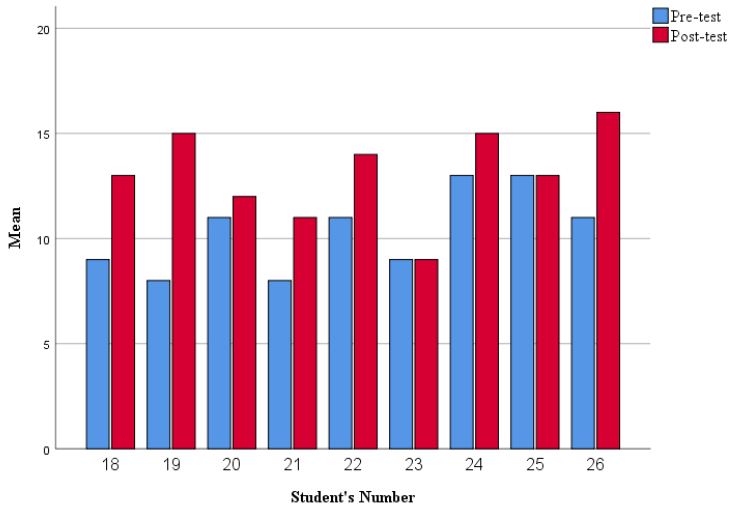


Figure 13. Auditory Students' Gaining in Cloze Task Session

Figure 13 shows that not all students gain better score in post-test's cloze task. Student number 23, as we can see, displays a stable performance even after taking part in the treatment. Once again, we find that students have their own conditions that hinder them to show better test result. There are many factors, external and internal, that cause such problem. It is teacher's job to overcome those problems so that their students can do better in the learning process.

4.5.2.1.3. Kinesthetic Learners

Students with the best progress in the task are those who are kinesthetic. As shown in the table, the mean value of that in pre-test increases 5.29 point from 8.00 to 13.29. Not in line with the previous two groups, its SD value shows a decrease of

0.148 from 1.528 to 1.380. Examining the table, we can see that kinesthetic students' proficiency level improves in a linear way, or it can be said they are more homogeneous. In other words, they elevate their proficiency level all together successfully.

Table 17. Kinesthetic Students' Performance in Cloze Task Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Kinest_Pre_Exp	7	5	6	11	8.00	1.528
Kinest_Post_Exp	7	3	12	15	13.29	1.380
Valid N (listwise)	7					

The following is the bars representing individual's better performance of kinesthetic students in control class as we discussed earlier.

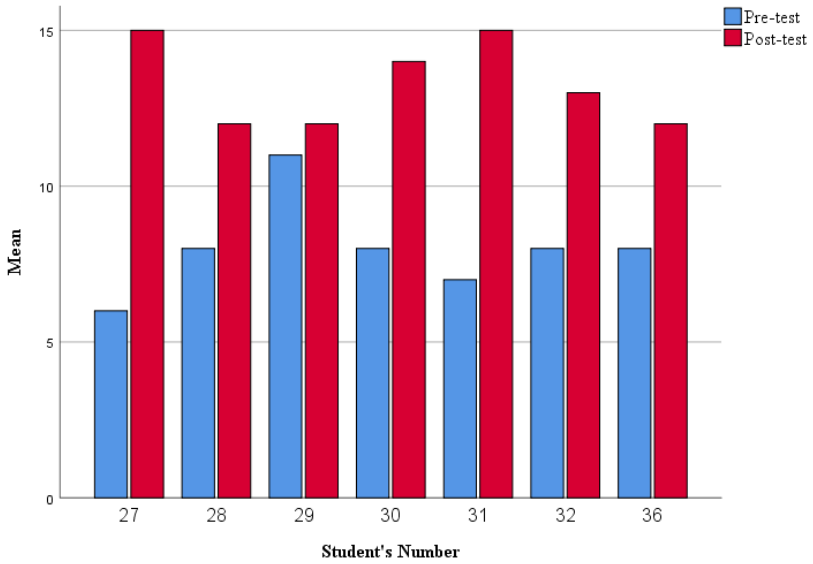


Figure 64. Kinesthetic Students' Gaining in Cloze Task Session

4.5.2.2. Control Class

An increase in post-test score is also shown by the students in control class. It is interesting that the range value of both tests is quite high. The minimum score of pre-test is 0 which means the student(s) hardly struggle with the given passage. Better achievement is displayed in post-test in which the minimum score is 5. The great value of standard deviation also catches our attention. This means that students in control class response differently in the cloze task. Compared to those in experimental class, students' performance in this class is more divergent. SD value of 3.541 in post-test brings out the idea.

Despite the greater distribution, the mean value of the tests exposes an increase from 8.50 to 11.56. The gap between them is relatively similar to that in experimental class which indicates the two proposed teaching models work effectively for students to cope with the cloze task session. We can see the analysis result in the following table:

Table 18. Analysis on Experimental Class' Performance in Cloze Task

Descriptive Statistics of Control Class						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	36	12	0	12	8.50	2.646
Posttest_Control	36	14	5	19	11.56	3.541
Valid N (listwise)	36					

4.5.2.2.1. Visual Learners

The analysis below indicates the visual learners' better achievement depicted by the mean value which turns up to 10.71 from 8.42. The SD values of both pre-test and post-test are in line with those of the total analysis as previously discussed. Once again, it is interesting to see that the score distribution is highly heterogeneous. It can be assumed that the treatment without taking account their learning style preference does not give them any obstacle to do well in the post-test.

Table 19. Visual Students' Performance in Cloze Task Session

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	8	4	12	8.42	2.125
Post_test	24	14	5	19	10.71	3.014
Valid N (listwise)	24					

Looking at students' individual score in both tests will bring us to more thorough analysis. The following graph illustrates visual student's progress in the test:

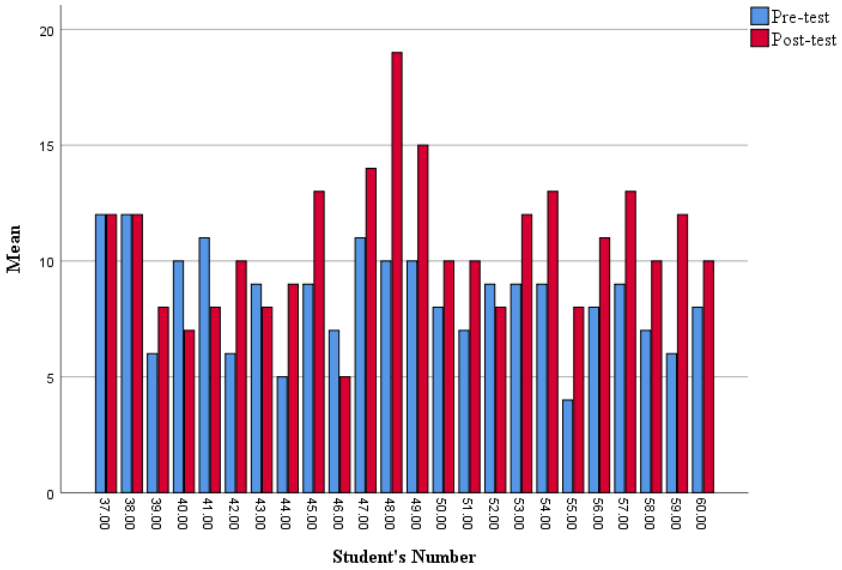


Figure 15. Visual Learners' Performance in Cloze Task Session

The bars tell us that not all students get better score in post-test. Three of them are stagnant and there are three students who even experience a loss in their achievement. As discussed before, it is in teacher's hand to overcome this problem. This might be the reason why several students get lower score in the post-test. The pre-test was unexpected to the students while the post-test was conducted in a scheduled time. There was a possibility in which students' anxiety increase when they know that there will be a test beforehand. The anxiety might lead the students study overnight that cause them restless and in result the performance in the test is not that great despite of their hard study. On contrary, students might find it more comfortable when they are not pressured by the fact that there will be a task in the following week as which they do not need to worry about.

4.5.2.2.2. Auditory Learners

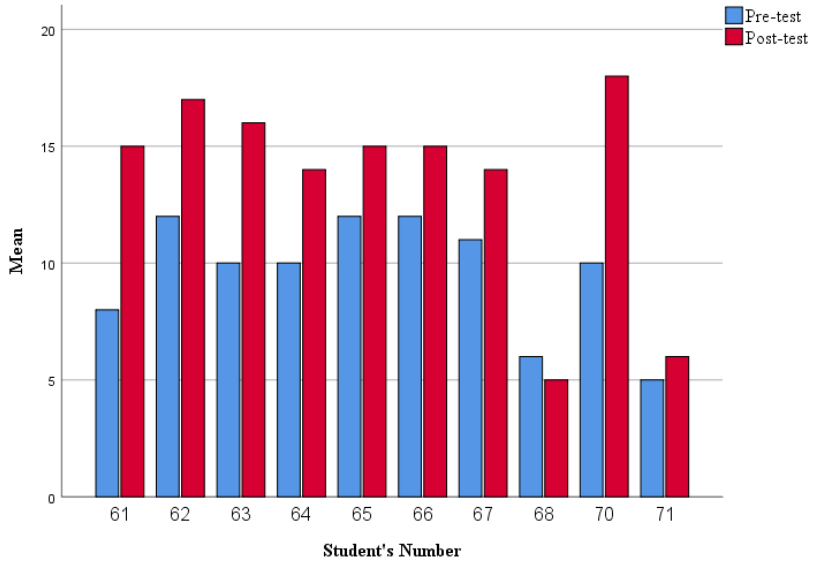


Figure 16. Auditory Learners' Performance in Cloze Task Session

As can be seen in the bars above, auditory learners display better performance except Student Number 68 who gets lower score in post-test than his pre-test score. This progress is even better than that of visual learners have. Out of 10 auditory learners, only one student shows a decrease. Visual learners, to compare with, have 6 students who have steady result and even lower result.

Talking about the Student Number 68 with lower result post-test, the little amount of decrease he has at least prove that the reason might be he found that few items in the task is unexpectedly confusing for him. With the ratio of 1:10 of lower and higher post-test score indicates that in general auditory students do not encounter any significant problem to deal with cloze task after getting treated. We have to

remember that the score is not the main indicator of the model's effectiveness, what we have to see is the progress.

Compared to visual learners, the achievement of the auditory learners shows greater progress. It can be seen through the mean value which increases from 9.6 to 13.50. Getting the same treatment with those of visual learners, it can be said that auditory learners in control group cope better with cloze task than visual learners do.

Table 20. Auditory Students' Performance in Cloze Task Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Audio_Pre_Cont	10	7	5	12	9.60	2.503
Audio_Post_Cont	10	13	5	18	13.50	4.403
Valid N (listwise)	10					

4.5.2.2.3. Kinesthetic Learners

There is not much we can discuss in this part. As there are only two kinesthetic students in control class, we can only conclude that one of them perform much better than the other one. Anyway, the treatment seems to be effective for one student who shows great increase from 0 to 8 and the other one stands still with 12 correct answers out of 20.

The phenomenon proves that students with same learning style do not always response a teaching strategy in same way. Moreover, the group division in control

class does not is not by basis of learning style preferences but based on students' seat in the class. After checking the student with the great progress, it is revealed that he was in supportive team during the treatment. His friends helped him to understand the material throughout the learning process. On the other hand, the other kinesthetic learner is quite silent and did not interact well with his group. This might be the reason why he showed no progress in post-test. The following table and bars represent the findings discussed above.

Table 21. Kinesthetic Students' Performance in Cloze Task Session

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Kinest_Pre_Cont	2	8	0	8	4.00	5.657
Kinest_Post_Cont	2	0	12	12	12.00	.000
Valid N (listwise)	2					

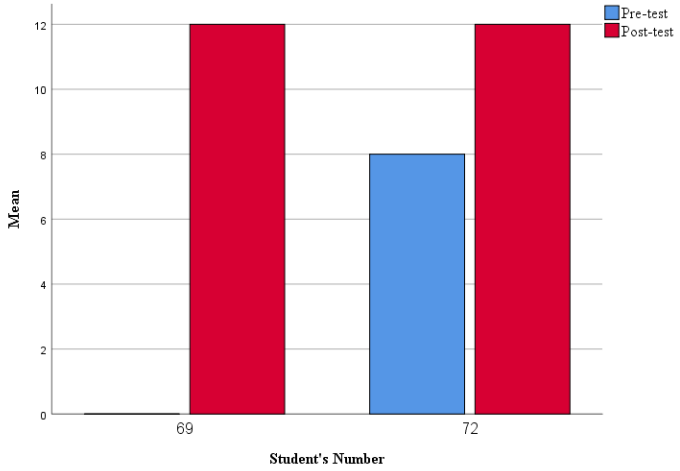


Figure 17. Kinesthetic Learners' Performance in Cloze Task Session

4.5.3. Editing Task

The next session of the test is editing task. This kind of task is very popular in grammar assessment. In this session, learners are required to examine 5 sentences and decide if the sentences have correct grammatical pattern or not. Grammatical items to analyze in those sentences are not only the tenses (Past Simple and Present Perfect) but also other linguistic elements that are suspicious.

Most learners consider that this editing task as the most problematic for them since they claim that all sentences are correct so that they do not need to revise them. This might be due to students' lack of grammatical competence despite the tenses that have been exposed more to them during the treatment phase. We will investigate if the treatments successfully support them to deal with the problem through the following analysis.

4.5.3.1. Experimental Class

Table 22. Experimental Class' Achievement in Editing Task

Descriptive Statistics of Experimental Class						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experimental	36	3	2	5	3.33	.828
Posttest_Experimental	36	1	4	5	4.89	.319
Valid N (listwise)	36					

Maximum score in this editing task is 5, meaning students in experimental class are close to be perfect in the post-test's editing task session. It is supported by the mean value of post-test reaching 4.89 with SD value of 0.319. These numbers even indicate that almost all students can detect the wrong sentences and revised them into correct sentences. Then, in general, we can assume that the treatments carried out in both classes are effective and useful for the students.

4.5.3.1.1. Visual Groups

Students' claim that they have difficulties in examining the given sentences seems to be amiss. It can be seen from the analysis result below that shows 60% visual students get ≥ 3 points meaning they can recognize the wrong sentences and revise them. The complete analysis is shown below:

Table 23. Visual Groups' Performance in Editing Task Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Vis_Pre_Exp	20	3.00	2.00	5.00	3.4500	.82558
Vis_Post_Exp	20	1.00	4.00	5.00	4.9000	.30779
Valid N (listwise)	20					

The mean value of 4.9 in post-test suggests that almost all students belong to visual group gain perfect score. Even more, the increase of 1.45 point in the mean value from 3.45 in pre-test up to 4.9 in post-test indicates the effectiveness of the

treatments so that students can elevate their grammatical competence which in result they show perfect performance in editing task.

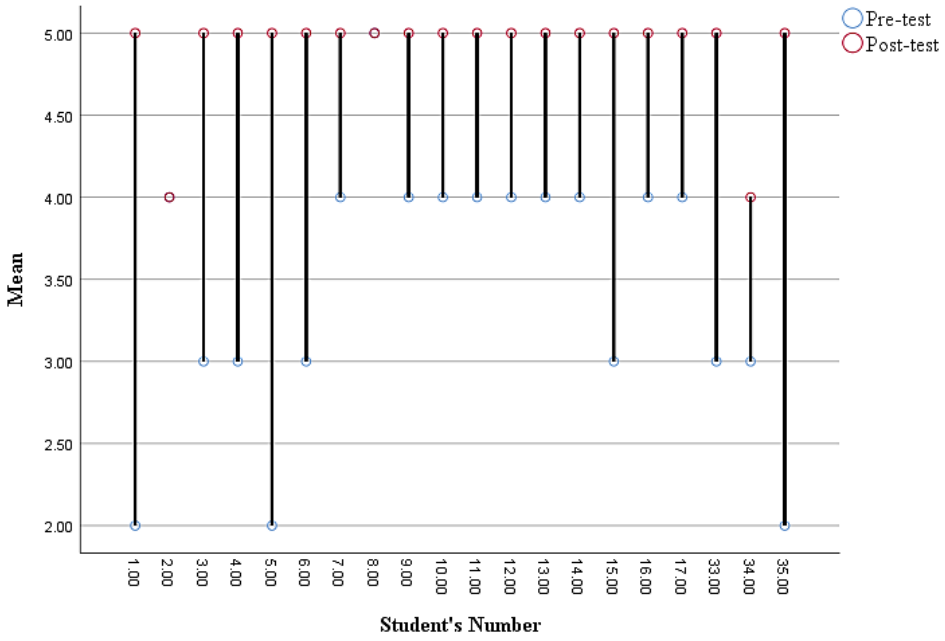


Figure 18. Visual Group's Performance in Editing Task Session

As shown in the chart above, there are 3 students who get 2 points in the pre-test and 6 students get 3 points. Whilst the rests get 4 points in both pre-test and post-test.

Previously, in their pre-test, there are students who find the task as a set of confusing sentences so that they can only get 2 score out of 5. Yet, there are also students who get perfect score. This means that even before receiving treatment materials, several students do not have any difficulty in solving this kind of task. The

reason of the testimony of editing task is such a difficult task might be students' less self-confidence on their linguistic abilities.

During the learning activity, there were some students who express their less self-confidence as they write down their ideas on the whiteboard. Instead of satisfied with their own sentence, they tend to believe or at least halt if their friends said that the sentence is wrong when their sentence has already corrected. This problem is common for Asian EFL learners as they are rarely exposed to the target language. Still, teachers should make the class as comfy as possible so that students less anxious and gain greater self-confidence in participating the learning activities.

4.5.3.1.2. Auditory Groups

Little bit different with the analysis result if visual groups, the SD values of 0.78174 in pre-test decline to zero in post-test. It means that all auditory students get perfect sore in editing task. Though their pre-test score as not good as visual learners' score, they can amazingly prove that they can perform better in post-test and they nailed it.

Table 24. Auditory Groups' Performance in Editing Task Session

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Audio_Pre_Exp	9	2.00	2.00	4.00	3.1111	.78174
Audio_Post_Exp	9	.00	5.00	5.00	5.0000	.00000
Valid N (listwise)	9					

Let us examine the following chart:

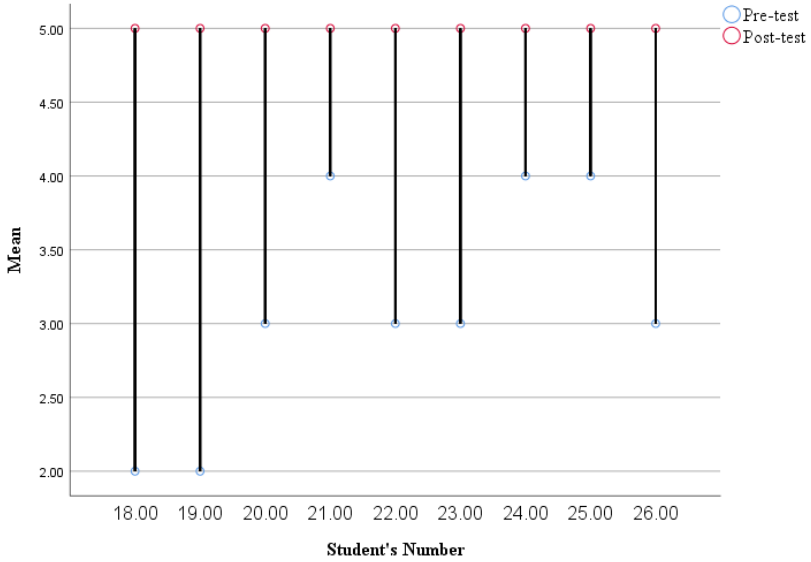


Figure 19. Auditory Groups' Performance in Editing Task Session

As illustrated in the graph, students' perfect scores in the task are represented by the red dots that neatly lined up in one straight line. The blue dots that are below the red ones are the pre-test results. We can notice that most auditory learners get ≤ 3 points in their pre-test. It seems that editing task troubles them before they get exposed to the designed treatment. This fascinating progress once again points out the potential influence of the suggested teaching model.

4.5.3.1.3. Kinesthetic Groups

Editing task apparently impedes students' effort to get high scores in the pre-test. The minimum score obtained by kinesthetic learners in the pre-test is 2 point while the maximum score is 4. Such failures do not appear after the treatment, it is

proven by their better performance in post-test where the students get simply 4-5 points as we can see in the following chart.

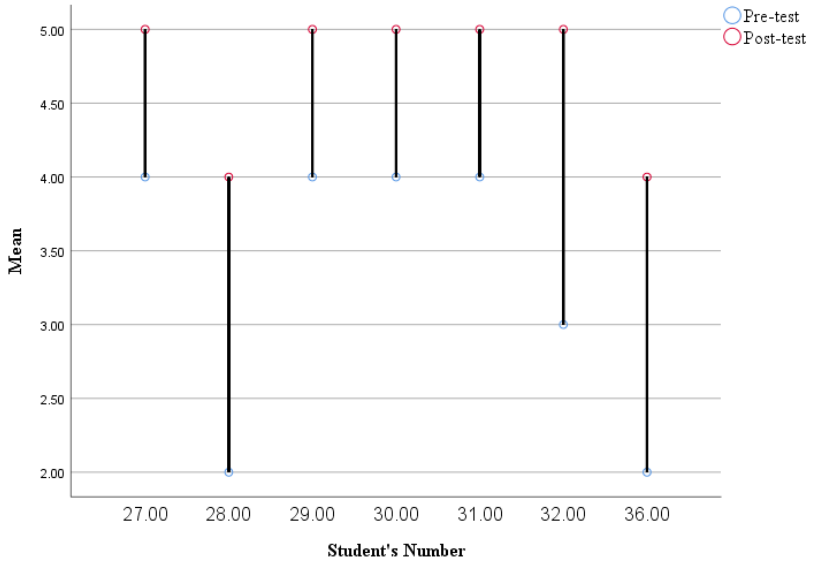


Figure 20. Kinesthetic Groups' Performance in Editing Task Session

Table 25. Kinesthetic Groups' Performance in Editing Task Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Kinest_Pre_Exp	7	2.00	2.00	4.00	3.2857	.95119
Kinest_Post_Exp	7	1.00	4.00	5.00	4.7143	.48795
Valid N (listwise)	7					

There is an enhancement in students' performance indicated by the raise of mean value from 3.2857 up to 4.7143. In line with the preceding analysis, the groups display linear progression after receiving the treatment. Linear progression of the post-test result can be found in SD number decrease of 0.46324 point from that in the

pre-test. It means that the given treatments kind of assist learners to overcome the ambiguities they encounter in editing task.

4.5.3.2. Control Class

The trend of decreasing SD value in editing task apparently also occurs in control class. Though the decrease is not that high as the experimental class has, it can be viewed in the table that students' score distribution is way more prevalent in pre-test (SD = 0.99642) and it goes down to 0.76997 in post-test. These numbers indicates that the post-test score distribution is more homogeneous.

Table 26. Control Class' Performance in Editing Task Session

Descriptive Statistics of Control Class

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	36	4.00	1.00	5.00	3.4167	.99642
Posttest_Control	36	3.00	2.00	5.00	4.5833	.76997
Valid N (listwise)	36					

Despite the raising of mean value in post-test, there are still students who get 2 points only in the test. This means that participants in control class do not go hand in hand with the addressed treatments. In addition, if we examine the range value that only one point difference suggests that the students' progress is not that high.

4.5.3.2.1. Visual Learners

The achievement of visual learners in control class does not seem to show significant progress. The SD value's decrease, however, indicate that the post-test score distribution is more homogeneous and up to linear enhancement. Looking into stagnant range values of the two tests with the raise of post-test mean value 4.58 from 3.41, it can be drawn an inference that more students gain perfect score for editing task. Here is the statistical result of visual learners' performances:

Table 27. Visual Learners' Performance in Editing Task Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Vis_Pre_Cont	24	3.00	2.00	5.00	3.4167	.92861
Vis_Post_Cont	24	3.00	2.00	5.00	4.5833	.82970
Valid N (listwise)	24					

In the following graph, we can see that the major red dots are above the blue ones. It is interesting that the dots of Student Number 51 do not move any single point, meaning she still find the examining the sentences and decide whether they are correct or wrong as confusing matter. During the learning activity, this student was quite active as she often voluntarily answered the questions given in the class. Besides, it looked like she is the ace of the group who in charge of presenting their works. However, speaking skill is quite different with grammar skill. When one looks good in expressing his idea in many utterances, the other might see him as a good

English learner/speaker. Nevertheless, grammatical error in spoken language is sometime neglected as the listeners focus more on what idea conveyed through those utterances. This might be what happened to Student Number 51. Even though she is a good speaker, editing task might be a hindrance for her because in learning English she tends to focus only on how to speak out her ideas rather than producing correct grammatical sentences.

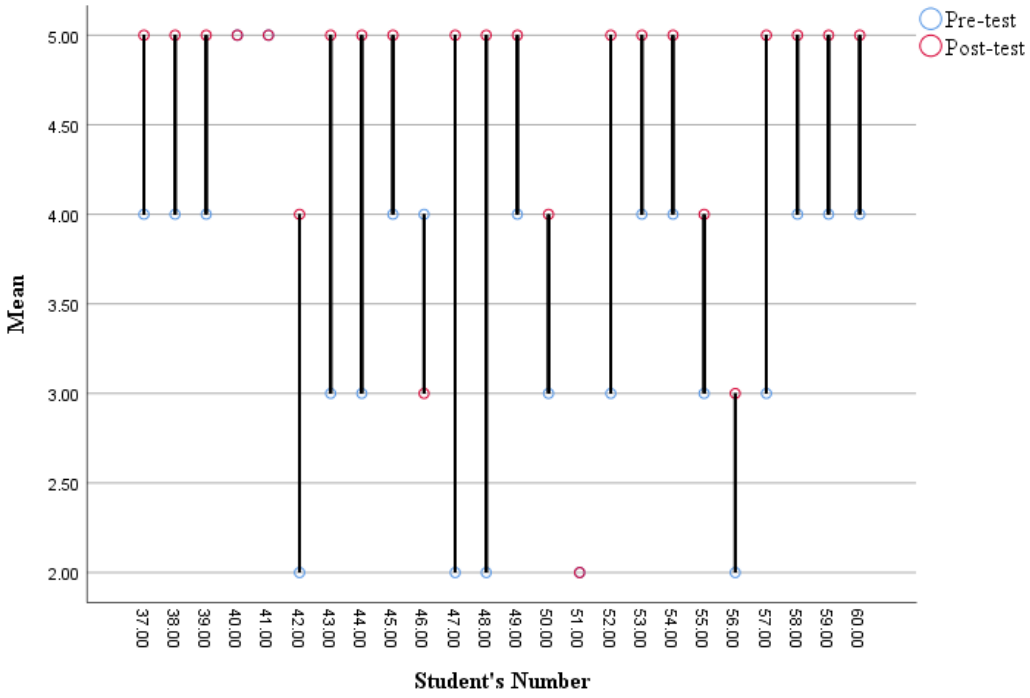


Figure 21. Visual Learners' Performance in Editing Task Session

4.5.3.2.2. Auditory Learners

Students' average progress in editing task of those in control class is gained by auditory learners with the raise of two points in the range value and the SD value that

down into 0.69921 (from SD value of pre-test 1.173). The findings shown in the following table and line chart denotes that these auditory learners are able to overcome the task well both in pre-test and post-test.

Table 28. Auditory Learners' Performance in Editing Task Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Audio_Pre_Cont	10	4.00	1.00	5.00	3.6000	1.17379
Audio_Post_Cont	10	2.00	3.00	5.00	4.6000	.69921
Valid N (listwise)	10					

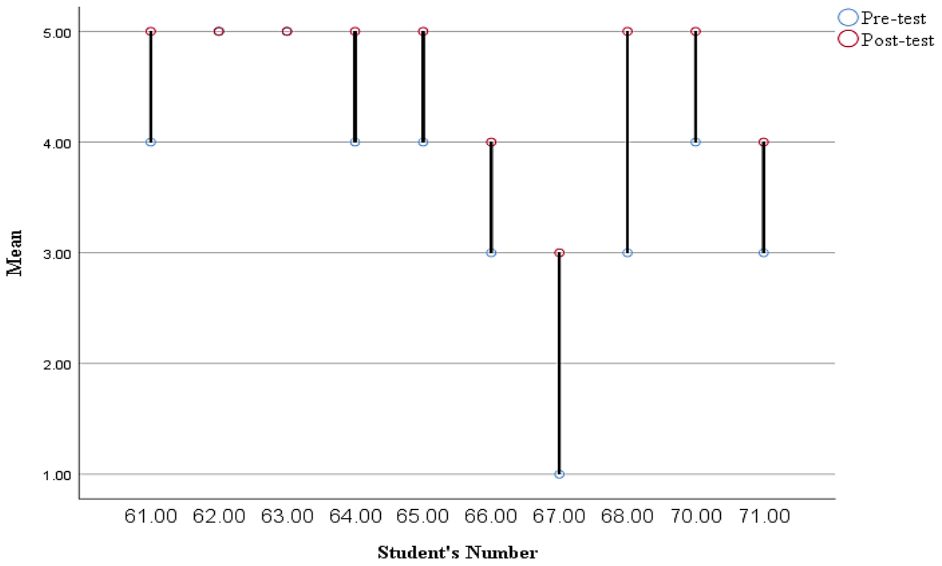


Figure 22. Auditory Learners' Performance in Editing Task Session

Student Number 67, who at first got only 1 point, puts up her best in the post-test and gain 3 points in result. Similar gain also presented by Student Number 68. These two students were in the same group and sat next to each other during the

treatment phase. They were quite silent during the activities and rarely seen discussing the materials with their team mates. Silently investigate and listen to their friends' discussion seem to be their strategy to grab the materials. Taking a closer look to their pre-test and post-test scores which have been analyzed so far, it is discovered that they gain better score in post-test except in cloze task session in which Student Number 68 gets lower score. This prevalent result indicates that silent students are not lazy students but they might find their own 'silent' way to process the given information.

4.5.3.2.3. Kinesthetic Learners

Simple analysis result of kinesthetic learners' achievement in editing task is shown in the chart below:

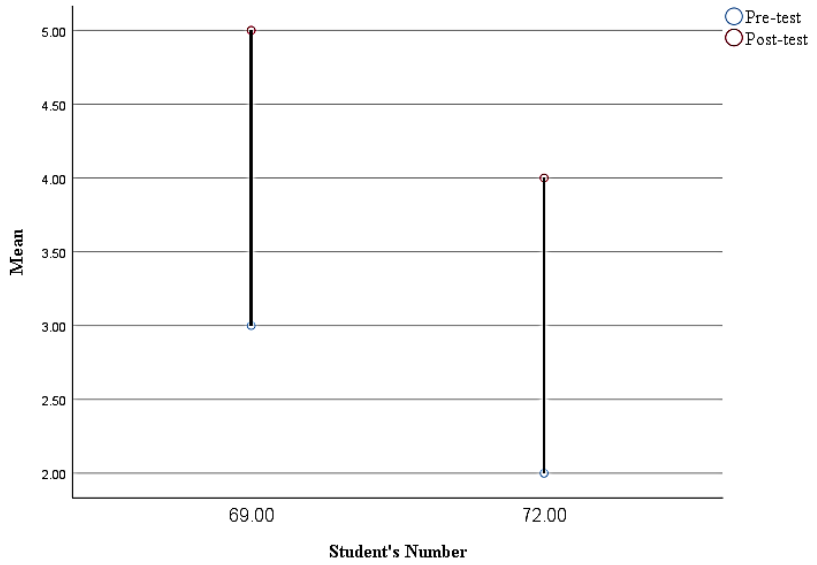


Figure 73. Kinesthetic Learners' Performance in Editing Task Session

Clearly seen in the chart, the two participants gain better score in post-test. Range value of the improvement is steady and so is the SD value. The changes can be seen in the mean value wherein pre-test the mean value is 2.5 and raise up to 4.5 in post-test.

4.5.4. Short answer and gap-filling task

This final task type requires reading and writing performance since the learners need to understand well the question before deciding the answer. The participants need to answer 5 questions in which each question consist of a sentence and a yes/no question related to the information conveyed by that sentence. This task design aims to see whether participants have any idea that grammatical structures of a sentence have meanings and their use is motivated by certain situation.

4.5.4.2. Experimental Class

Among the four task types contained in the test design, this task seems to be the most troublesome for the participants. Short answer task appears to be simple in fashion as the test-takers only need to choose ‘yes’ or ‘no’ as their answers. Howsoever, that decision alone needs careful thought of the idea or information conceived by the sentence and rigid examination on the grammatical rules used in the sentence. Extracting that information and dealing with grammatical structures are the biggest hindrance experienced by the participants.

Table 29. Experimental Class' Performance in Short Answer and Gap Filling Task Session

Descriptive Statistics of Experimental Class						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experimental	36	2.00	.00	2.00	1.4444	.65222
Posttest_Experimental	36	3.00	2.00	5.00	3.9444	.82616
Valid N (listwise)	36					

The pre-test result shown in the table above represents students' whirl in deciding the answers. In pre-test, maximum score gained by the participants is 2 points, while the minimum score is zero. It can be interpreted that the level of students' perplexity before the treatments is higher than that after being introduced to the new model. Their score, after all, perfectly reach 5 points in post-test and 2 points as the lowest score.

The mean value of post-test result is 3.94, showing an increase of 2.5 points from that of the pre-test result. Bigger SD value presented in the post-test result is the consequences of greater range score of both tests. This also indicates that the post-test result is unevenly spread or sort of more heterogeneous compared to the pre-test result.

4.5.4.1.1. Visual Groups

Based on the following table, it can be seen that the analysis result of the range, mean and even the SD value is in harmony with that of whole class analysis as

discussed previously. To investigate further, the graph representing each student's works is also provided.

Table 29. Visual Students' Performance in Short Answer and Gap Filling Task

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Visual_Pre_Exp	20	2	0	2	1.50	.607
Visual_Post_Exp	20	3	2	5	3.95	.826
Valid N (listwise)	20					

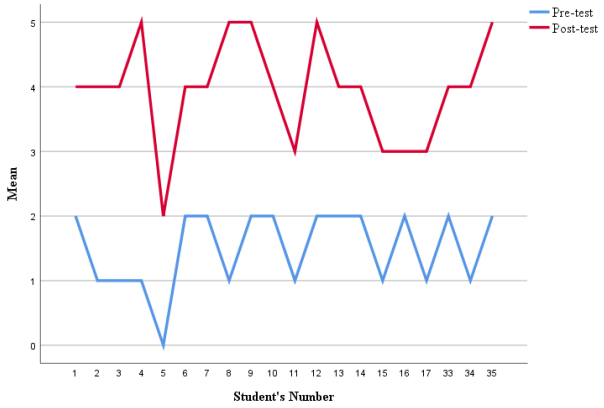


Figure 24. Visual Students' Performance in Short Answer and Gap Filling Task Session

The two lines of pre-test and post-test are clearly separated from each other. In turn, we can assume that each student gains better understanding on the treatment materials conveying the idea of grammar meaning and motivations behind certain grammatical pattern used in a sentence.

4.5.4.1.2. Auditory Group

The following table and line chart display the analysis result of auditory participants' work on the task in both tests:

Table 30. Auditory Students' Performance in Short Answer and Gap Filling Task

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Audio_Pre_Exp	9	2	0	2	1.22	.833
Audio_Post_Exp	9	2	3	5	3.78	.972
Valid N (listwise)	9					

We can see conformable result on learners' better post-test in the table. It can be interpreted as the auditory learners as well as the visuals get introduced to a new insight of past simple and present perfect despite their rules that have been long settled in students' memory. At the beginning of the treatment, it is found that students undoubtedly have memorized the grammatical rules of the two tense as the result of more traditional drilling given by their teacher. Anyhow, when they have to bring the rule into a complete sentence, it appears to be a mess. Most of the sentences they produced were overlapped between past simple and present perfect. Obviously, they did not have adequate input on when to use those tenses.

Figure 25. Auditory Students' Performance in Short Answer and Gap Filling Task

4.5.4.1.3. Kinesthetic Group

Unlike the previous two groups, kinesthetic participants display better score in post-test. Surpassing the previous group's post-test mean value with 4.14 over 3.7, it appears that the role play they had in the treatment stage effectively built that motivation-awareness of grammar use.

Table 31. Kinesthetic Students' Performance in Short Answer and Gap Filling Task Session

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Kinest_Pre_Exp	7	1	1	2	1.57	.535
Kinest_Post_Exp	7	2	3	5	4.14	.690
Valid N (listwise)	7					

The following graph vividly how kinesthetic learners gain much better result in the latter test. Student Number 27 stands out with the big loop on his result. He only

got one correct answer at pre-test and amazingly he got all the right answers at after-treatment test. From the very beginning of the treatment, this kid showed bigger interest to the material compared to the others in the class. Even, in one meeting when students were offered to make a full-correct sentence in front of the class and explain his idea, he tried many times without showing any intention to give up even after many failures. Then, it proves that the teaching model proposed in the study does not the only factor affecting student's performance. Learner's motivation definitely plays an important role in successful learning.

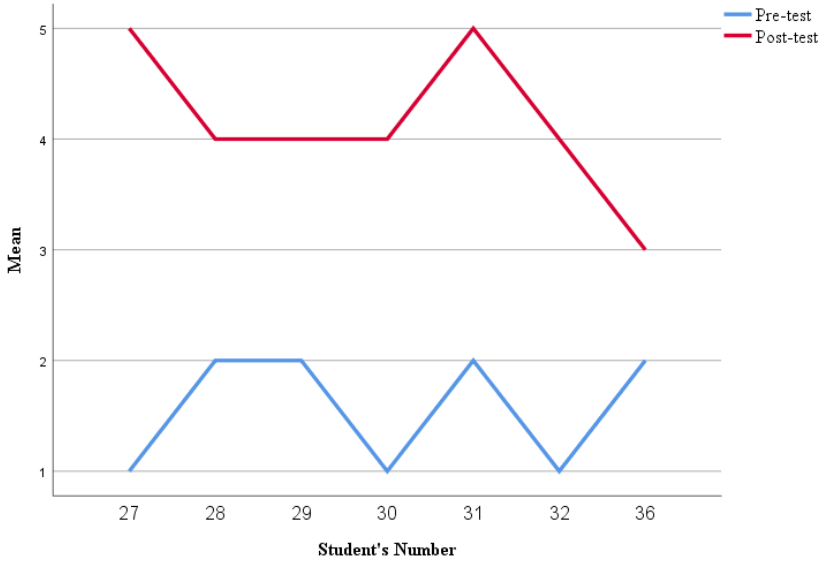


Figure 26. Kinesthetic Students' Performance in Short Answer and Gap Filling Task Session

4.5.4.2. Control Class

To begin with, we are going to examine the statistic result of the class as provided in the table below:

Table 32. Control Class' Performance in Short Answer and Gap Filling Task

Descriptive Statistics of Control Class						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	36	5	0	5	1.75	1.204
Posttest_Control	36	5	0	5	3.17	1.464
Valid N (listwise)	36					

The overall result of both tests shows that there are students who do not improve their score even after the treatment. However, outlining the mean value, there is an increase from pre-test result of 1.75 to 3.17 for the result of students' post-test. Higher SD value of post-test implies that there is an uneven spread of test result though the range value does not show any change.

4.5.4.2.1. Visual Learners

Being majority in the class, the result of visual learners' performance does not differ much from the overall statistic result that previously has been provided. Yet, that small difference lies on the mean value of the tests. There is an increase but it is relatively lower than we have in the previous discussion of that all students enrolling the control class. With a raise up to 2.91 from 1.62, visual learners seem to fail from getting an insight to deal with extracting information from the tense used in the given task.

Table 33. Visual Learners' Performance in Short Answer and Gap Filling Task

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Visual_Pre_Cont	24	5.00	.00	5.00	1.6250	1.24455
Visual_Post_Cont	24	5.00	.00	5.00	2.9167	1.41165
Valid N (listwise)	24					

Unlike the visual students in experimental class who significantly gain better score in post-test altogether, the bars presented below indicate that several students still struggle in finishing the task. Out of 24 participants, only 5 of them get high score in post-test while the others still get ≤ 3 points in the task. It can be rendered a suggestion that the treatment given in control class is less effective to help learners understand the essence of grammatical pattern used in a sentence. However, it can be denied that CG approach is best when it comes to this concern. Its view on grammar as a meaningful linguistic set and its use is motivated by certain situation makes the approach noteworthy in pedagogical grammar.

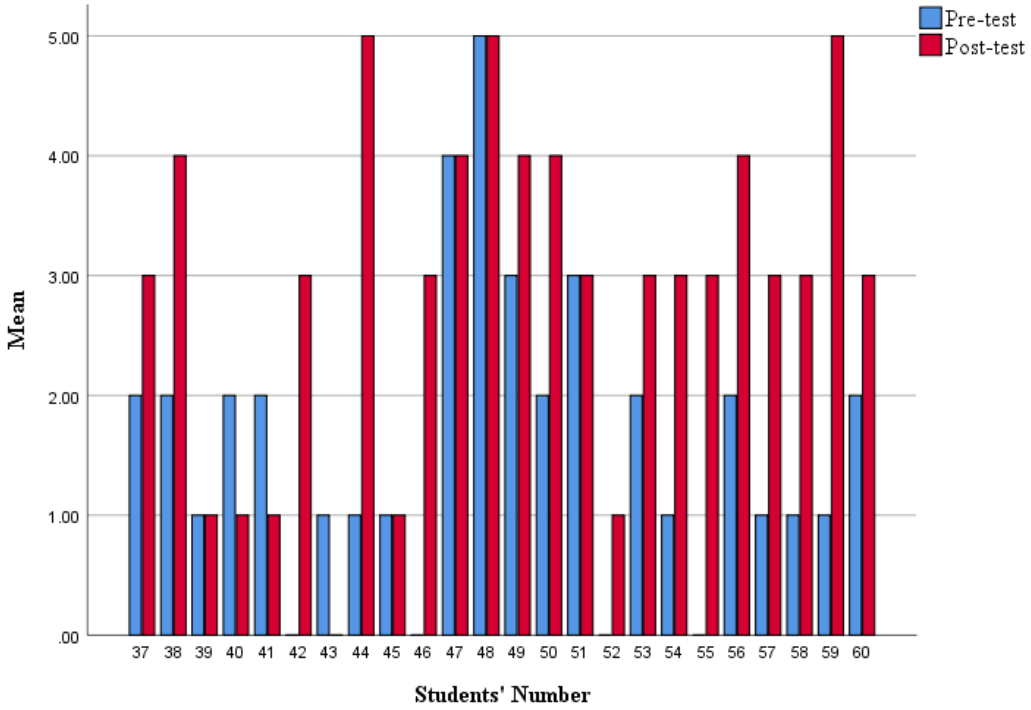


Figure 27. Visual Learners' Performance in Short Answer and Gap Filling Task Session

4.5.4.2.2. Auditory learners

Likewise the visuals, auditory learners' mean value also increase 1.2 point, 0.1 higher than that of visual participants, from 2.2 to 3.7. Anyway, looking at the graph later, it is found that the achievement of 1 student seems to bring down the mean value as he only gets 1 correct answer in the pre-test and in his later test, he gets nothing. The struggle of most visual learners seems to be happened to this kid as well.

Table 34. Auditory Learners' Performance in Short Answer and Gap Filling Task

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Audio_Pre_Cont	10	3.00	1.00	4.00	2.2000	1.03280
Audio_Post_Cont	10	5.00	.00	5.00	3.7000	1.63639
Valid N (listwise)	10					

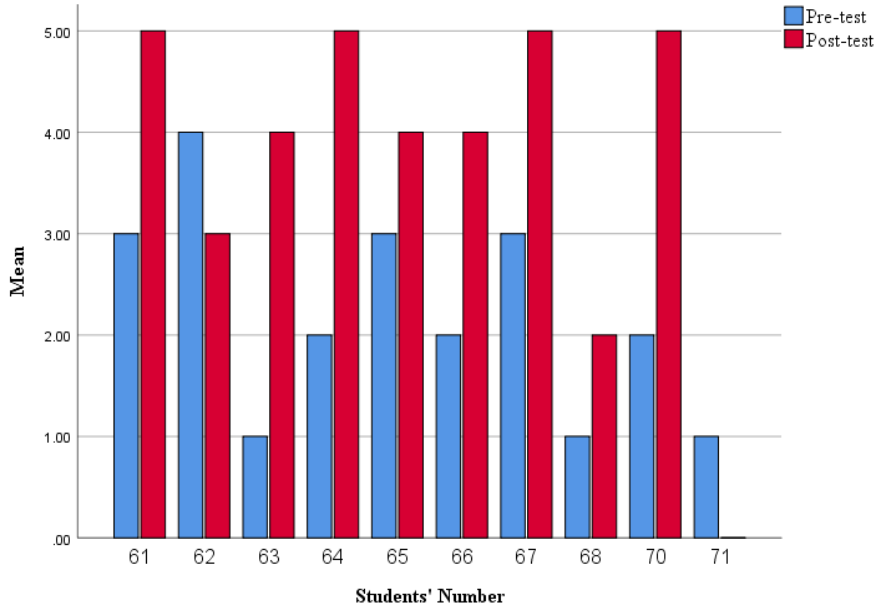


Figure 28. Auditory Learners' Performance in Short Answer and Gap Filling Task Session

Anyway, the bars above show that most auditory learners display progress in their post-test result. There are 7 students, out of 10, get high score and even 4 of them get perfect score. Then it can be said that auditory learners get a better deal with the given treatment compared to visual students. The reason might be their good listening skill that is required when the instructor deliver information regarding the grammatical structure used in sentence as well as the functions of both tenses.

4.5.4.2.3. Kinesthetic Learners

Since there are only two learners, as the previous discussion, the result indicates that Students Number 69 absorb the given material better his only friend. However, seeing the overall result that has been presented at the beginning part of control task analysis, most students in the control class seem to have similar problem in outperform the short answer and gap filling task. As previously stated, the reason might be the absence of CG approach in the given material.

Table 36. Kinesthetic Learners' Performance in Short Answer and Gap Filling

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Kinest_Pre_Cont	2	2.00	.00	2.00	1.0000	1.41421
Kinest_Post_Cont	2	1.00	3.00	4.00	3.5000	.70711
Valid N (listwise)	2					

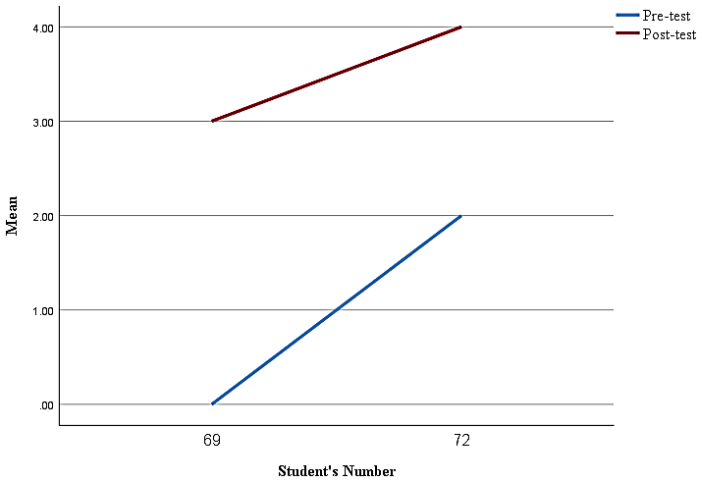


Figure 29. Kinesthetic Learners' Performance in Short Answer and Gap Filling Task

After examining students' achievement in each task, the following graph provided a compact summary of the whole discussion.

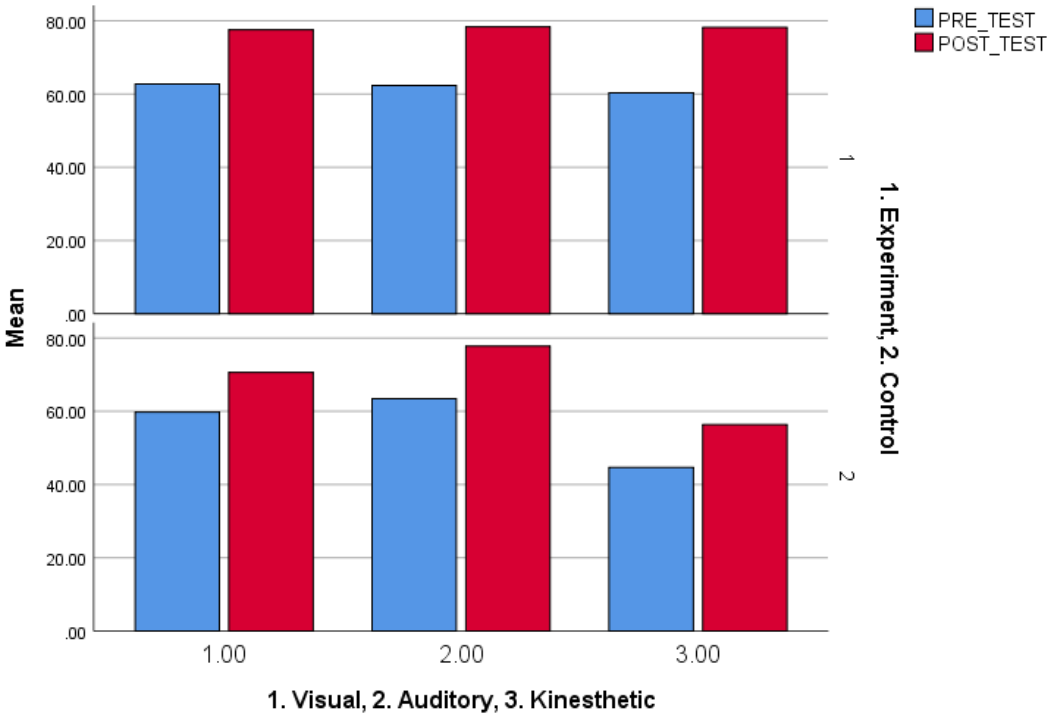


Figure 30. Students' Achievement in Pre-test and Post-test

In this overall result, we can see that both treatments applied in the study can improve students' grammatical competence. Though both classes yield better performance in post-test, experimental class slightly brings better progress than that of control class. Regarding the insignificant difference that we find in the graph, we can assume that both treatments worked out in the study are effective to help learner to overcome their problematic grammatical issues.

To summarize, there are at least three important findings in the study: visual learning style is the most dominant in EFL class rather than the other two learning styles; auditory and kinesthetic. TBLT is undoubtedly effective in EFL class, with or without cognitive grammar approach. Although the finding shows that there are better improvements in both applied TBLT model, the one with cognitive grammar approach and learning style-based groups shows greater results. This conforms that TBLT is one of the best way to deal with various learning styles in one class, and the last is accommodating students' preferred learning styles to teaching strategy can benefit students to grab the learning material.

4.6. Pedagogical Implication of TBLT, CG approach and Learning Styles in EFL Class

The analysis results of students' achievement in the previous part indicate that students with different learning styles respond differently to the given treatment and task types. This is in line with the previous works that suggested the harmony between students' preferred learning styles and the combination of instructional methodology and materials enables students to perform well, feel confident and experience low anxiety. Conversely, if clashes occur between students' learning style preferences and the teaching methodology as well as the materials, students often perform poorly, feel less confident and experience significant anxiety. These conflicts

may also lead to the dispirited student's outright rejection of the teaching methodology, the teacher, and the subject matter.

To see the implication of each task types on each learning styles, let us investigate the following graphs:

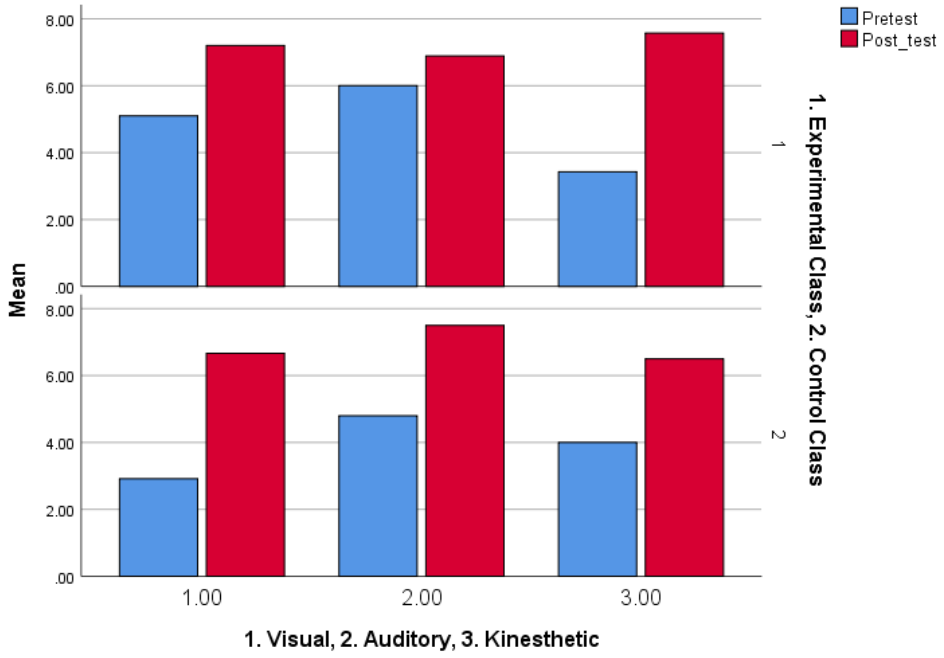


Figure 31. Multiple-Choice Session of Experimental and Control Class

The illustration above is conjoined analysis result of both experimental and control class. The kinesthetic learners in experimental group show best progress in this session. Contrary to it, those kinesthetic students attending control class do not seem to perform any significant improvement. Note that the bigger gap in the graph of kinesthetic learners in control class reflects the achievement of only two students

who one of them has same score in pre-test and post-test and the other only gain 1 point difference.

Visual learners, on the other hand, show us the opposite condition at which best progress shown by those in control class and the least progress in experimental class. It cannot be separated from different treatment they had in both classes. Because in experimental class the students are exposed to the material suit to their learning style preference, each student might feel less anxious and comfortable during learning process which leads them to get better score at post-test. Whereas in the control class, kinesthetic learners which in this case is minority might struggle a little bit more as the instructor does not pay attention to their specific needs, such as doing physical activities to grab the concept better.

After all, we need to see closer the gap of both groups which indicates greater progress in control class than in experimental class. It means that the proposed teaching design in control class is way more effective than the CG-based and learning style-based TBLT applied in experimental class. Here, we are discussing not only about the number itself, but the progress of students' achievements should be the main indicator of which teaching model is best to apply in EFL class.

The following bars represent the cloze task result of both classes:

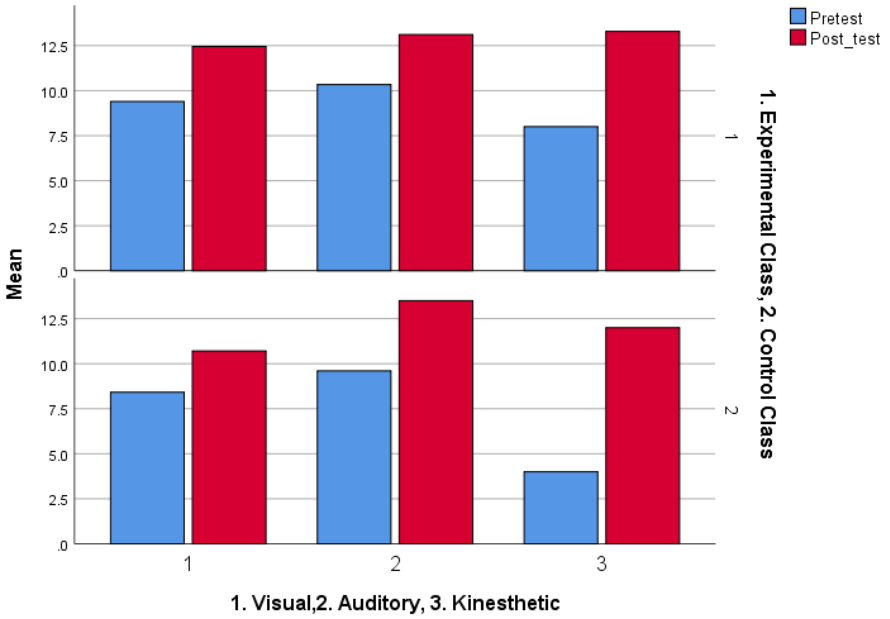


Figure 32. Experimental and Control Class' Performance in Cloze Task Session

We can see through the bars that kinesthetic and auditory learners of control class show greater progress than those of its visual learners. Whereas the result of experimental class shows that visual learners gain the least progress compared to the other two learning styles. Though the difference is not significant, it can be assumed that the treatment given to those visual learners was not as effective as the treatment given to the other groups. Overall, based on those findings, we can say that students in both classes have shown better performance in general. It indicates that the given treatments in both classes are effective to help students to cope with cloze task.

We can see the positive impact of the given treatment to the students in the editing task result below:

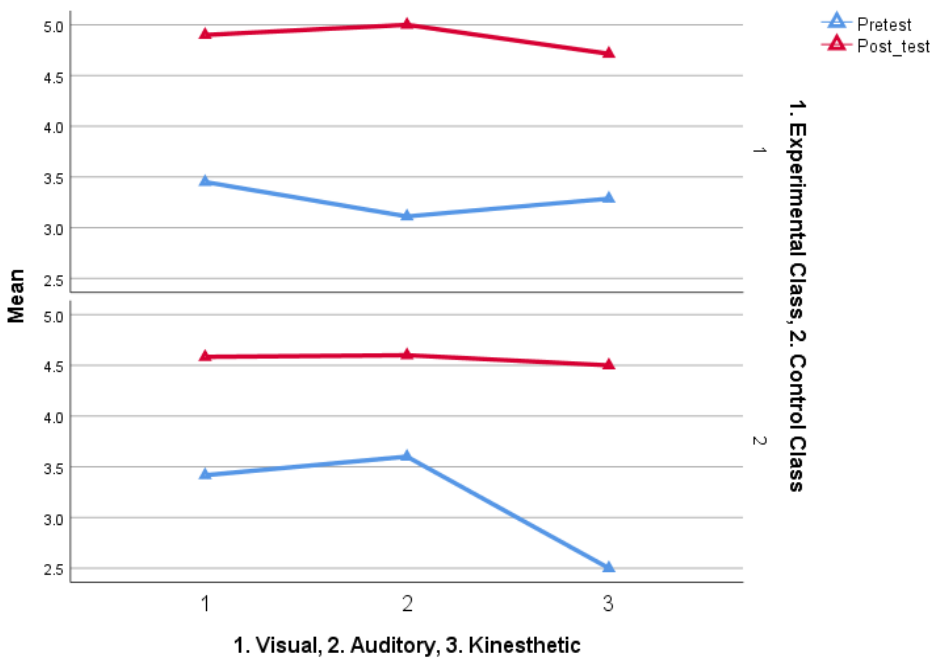


Figure 33. Experimental and Control Class' Performance in Editing Task Session

Both classes show better performance in post-test, meaning the applied treatments have successfully assisted students to reach better score. Yet, the study does not only focus on students' achievements. Which teaching model is more effective than the other is the main aim of the present study. Thus, the gap between pre-test score and post-test score plays an important role in considering the effectiveness of both designed teaching model. The chart above clearly shows that the model applied in experimental class is way more beneficiary to the students, especially to cope with editing task.

Other finding we can discover through the chart is that after being exposed to the designed model, auditory learners are best when it comes to editing task. The

significant progress of those control class' kinesthetic learners compared to those in experimental class indicates that the CG-ed materials given to them is less effective for them to deal with this kind of task. The less effective of the given treatment can be related to the designed material or can be the result of the lack of time in treatment application because physical activities for those kinesthetic students are more time-consuming than the treatment given to the other learning style groups.

The short answer and gap filling task shows the best result in the present work. In this task type, students are required to examine carefully the given sentences and then answer the questions related to those sentences. Students who understand better the concept of the two tenses will perform better than those who do not. Since the experimental students are exposed to the concept of past simple and present perfect by means of CG-ed materials, they have deeper understanding than those of control class' students. Undoubtedly, the presence of CG approach in the material can give students better awareness how to use certain grammatical structure. The emphasis of 'motivation', 'perspective' and 'certain situation' is brought together to the students during the experimental treatment whereas the control class receives the treatment containing only the use of both tenses and how to differ them in structural view.

As we can see in the table below, experimental students perform better than the students in control class.

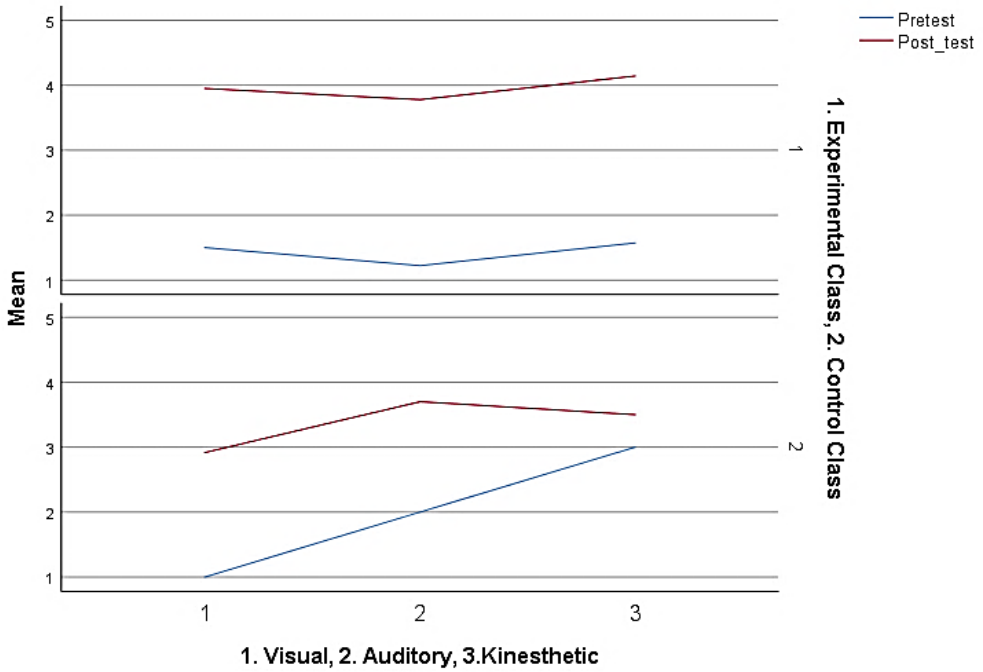


Figure 34. Experimental and Control Class Performance in Short Answer and Gap Filling Task Session

Students' better achievement in post-test indicates that the proposed teaching model is worth applying in EFL classroom. I believe that each variable involved in the study has several pedagogical implications in grammar teaching. CG approach involvement in the study proves that students understand better the use of two tenses along with using appropriate pattern in certain situation which is important for EFL learners. Students' learning style preferences which are taken into consideration in addressing the material lead to better cooperation between student and the lecturer and also among the students themselves. Being grouped with their friends who have similar learning styles makes them more comfortable in discussing the materials and working on the given tasks. Since they are treated equally, there is no student who

feels being abandoned and ignored during learning activities which encourages them to build better interaction with the teacher. The last variable which acts as an umbrella in the study is TBLT. Undoubtedly, it has positive implication in language pedagogy. Its linear connection with K13 makes it useful in Indonesian EFL class. By means of this approach, students are required to do tasks in order to gain a better understanding of language use in real-life context. Thus, we can say that it is closely related to CG approach which emphasizes the grammatical pattern as the meaningful unit in the language use. Those three variables build a linked schema which relates each other and can be used in developing teaching method in EFL class as follows:

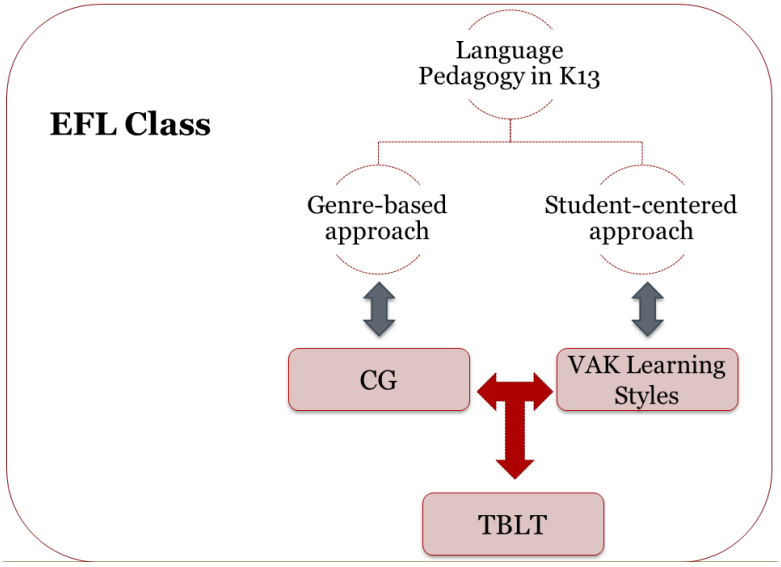


Figure 35. Schema of Variables in the Study

The problematic grammar pedagogy in K13 can be solved by the above theoretical design. Taking a closer look to the material from the official book from

Kemdikbud, we can barely say that there is grammar focus in each section. However, based on the observation, the teacher seemed to be less creative in using it to enrich the material. By means of cognitive grammar, the teacher still can explore the grammar focus during text discussion. By investigating each sentence' rule and meaning, teacher can develop students' awareness in what context they use certain grammatical pattern. As set in the core competence, past simple and present perfect tense are brought together within narrative and recount text. The grammar focus then can be delivered along with sequence of event the text has. This strategy can be applied in form of grouped or individual tasks. If the treatment of the study only concerned on the meaning interpretation of certain sentences within the text, the teacher can explore more by connecting it to each sequential events to get chronological idea of the given text.

Through this strategy, the cognitive materials in the book can be delivered successfully to the students. Teacher's perspective on teaching grammar should be conducted via traditional drilling has to be changed. This idea was abandoned long ago since the result would be students who can only produce correct grammatical form but might be meaningless.

Different cultural concept of time (which in English grammar is called tense) is another complex problem for students. In English, time is so precious that they have tense marker to differ each time changes. Again, this cultural hindrance can be solved by CG approach. By giving adequate explanations on the different concept and

examples given within functional, social and discourse context, the students can understand the concept of tense easier. Teaching grammar cannot only be seen as pattern and rule recitation anymore. Teachers should put them into sentence or other expression with given situation and allow students to have their own perspective to construe the situation so that they will understand deeper their motivation which stimulate them to use certain grammatical pattern.

Though the application of cognitive grammar by basis of learning styles in EFL class is proven to be effective through this work, it must be noted that the application of the approach is only to help students in understanding the concept of tense and aspect. It is not wise when the students are exposed to the thorough concept of cognitive grammar since it might confuse the students rather than ease them to understand the materials. Teachers, on the contrary, need to be friends with this concept as the K13 alone requires them to do so. The grammar materials in the formal book, in my opinion, would be best delivered by means of this approach. Thus, we can conclude that cognitive grammar application in EFL class relates more to the teachers in terms of enriching their competencies in developing strategies and materials. Students are hopefully can get maximum benefit from those developed materials which result in better grammar competency.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the discussion in the previous chapter, it can be assumed that developing the grammar material with cognitive grammar approach and learning style consideration within TBLT is noteworthy in pedagogical grammar. The cognitive approach is essential in EFL issue due to the different concept of time between English and Indonesian language. Comparing both cultures might also be a good alternative to encourage students' awareness of using appropriate grammatical patterns in certain situations. This study conforms to Langacker's statement that cognitive grammar is the best approach to teach grammar in EFL class since it enables students to see the grammatical unit as a meaningful item in the language. The concept of meaningful tenses reflected in the verb change can be described well through this approach, which might be difficult to achieve via traditional grammar.

Above all, we can leave learning style consideration in language pedagogy. Matching teaching strategy to students' preferred learning styles is crucial to ease the students in dealing with the given materials. Bringing together with cognitive grammar approach, considering learning styles into teaching strategy have proven to be effective in grammar pedagogy. This confirms Kermer's idea (2016) to take

account students' individual uniqueness into CG research since each learner has different preference in the way of processing and organizing information.

In the task analysis, it is revealed that cognitive grammar is the most effective to help learners to deal with short answer and gap filling task which required them to understand the meaning of the grammatical pattern put in a sentence. Regarding that our native language system, Bahasa Indonesia, does not have the concept of tense and aspect, cognitive grammar enlighten us to deliver those concept by constructing the grammatical meaning through relating it to students perceptions, experience and temporal relation. This may take longer time than the traditional method, but it is worth doing to make students comprehend better the concept and the usage of tense and aspect.

The application of TBLT by grouping the students based on their learning styles is proven effectively improve students' performance. So, this strategy should be developed more in the classroom to make the learning process more effective and interesting for the students. Moreover, this strategy is in line with Kurikulum 13 making it worthwhile to be employed in formal school. About the prevailing system in formal school that does not enable teachers to deliver separate materials suit to students' preferences, multisensory teaching is one good strategy to apply for students' benefits. Materials in language learning is mostly audio visual that simply only those who visual and auditory can cope well with. It is in teachers' hands to make sure that kinesthetic learners get their 'own' materials so that they will not feel

uneasy during learning activities. It is important to note that the uneasy feeling can lead students to be demotivated and hesitant in taking part into the activities. If this problem continues and no one has an eye for it, then it might be tough for them to perform better in the class.

5.2. Suggestion

Despite the empirical evidence of cognitive grammar approach delivered using TBLT and learning styles consideration, the researcher admitted that there are affective factors that had not yet included in the present research. There are affective factors that can affect students' performance and academic achievement, such as motivation, anxiety, self-confidence, etc. Accordingly, further research in the similar topic should take account those factors to make it produce more valid results.

This present study only investigates visual, auditory and kinesthetic learning styles instead of many more learning styles that might be preferred by the students as well. During the treatment phase, I noted that some learners are extrovert who can perform better in grouped work and some are introvert who tend to be silent learners. As Gass and Selinker (2008) stated, the probable solution to deal with those learners is giving them different tasks with different teaching strategy as they might benefit from certain tasks and less benefit from the other kind of tasks. As the study is mainly contains grouped task, future study should regard individual task as well so that introvert students can show their best performance as well as those who are extrovert.

Due to the less significant result of the learning styles and students' performance in most task types, further research should attempt to set more appropriate and effective task type for the students based on their learning style preferences. Other factors also can be included in the next research to get more significant result

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APPENDIX 1

LEARNING AND TEACHING ACTIVITIES

OBSERVATION NOTES
(GOSLING, 2000)

Observation Notes

This proforma is designed to help you undertake observation of peers and may be used in a variety of teaching and learning sessions - both tutor-led sessions and students' independent learning sessions.

Pre-observation meetingldiscussion

Note here the information you gathered from the pre-observation meeting.

Introduction
Were the objectives of the session made clear to the class?
Were the anticipated learning outcomes for the session identified?
Did the class begin on time?
Was the structure of the session clear?

Summative comments
Planning and Organisation

Did the tutor relate the session to previous sessions and set it in the overall context of the Unit/Module? Did s/he set out the structure of the session at the start? Did the session appear to be well-planned and organised

Methods/Approach

Were the methods/approach taken suitable to achieve the learning objectives set? What other alternative approaches could have been taken?

Delivery and Pace:

Did the pace and delivery seem appropriate for the students present?
Were any aspects, in your view, dealt with too briefly/with too much elaboration?
Did the session seem rushed/too drawn out?

Content

Where you feel qualified to make comment, did the content seem accurate, up-to-date?
Were examples given?
Was the session pitched at the appropriate level for the students present?
Did the content match the needs of the students?

Student Participation

Were students invited to participate?
How was participation managed? Did it appear to be carefully planned?
Did participation enable the tutor to check the students' understanding of the material/approach?

Use of Learning Resources

Were OHTs used?
Were they professionally produced and free from error?
Were they clearly produced and in a suitable font size?
Were other resources used, e.g. slides, video?
Did the students get hand-outs?
Were they well-produced?
Did the resources contribute to the session or detract from it?)

Use of Accommodation

Was the accommodation suitable for the session?
Were the seating arrangements appropriate?
Did there appear to be any Health and Safety issues?

Overall style and ambience

Did the tutor appear confident in delivery?
Did s/he convey enthusiasm? Was s/he clear and audible?
Did the session seem to "go well"? Was there good rapport with the students?
Were students attentive/bored? Did they seem to "engage with the session"?
Did the tutor have good presentation skills? Was there good eye contact with students?
Did the tutor seem sensitive to the "mood" of the students?

Summary

Summarise the main points which you wish to feed back to the teacher. Identify key strengths and areas that need attention.

APPENDIX 2

Name: ……..
Class: ……..

Rebecca Oxford's STYLE ANALYSIS SURVEY (SAS)

INSTRUCTIONS: For each item, circle your immediate response as follows:

1 = *never*
2 = *sometimes*
3 = *very often*
4 = *always*

HOW I USE MY PHYSICAL SENSES TO STUDY OR WORK

NO.	Question	Score			
1.	I remember something if I write it down	1	2	3	4
2.	I take a lot of notes	1	2	3	4
3.	I can visualize pictures, numbers or words in my head	1	2	3	4
4.	I prefer to learn with video/TV more than other media.	1	2	3	4
5.	I underline or highlight important parts as I read	1	2	3	4
6.	I use color coding to help me as I work.	1	2	3	4
7.	I need written directions for tasks.	1	2	3	4
8.	I get distracted by background noises.	1	2	3	4
9.	I have to look at people to know what they are saying.	1	2	3	4
10.	I am more comfortable when the walls where I study or work have posters or pictures on them	1	2	3	4
11.	I remember things better if I discuss them out loud.	1	2	3	4
12.	I prefer to learn by listening to a tape rather than reading.	1	2	3	4
13.	I need oral directions for my tasks.	1	2	3	4
14.	Background sounds help me think.	1	2	3	4
15.	I like to listen to music when I study or work.	1	2	3	4
16.	I can easily understand what people say even if I can't see them	1	2	3	4
17.	I remember better what people say than what they look like.	1	2	3	4
18.	I easily remember jokes I hear.	1	2	3	4

NO.	Question	Score			
19.	I can identify people by their voices	1	2	3	4
20.	When the TV is on, I listen to the sound more than I watch the pictures	1	2	3	4
21.	I'd rather just start doing things than pay attention to the directions	1	2	3	4
22.	I need frequent breaks when I work or study.	1	2	3	4
23.	I move my lips when I read silently	1	2	3	4
24.	I avoid sitting at a desk when I don't have to	1	2	3	4
25.	I get nervous when I sit too long.	1	2	3	4
26.	I think better when I can move around.	1	2	3	4
27.	Manipulating objects helps me to remember things	1	2	3	4
28.	I enjoy building or making things	1	2	3	4
29.	I like a lot of physical activities	1	2	3	4
30.	I enjoy collecting things -cards, stamps, coins etc.	1	2	3	4

Thank you!

Validity Test Result

		Visual
Visual 1	Pearson Correlation	.376**
	Sig. (2-tailed)	.001
	N	72
Visual 2	Pearson Correlation	.568**
	Sig. (2-tailed)	.000
	N	72
Visual 3	Pearson Correlation	-.002
	Sig. (2-tailed)	.986
	N	72
Visual 4	Pearson Correlation	.194
	Sig. (2-tailed)	.102
	N	72
Visual 5	Pearson Correlation	.496**
	Sig. (2-tailed)	.000
	N	72
Visual 6	Pearson Correlation	.444**
	Sig. (2-tailed)	.000
	N	72
Visual 7	Pearson Correlation	.455**
	Sig. (2-tailed)	.000
	N	72
Visual 8	Pearson Correlation	.488**
	Sig. (2-tailed)	.000
	N	72
Visual 9	Pearson Correlation	.595**
	Sig. (2-tailed)	.000
	N	72
Visual 10	Pearson Correlation	.510**
	Sig. (2-tailed)	.000
	N	72
Visual	Pearson Correlation	1
	Sig. (2-tailed)	

N	72

		Auditory
Auditory 1	Pearson Correlation	.446**
	Sig. (2-tailed)	.000
	N	72
Auditory 2	Pearson Correlation	.335**
	Sig. (2-tailed)	.004
	N	72
Auditory 3	Pearson Correlation	.407**
	Sig. (2-tailed)	.000
	N	72
Auditory 4	Pearson Correlation	.509**
	Sig. (2-tailed)	.000
	N	72
Auditory 5	Pearson Correlation	.554**
	Sig. (2-tailed)	.000
	N	72
Auditory 6	Pearson Correlation	.566**
	Sig. (2-tailed)	.000
	N	72
Auditory 7	Pearson Correlation	.405**
	Sig. (2-tailed)	.000
	N	72
Auditory 8	Pearson Correlation	.429**
	Sig. (2-tailed)	.000
	N	72
Auditory 9	Pearson Correlation	.238*
	Sig. (2-tailed)	.044
	N	72
Auditory 10	Pearson Correlation	.194
	Sig. (2-tailed)	.103
	N	72
Auditory	Pearson Correlation	1
	Sig. (2-tailed)	
	N	72

		Kinesthetic
Kinest 1	Pearson Correlation	.493**
	Sig. (2-tailed)	.000
	N	72
Kinest 2	Pearson Correlation	.549**
	Sig. (2-tailed)	.000
	N	72
Kinest 3	Pearson Correlation	.352**
	Sig. (2-tailed)	.002
	N	72
Kinest 4	Pearson Correlation	.559**
	Sig. (2-tailed)	.000
	N	72
Kinest 5	Pearson Correlation	.527**
	Sig. (2-tailed)	.000
	N	72
Kinest 6	Pearson Correlation	.415**
	Sig. (2-tailed)	.000
	N	72
Kinest 7	Pearson Correlation	.398**
	Sig. (2-tailed)	.001
	N	72
Kinest 8	Pearson Correlation	.674**
	Sig. (2-tailed)	.000
	N	72
Kinest 9	Pearson Correlation	.566**
	Sig. (2-tailed)	.000
	N	72
Kinest 10	Pearson Correlation	.465**
	Sig. (2-tailed)	.000
	N	72
Kinesthetic	Pearson Correlation	1
	Sig. (2-tailed)	
	N	72

Reliability Test Result

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Visual 1	73.1528	71.624	.018	.709
Visual 2	73.4722	67.041	.414	.684
Visual 3	72.9167	69.486	.208	.697
Visual 4	73.1806	70.122	.112	.703
Visual 5	73.1528	71.004	.035	.710
Visual 6	73.7222	68.429	.176	.700
Visual 7	73.4306	68.418	.240	.694
Visual 8	72.9444	73.236	-.101	.723
Visual 9	73.3889	68.523	.228	.695
Visual 10	73.9028	64.652	.431	.679
Auditory 1	73.1111	67.593	.319	.689
Auditory 2	73.4444	69.124	.189	.698
Auditory 3	73.3889	67.480	.369	.687
Auditory 4	74.0139	69.845	.115	.704
Auditory 5	73.1944	70.187	.083	.707
Auditory 6	73.6667	70.873	.127	.701
Auditory 7	73.6111	66.945	.402	.685
Auditory 8	73.0833	67.261	.302	.690
Auditory 9	73.0972	72.061	-.003	.709

Auditory 10	73.6111	72.973	-.080	.715
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Kinest 1	74.0139	67.620	.273	.692
Kinest 2	73.1111	66.269	.294	.690
Kinest 3	73.3333	69.296	.140	.702
Kinest 4	73.9167	67.204	.338	.688
Kinest 5	74.5000	66.563	.470	.681
Kinest 6	73.5833	67.373	.344	.688
Kinest 7	73.6806	69.037	.195	.697
Kinest 8	73.4306	61.939	.628	.662
Kinest 9	73.4722	66.309	.338	.687
Kinest 10	73.4722	65.774	.359	.685

APPENDIX 3

Sample of Introduction Material of Present Perfect Tense

Read the passage below!

Meeting My Idol

Afgan has always been my favorite singer. I have always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who have waited excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history. *(Taken from English Textbook, Kemdikbud, 2017)*

Task 1

1. Find the sentences which contain the word 'have' in the text!
2. Can you understand those sentences' meaning?
3. Write down the meaning of 'have' as you read the text!

Task 2

1. Write down your own sentences using 'have'!
2. Explain the meaning of your 'have'-s in your sentences in front of the class!

Task 3

Examine the sentences below and determine the different meaning of 'have'!

1. I was surprised when a big birthday cake suddenly showed up from under the table. It <u>has been hidden</u> there for my surprise birthday party.
2. Today, we <u>have to present</u> our paper in front of the class. I'm very nervous.
3. I really want to <u>have an autograph</u> of my favorite football player, Lionel Messi, on my jersey.

APPENDIX 4

Sample Materials for Visual Group
Task-Based Language Teaching with Cognitive Grammar Approach

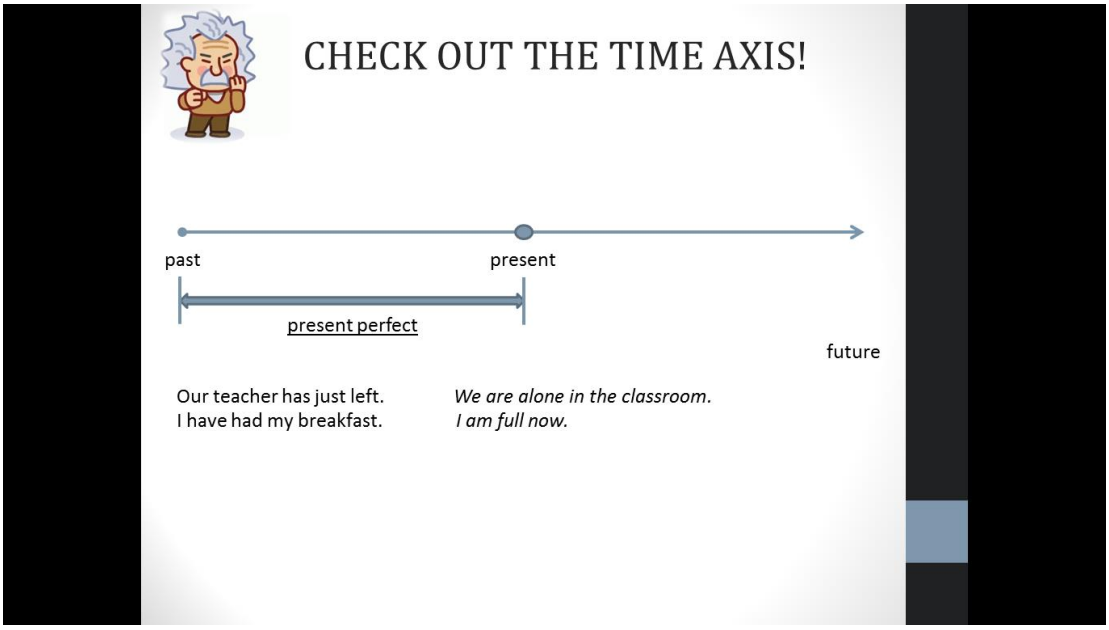
Handout

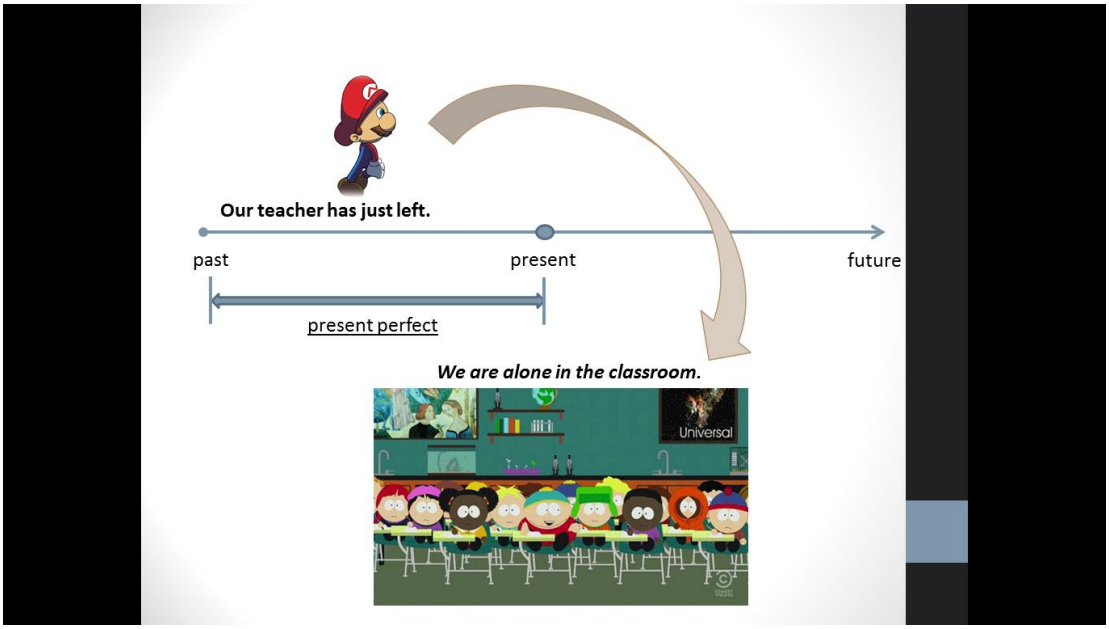
PAST SIMPLE VS PRESENT PERFECT

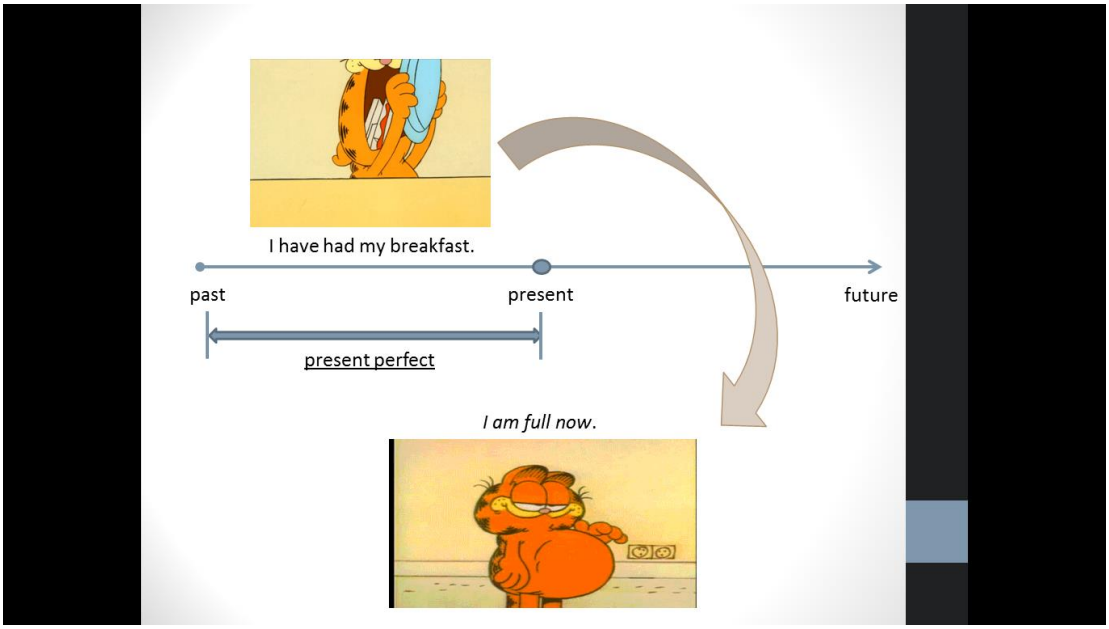
-A COGNITIVE GRAMMAR APPROACH-

- Our teacher has just left. We are alone in the classroom.
- I have had my breakfast. I am full now.
- I have studied hard, I am sure I can get the highest score.
- I haven't had my breakfast yet. I am little bit hungry now.

LOOK AT THE SENTENCES ABOVE!

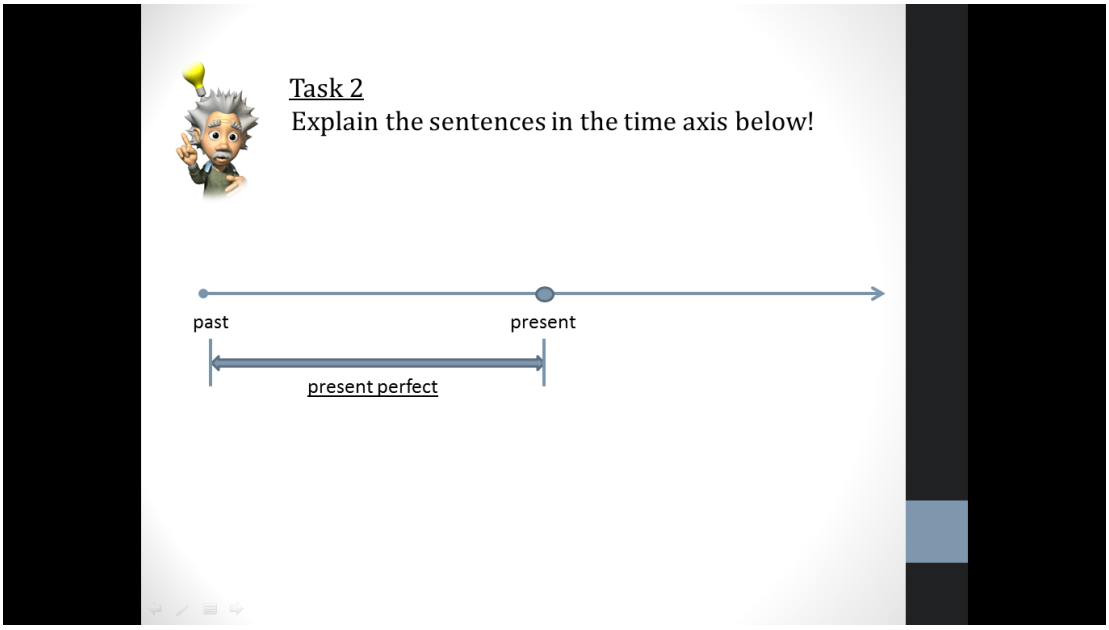

CHECK OUT THE TIME AXIS!
past
present
present perfect
future
Our teacher has just left.
I have had my breakfast.
We are alone in the classroom.
I am full now.

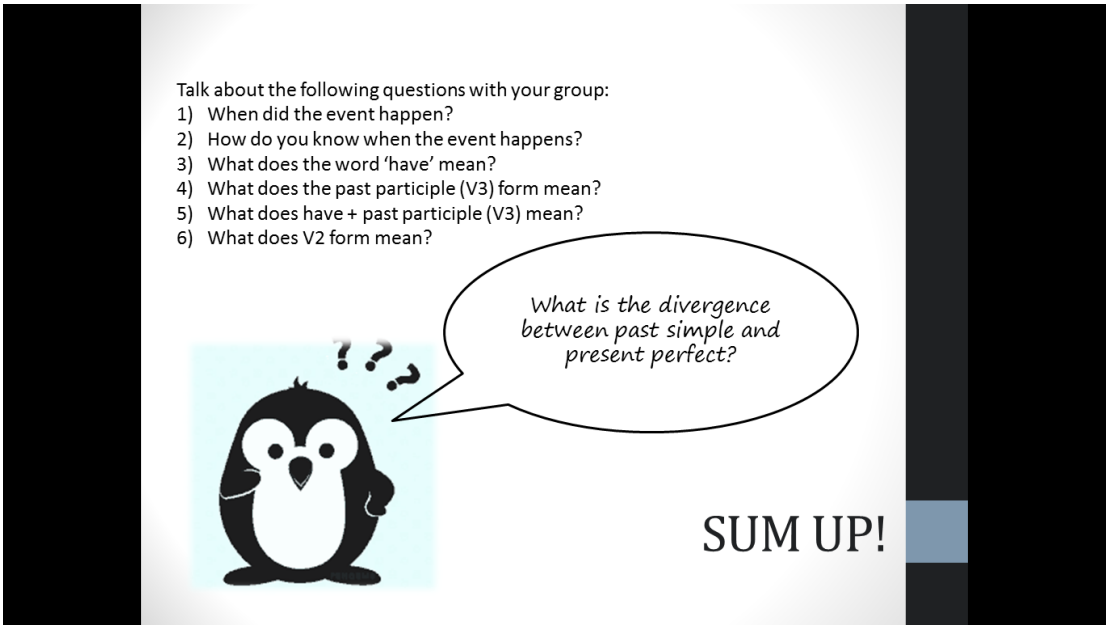

Our teacher has just left.
past
present
future
present perfect
We are alone in the classroom.
Universal



Task 1
Compare the sentences below and explain their sequence of events!

PAST SIMPLE	PRESENT PERFECT
Our teacher just left a moment ago.	Our teacher has just left. We are alone in the classroom.
I had my breakfast.	I have had my breakfast. I am full now.
I studied hard.	I have studied hard, I am sure I can get the highest score.
I didn't have my breakfast.	I haven't had my breakfast yet. I am little bit hungry now.


Task 2
Explain the sentences in the time axis below!
past
present
present perfect


Talk about the following questions with your group:
1) When did the event happen?
2) How do you know when the event happens?
3) What does the word 'have' mean?
4) What does the past participle (V3) form mean?
5) What does have + past participle (V3) mean?
6) What does V2 form mean?
What is the divergence between past simple and present perfect?
SUM UP!

MAKE YOUR OWN SENTENCES BASED ON YOUR PERSONAL EXPERIENCES!

APPENDIX 5

Sample Materials for Auditory Groups
Task-Based Language Teaching with Cognitive Grammar Approach

Handout

The presented material is screenshots from a video.
Website source: http://oomongzu.com
Published on Aug 4, 2016
Follow Tom in his everyday life and teach the present perfect tense by contrasting it with the past simple to pre-intermediate level ESL learners.

Title of English / ESL Video : Tom's Story
Target English Grammar : Present Perfect Tense vs. Past Simple Tense
Presented in approximate chronological order

Visual Representation of Example:
– Example: I've been to Australia.
– This means some time in the past, you went to Australia.
– been vs. gone: Gone means you went there, but you're still not back yet. Been means you went there, and then you left.
– We often use never to emphasize negatives and ever to emphasize questions.
– Example: Have you ever been to America? (No, I've never been to America.)

Recent Past Events:
– Example 1: Mum, have you finished cooking dinner?
– Example 2: Yes boys, I've made your favourite!
– We can also use just, yet and already for emphasis.
– Example 1: Mum, have you finished cooking dinner yet?
– Example 2: Yes boys, I've just made your favourite!

Unfinished States:

– Example: We've known each other for two weeks now.
– We use 'for' for a period of time.
– Examples: for an hour, for two days, for the last 10 years.
– We use since for a starting point in time.
– Examples: since last night, since three months ago, since the 1980s.

Timeline: Unfinished States

– We've known each other for two weeks now.

– The boy met the girl at a certain point in the past, and they still know each other in the present.

– They have known each other for two weeks, which means they met two weeks ago.

Simple Past: Function

– To talk about finished events where the time is known.

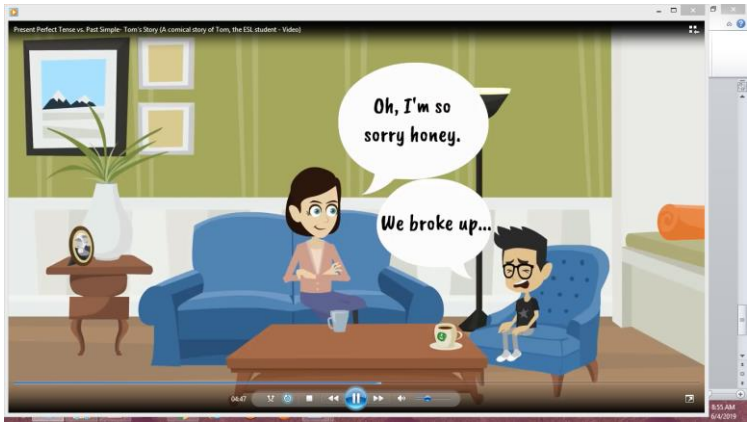
– Example 1: How was your date honey?

– Example 2: We broke up…

– In these examples, although the time is not mentioned, both the boy and his mother know the time of the date.

– We can use just for emphasis that an event recently happened.

– Example: We just broke up.



Task 1

Talk about the following questions with your group:

1) What does the word 'have' mean?
2) What does the past participle (V3) form mean?
3) What does have + past participle (V3) mean?
4) What does V2 form mean?

Task 2

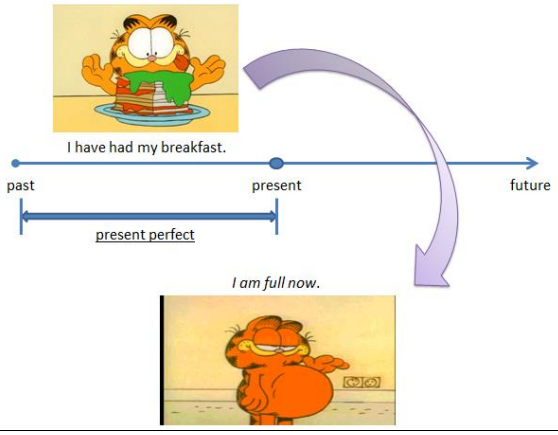
1) Make your own sentences containing Past Simple and Present Perfect!
2) Discuss their event sequences and present the result in front of the class! Compare your result with other group's result!
3) Draw a conclusion on the differences between past simple and present perfect!

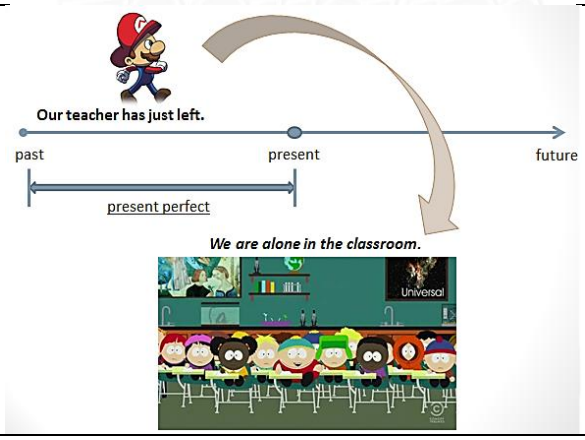
APPENDIX 6

Sample Materials for Kinesthetic Groups
Task-Based Language Teaching with Cognitive Grammar Approach

Handout

Look at the sentences and the illustrations below!

1. I had my breakfast this morning.	
2. I have had my breakfast. I am full now.	

3. Our teacher left just now.	
4. Our teacher has just left. We are alone in the classroom.	

Task 1

1) Can you imagine the situation inferred from the sentences above?
2) Please perform a role play based on the sentences above with your team mates in front of the class!
3) Talk about the following questions with your group:
   a. When did the event happen?
   b. How do you know when the event happens?
   c. What does the word ‘have’ mean?
   d. What does the past participle (V3) form mean?
   e. What does have + past participle (V3) mean?
   f. What does V2 form mean?

Task 2

1) Can you make another similar situation? Write down the sentences and bring them into an act with your group!
2) Explain the sequence of events you act based on the sentences!
3) Draw a conclusion on the divergence between past simple and present perfect tense!

APPENDIX 7

GRAMMAR PRE-TEST

PAST SIMPLE VS PRESENT PERFECT TENSE

I. Underline the correct verb form:

1. Jono **wrote/ has written** some letters since this morning.
2. **Were you ever / Have you ever** been to Raja Ampat?
3. The light just **went/ has just gone** off.
4. Agnes **gave/ has given** me a nice birthday present last year.
5. I can see Lisa. She just **parked/has just parked** in front of the supermarket.
6. My sister **was born/ has been born** in 2009.
7. My brother **didn't write/ hasn't written** to us since he **moved/has moved** to France last month.
8. **Did you meet/Have you met** Doni yesterday?
9. The headmaster just **complained/ has just complained** about Rafa's behaviour.
10. I **broke/have broken** my arm last summer when I **fell/have fallen down** the stairs.

II. Fill in the email with the correct past simple or present perfect:

Dear Sandy,

Luckily I'm writing this email to you, the technician …… (just/ fix) my computer! He …… (try) yesterday, but he …… (not/can) because he …… (need) some spare parts. My PC …… (break)

down some days ago and I …… (feel) desperate. I …… (have) to borrow my friend's laptop this week. Thanks to it I …… (already/write) the literature essay.

I …… (meet) some nice people at school this year. Although we …… (come) from different junior high schools, but we …… (get) closer right away. I even …… (remember) all of my classmates' name already.

Anyway, …… you ……(decide) when you're coming to Ungaran yet? You …… (promise) you would come as soon as you …… (take) some days off. Don't forget your promise!

Love,

Rossa

III. Rewrite the wrong sentences:

1. The President has visited our town in 2010.
   ……
2. "Did you read the book I've lent you yet?" "No, I haven't."
   ……
3. Vino has returned from Jakarta ago one week.
   ……
4. Has Rendy ever riden a horse? No, never.
   ……
5. Has Putri been at home yesterday night?
   ……

IV. Answer these questions.

1. Peter says: "I've lived in London for five years".

Is Peter still living in London? ……

2. Laura says: “I studied at Oxford University”
   Is she at University now? ……
3. Tom’s parents have gone on holiday.
   Are they at work now? ……
4. Linda worked for the same company for twenty years.
   Does she still work there? ……
5. My brother has been to England twice.
   Is he in England now? ……

APPENDIX 8

GRAMMAR POST-TEST

PAST SIMPLE VS PRESENT PERFECT TENSE

I. Underline the correct verb form!

1. I can't log on to my new apartment. I (forgot / have forgotten) my password.
2. The box is empty now. Somebody (ate / has eaten) all the chocolates.
3. I was supposed to bring the movie yesterday, but I (left / have left) it at home.
4. Beverly (went / has gone) to the store for some bread, but she's back at work now.
5. A: "Is everything ok?"
   B: "Yes. I (stubbed / have stubbed) my toe earlier, but it's fine now."
6. Can you call an ambulance? I (broke / have broken) my leg.
7. (Did you do / Have you done) your assignments? We need to go to Aunt Mia tonight.
8. My brother (wrote / has written) some poems since he joins the literature class.
9. Jennie (had / has had) a severe fever, she went to see her doctor last night.
10. I (called / have called) him thousand times but he did not answer. Can we just leave him?

II. Fill in the email with the correct Past Simple or Present Perfect!

Hi Nabil,

I 1) _____ (not / be) sure about the Girl's Science Summer Camp when I first heard about it, but I 2) _____ (have) the most amazing time since I got here! And to think that it wasn't so long ago that I 3)

_____ (pack) my bags and 4) _____ (kiss) you goodbye! Two weeks down and three to go!

Every day we have new guest speakers and the talks 5) _____ (be) fascinating so far, at least until yesterday when Neil Degrasse Tyson 6) _____ (have) to cancel because of a cancelled flight. Our camp leaders then 7) _____ (decide) to bring us to the laboratory, and we 8) _____ (make) eggshell geode crystals instead. Well, you know that I 9) _____ (do) a lot of different experiments in my life, but this one 10) _____ (be) truly cool, and unlike my chemistry experiments gone wrong, nothing 11) _____ (explode)!!!

The world of science sure 12) _____ (change) a lot in the last few years! 13) _____ (you / hear) about the discovery of water on Mars? Last August the Mars Reconnaissance Orbiter 14) _____ (use) an imaging spectrometer and 15) _____ (detect) signs of hydrated minerals. This confirmed what NASA 16) _____ (long / suspect)!!! We 17) _____ (learn) so much about our Solar System since we first 18) _____ (land) on the Moon and these are things that 19) _____ (seem) impossible to study just one hundred years back!

This 20) _____ (be) such an amazing opportunity and I love every minute!

Lots of love,
Nabhan

III. Review the wrong sentences!

1. I don't have my pen right now. I've lent it to Andre.

   ……

2. Where has Rachel gone to school as a child?

   ……

3. Corruption has become a big issue in Indonesia.

   ……

4. My great grandfather has worked in a paper mill.

   ……

5. The internet has gone down so I can't send emails.

   ……

IV. Answer these questions below based on the given sentences!

1. The President has just given the speech.
   Is the speech still running? ……
2. Joko lost my car key.
   Has Joko found his car key? …….
3. Mona has been in Jogja for her vacation.
   Is Mona still in Jogja now? ……...
4. Marvel's superheroes have been known for decades, thanks to Stan Lee.
   Are the superheroes still well-known right now? ……..
5. Setya Novanto, an Indonesian politician, has been arrested for his corruption case.
   Is he still in jail right now? ……

---------- THANK YOU ----------

EXPERIMENTAL CLASS

Multiple Choice Task

STUDENT ID	SEX	LS	PRE	POST
1	1	1	6	4
2	1	1	6	9
3	1	1	6	3
4	1	1	2	5
5	2	1	4	4
6	1	1	4	9
7	1	1	6	9
8	2	1	6	8
9	2	1	6	9
10	2	1	6	9
11	1	1	8	8
12	1	1	4	9
13	1	1	4	6
14	1	1	6	7
15	1	1	6	9
16	1	1	4	4
17	1	1	4	9
18	2	2	8	7
19	2	2	6	6
20	2	2	6	6
21	2	2	4	6
22	2	2	6	6
23	1	2	4	7
24	1	2	4	9
25	1	2	8	9
26	1	2	8	6
27	2	3	2	5
28	2	3	4	6
29	1	3	6	9
30	1	3	2	9
31	1	3	6	10
32	1	3	2	8
33	1	1	6	8
34	1	1	4	7
35	2	1	4	8
36	2	3	2	6

CONTROL CLASS

Multiple Choice Task

STUDENT ID	SEX	LS	PRE	POST
37	1	1	2	9
38	1	1	2	9
39	1	1	2	5
40	1	1	2	7
41	1	1	4	7
42	1	1	2	5
43	1	1	2	7
44	1	1	2	9
45	2	1	4	7
46	2	1	0	6
47	1	1	4	6
48	1	1	6	6
49	1	1	6	9
50	1	1	2	6
51	1	1	3	5
52	1	1	2	8
53	2	1	4	6
54	2	1	4	5
55	2	1	4	7
56	1	1	3	5
57	2	1	4	7
58	1	1	0	5
59	1	1	4	7
60	2	1	2	7
61	1	2	4	8
62	1	2	10	8
63	1	2	8	8
64	1	2	4	8
65	1	2	4	8
66	2	2	4	5
67	1	2	2	5
68	1	2	0	9
69	1	3	4	6
70	2	2	10	7
71	1	2	2	9
72	2	3	4	7

EXPERIMENTAL CLASS				
Cloze Task				
STUDENT ID	SEX	LS	PRE	POST
1	1	1	9	11
2	1	1	9	10
3	1	1	7	13
4	1	1	11	13
5	2	1	5	9
6	1	1	13	10
7	1	1	15	11
8	2	1	10	17
9	2	1	11	14
10	2	1	8	15
11	1	1	6	8
12	1	1	12	16
13	1	1	12	11
14	1	1	7	15
15	1	1	8	14
16	1	1	10	11
17	1	1	10	15
18	2	2	9	13
19	2	2	8	15
20	2	2	11	12
21	2	2	8	11
22	2	2	11	14
23	1	2	9	9
24	1	2	13	15
25	1	2	13	13
26	1	2	11	16
27	2	3	6	15
28	2	3	8	12
29	1	3	11	12
30	1	3	8	14
31	1	3	7	15
32	1	3	8	13
33	1	1	7	12
34	1	1	9	11
35	2	1	9	13
36	2	3	8	12

CONTROL CLASS				
Cloze Task				
STUDENT ID	SEX	LS	PRE	POST
37	1	1	12	12
38	1	1	12	12
39	1	1	6	8
40	1	1	10	7
41	1	1	11	8
42	1	1	6	10
43	1	1	9	8
44	1	1	5	9
45	2	1	9	13
46	2	1	7	5
47	1	1	11	14
48	1	1	10	19
49	1	1	10	15
50	1	1	8	10
51	1	1	7	10
52	1	1	9	8
53	2	1	9	12
54	2	1	9	13
55	2	1	4	8
56	1	1	8	11
57	2	1	9	13
58	1	1	7	10
59	1	1	6	12
60	2	1	8	10
61	1	2	8	15
62	1	2	12	17
63	1	2	10	16
64	1	2	10	14
65	1	2	12	15
66	2	2	12	15
67	1	2	11	14
68	1	2	6	5
69	1	3	0	12
70	2	2	10	18
71	1	2	5	6
72	2	3	8	12

EXPERIMENTAL CLASS				
Editing Task				
STUDENT ID	SEX	LS	PRE	POST
1	1	1	2	4
2	1	1	1	4
3	1	1	1	4
4	1	1	1	5
5	2	1	0	2
6	1	1	2	4
7	1	1	2	4
8	2	1	1	5
9	2	1	2	5
10	2	1	2	4
11	1	1	1	3
12	1	1	2	5
13	1	1	2	4
14	1	1	2	4
15	1	1	1	3
16	1	1	2	3
17	1	1	1	3
18	2	2	0	3
19	2	2	1	4
20	2	2	1	3
21	2	2	0	3
22	2	2	1	3
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26	1	2	2	5
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28	2	3	2	4
29	1	3	2	4
30	1	3	1	4
31	1	3	2	5
32	1	3	1	4
33	1	1	2	4
34	1	1	1	4
35	2	1	2	5
36	2	3	2	3

CONTROL CLASS				
Editing Task				
STUDENT ID	SEX	LS	PRE	POST
37	1	1	2	3
38	1	1	2	4
39	1	1	1	1
40	1	1	2	1
41	1	1	2	1
42	1	1	0	3
43	1	1	1	0
44	1	1	1	5
45	2	1	1	1
46	2	1	0	3
47	1	1	4	4
48	1	1	5	5
49	1	1	3	4
50	1	1	2	4
51	1	1	3	3
52	1	1	0	1
53	2	1	2	3
54	2	1	1	3
55	2	1	0	3
56	1	1	2	4
57	2	1	1	3
58	1	1	1	3
59	1	1	1	5
60	2	1	2	3
61	1	2	3	5
62	1	2	4	3
63	1	2	1	4
64	1	2	2	5
65	1	2	3	4
66	2	2	2	4
67	1	2	3	5
68	1	2	1	2
69	1	3	0	3
70	2	2	2	5
71	1	2	1	0
72	2	3	2	4

EXPERIMENTAL CLASS				
Short Answer and Gap Filling Task				
STUDENT ID	SEX	LS	PRE	POST
1	1	1	2	5
2	1	1	4	4
3	1	1	3	5
4	1	1	3	5
5	2	1	2	5
6	1	1	3	5
7	1	1	4	5
8	2	1	5	5
9	2	1	4	5
10	2	1	4	5
11	1	1	4	5
12	1	1	4	5
13	1	1	4	5
14	1	1	4	5
15	1	1	3	5
16	1	1	4	5
17	1	1	4	5
18	2	2	2	5
19	2	2	2	5
20	2	2	3	5
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22	2	2	3	5
23	1	2	3	5
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29	1	3	4	5
30	1	3	4	5
31	1	3	4	5
32	1	3	3	5
33	1	1	3	5
34	1	1	3	4
35	2	1	2	5
36	2	3	2	4

CONTROL CLASS				
Short Answer and Gap Filling Task				
STUDENT ID	SEX	LS	PRE	POST
37	1	1	4	5
38	1	1	4	5
39	1	1	4	5
40	1	1	5	5
41	1	1	5	5
42	1	1	2	4
43	1	1	3	5
44	1	1	3	5
45	2	1	4	5
46	2	1	4	3
47	1	1	2	5
48	1	1	2	5
49	1	1	4	5
50	1	1	3	4
51	1	1	2	2
52	1	1	3	5
53	2	1	4	5
54	2	1	4	5
55	2	1	3	4
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57	2	1	3	5
58	1	1	4	5
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67	1	2	1	3
68	1	2	3	5
69	1	3	3	5
70	2	2	4	5
71	1	2	3	4
72	2	3	2	4