

Analysis Of Students Learning Style In English Classroom

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Abstrak

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The purposes of this research is to analysis the students learning styles in English classroom of the fourth semester students in Education English Program Study STKIP Taman Siswa Bima in Academic years 2018/2019. This research was descriptive. The subject of this research was the fourth semester students in Pronunciation class. To collect the data the researcher used questionnaire, observation sheet, and interview questions. The result of this research was found there are 8 types of learning style used by the students in learning English. The dominant learning style used by the students were global learning style, reflective, active, Intuitive, Verbal, Sensing, Visual, and sequential learning style.

1. INTRODUCTION

In many countries teaching English as foreign language has been done for many years. In Indonesia English has been taught for decades since 1900s. English is one of the foreign languages in Indonesia which is a compulsory subject from the elementary until high school, even for the higher education or the university level. There were many efforts to improve the quality of education especially of English language such as, preparing the facility and infrastructure, revised the curriculum, training for the teacher, developing the materials and the most important things here is the learning process as well as English classroom in an international which is asked all to use English not only in learning and teaching process of English but also in interaction outside the class.

Learning in the classroom can occur as a combination of students' personal effort to study about the material, the instructor or the lecture attempts to present the material and does interaction with the students. The students' personal effort can be identifying as students style in learning.

Learning style are defined as "the complex manner in which, and conditions under which, learners most effectively perceive, learning styles are divided into three-sub types: visual, tactile/kinesthetic and auditory (Dornyei, 2005), or the common approaches used by students to learn a new language or any other subject (Oxford, 2013). From these definitions, it can be noted that learning styles are viewed in different ways, ranging from mental to behavioral perspective.

By knowing the students learning styles, lectures can provide the suitable material, approach, technique, or method to make the students enjoy in process of learning english.

Several learning styles models have been proposed is based on the Felder-Silverman learning styles model (Graf and Kinshuk, 2007), such as: (1) the active style learner understands information best by doing something with it and llike group work. (2) The reflective style learner understand information best by thinking about it quietly first and prefers to work alone. (3) The sensing learner likes learning facts and solves problems by well-established methods and dislike complication. (4) The intuitive learner prefers discovering possibilities and relationships and likes innovation and dislike repetition. (5) The visual remembers best what they see, likes pictures, diagrams, flow charts, time lines, films, and demonstrations. (6) The verbal learner gets more out of words, written and spoken explanations. (7) The sequential learner gains understanding in linear steps follow logical stepwise

paths in finding solution. (8) The global learner learns in large jumps and solves complex problems quickly once they have grasped the big picture.

To identify the learning style of a person, the Felder-Silverman assessment instrument is used, this instruments is a Solomon and Felder. To implement it, the researcher used a collection of rule which adopted from a set of teaching instructions for one learning style (Savic and Konjovic, 2009).

Tabel 1. Rules of teaching instructions for each learning style in the felder-silverman model.

Learning style	Teaching Instruction
Active	<ul style="list-style-type: none"> • Show exercise at the beginning of the chapter because they like challenges and problem solving • Show less examples. They are not interested in the way other have done something, because they want to solve a problem by themselves
Reflective	<ul style="list-style-type: none"> • Show exercise at the end of a chapter • Show example after explanations content, but before exercises • Show less exercises, because they learn better by thinking about a topic instead of solving problems actively
Sensing	<ul style="list-style-type: none"> • Show examples at the beginning of a chapter (before explanation content) because they like concrete content. • Show exercises after explanation content, because they solve problems by already learned approaches.
Intuitive	<ul style="list-style-type: none"> • Show less examples, because they likes to discover topic application by themselves. • Show less examples after explanation content, because they like abstract content more than concrete • Show exercise before explanation content, because they like challenges • Show less exercises with a similar teaching goal because they don't like repetition.
Visual	<ul style="list-style-type: none"> • If possible, show resources as a picture or a video
Verbal	<ul style="list-style-type: none"> • Show resources as a text or an audio
Sequential	<ul style="list-style-type: none"> • Show learning content in a standard sequence- explanation content, examples, excercises, and summary because they like linear approaches.
Global	<ul style="list-style-type: none"> • They are less interested in details, because they need to create a global picture of the topic. • Therefore, add an overview of each chapter at the beginning of the lesson • Show summary before examples and excercises, because summary helps you to crate a global picture.

2. RESEARCH METODE

This research was descriptive qualitative which aims at describing learning style used by students in learning English in the classroom. The participants of this research were the fourth semester of English Education Program Study of STKIP Taman Siswa Bima in Acadmic Years 2018-2019. The participants were 29 students which consist of 24 females and 5 male students. To get the data, researchers observe the students activities. It used table rules of teaching instructions for each learning style in the Felder-Silverman model. This rules table used to identify the students learning styles, by checking their activities during teaching-learning process in the classroom, and then interview the students based on result of their learning style. The purpose of interview were to confirm the students learning style by asking their habitual in learning process.

3. FINDINGS AND DISCUSSIONS

Table 2. The students learning style

No	Students Learning Style	Total number of students
1	Active	4 students
2	Reflective	5 students
3	Sensing	2 student
4	Intuitive	3 students
5	Visual	2 students
6	Verbal	3 students
7	Sequential	2 students
8	Global	8 students

Based on data in the table 2, the classification of learning style was used by students in the English classroom more dominant: (1) Global learning style. There were 8 students include in this type of learning style, they were 7 female and 1 male. The students shown less interest in details material of learning, they prefer to read summary of the materials then read the overall, this activities was include in global learning style. (2) The second dominant learning style was reflective which consist of 5 students, and all is female. The reflective students learning style in English classroom more like to describe something by using examples. (3) The next was active learning style. The active learning style consists of 4 students, 1 male and 3 female. They were identify by theirs habitual in classroom, which, when they learn not focus to the content of materials. (4) Intuitive learning style consists of 3 female students. (5) Verbal learning style. This learning style used by 3 students which consist of students 1 female and 2 male. (6) Sensing learning style. This kind of learning style is used by 2 female students. (7) Visual learning style is used by 1 male and 1 female student. (8) Sequential learning style is used by 2 students and all are female.

4. CONCLUSION

The learning style of the fourth students' of Education English Program Study of STKIP Taman Siswa Bima were identify into 8 categories. This learning style was the students learning style used by them in learning English. The students identify can used different learning style in different subject of learning.

Daftar Pustaka

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