



THE ANALYSIS OF STUDENTS' LEARNING STYLE

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ABSTRACT

The aim of this research is to find out the types of learning style which students have. The population in this study was the students of English Department in academic year 2017 which amounted to 24 students. The research was conducted at Muslim University of Maros (UMMA), South Sulawesi. This research was a qualitative descriptive research. In collecting the data, the researcher used questionnaires and documents. The questionnaires in this research were used to determine what learning styles were dominated by students in the learning process. The results of the learning style analysis of the students showed that there are 12 (50%) students were categorized as visual learners, 8 (33%) students were categorized as auditory learner, and 4 (16%) students were categorized as visual-auditory learners.

Keywords: Learning Style, Auditory, Visual.

INTRODUCTION

The brain is a vital part of every human being. The ability of the brain that is owned by every human is different both in absorbing, processing and conveying information. The brain has two different functions, where the left and right brain will form the nature, characteristics and different abilities in a person. A large brain or cerebrum is the largest part of the brain that processes all abilities and does something. The left hemisphere is logical, analytic, quantitative, rational and verbal. The right hemisphere is conceptual, holistic intuitive, imaginative and non-verbal. Big brain

or cerebrum divided into the left and right hemisphere which of course has a different function. According to Herrman (1996) in Eloff & Ebersohn (2004) "physical connections secure integrated brain activity, although each hemisphere is specialized in a different way". There are several ways that can be done to determine whether a person is dominant to right brain or left brain dominant. For example by looking at everyday behavior, how to dress, by filling a special designed questionnaire or with Electroencephalograph equipment that can observe which part of the brain is most active. According to Dahar (1989: 45), in

(Syarfuni & Verawati, 2017) maturity and ability to think is also supported by Piaget's theory that the peak of cognitive structure development, students are able to think logically for all kinds of verbal problems, using scientific reasoning and acceptable views of others in the formal period (11.0-adults). Maximum learning outcome of course cannot be separated from every human being in functioning brain with unique characteristic between left brain and right brain. The right brain has the characteristic Long term memory while the left hemisphere is classified in Short term memory.

Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning, and refers to the choice of one learning situation or condition over another. Learning style is owned by humans in absorbing, organizing and processing information received. By realizing this, someone will be easier in thinking. Uncomplicated and inconsistent learning styles of students will lead to failure in the learning process. For that reason, an educator must know the learning style owned by the learner. Research conducted by Gardner found that the students' learning styles are reflected in the tendency that students have (Kartika Ariesta, 2014: 3).

There are three models (types) in learning styles that are visual, auditorial, and kinesthetic (Deporter & Hernacki, 2000). Many

other experts categorize learning styles based on cognitive preference, intelligence and sensory preferences. Some learners have their own learning styles to address the lessons presented. They like the way the information is presented in a coherent way. During the lesson, learners like to write what educators / teachers / lecturers say. These visual learners differ from auditory learners who rely on their ability to listen. While kinesthetic learners prefer to learn by getting involved directly.

Grinder (1991 in Siberman & Melvin, 2014: 28) states that every 30 students, 22 of them on average can learn effectively as long as the teacher presents a learning activity that combines visual, auditory, and kinesthetic. The rest, however, likes one form of instruction rather than the other two, so the student must strive to understand the lesson if there is no precision in presenting the lesson according to the way they like.

Thus, it can be said that the characteristics of learning styles possessed by learners is one of the models that influences in learning processing, and communication. Similarly, if the student knows the characteristics of his own learning style, then the student will be easy to motivate himself in learning. Students are required to use the learning style optimally so as to achieve effective results. From that reason, the researchers will look at how great the benefits of information related to student learning style characteristics. With the information related to

the characteristics of learning styles of students who will be taught, the lecturer is expected to improve the quality of learning.

The subject matter discussed in this study was the analysis of the characteristics of students learning style. The main problem studied in this research was the characteristics of students learning style possessed by the students of English language education program of 2017. The result of this study was theoretically expected to contribute as a source of knowledge for the development of English language learning in UMMA, enrich and expand understanding. In addition, it is practically possible that this research was expected to be useful as a benchmark for improving the quality of learning in preparing qualified graduates.

The curriculum of learning, teaching materials, and teaching should be appropriate for the needs of learners from the point of physical ability, their cognition, social and emotional (Slavin, 2011: 56) in (Syarfuni & Verawati, 2017). He also stated that Piaget's theory has influenced the constructivist model of learning which has implications for the main teaching derived from Piaget as follows: a) Focus on the students' thought processes, not just the results. In addition to examining the work of students, an educator is required to understand the process that students use to arrive at the stage of how learners produce their work. Appropriate learning experiences form the level of functioning of learners cognition, appreciate the method or learning

style of learners in the final stages of a particular process then an educator is expected to provide adequate experience for learners. b) Recognition of the important role of learning activities based on active involvement of learners. In a Piaget classroom, the presentation of knowledge allows learners to act directly in the physical world and is encouraged to find themselves through spontaneous interaction with the environment. c) The Piaget-based education program receives strong conviction that premature teaching can be worse than no teaching at all because it gives rise to a superficial acceptance of adult formulas rather than a correct understanding of cognition. d) Acceptance of different developmental progress of each person. Piaget's theory assumes that all learners experience the same developmental sequence but different time periods occur. Therefore, an educator must take special efforts to plan activities in the classroom for each learner.

Learning Styles

We cannot force a child to learn in the atmosphere and the way we want each child to have their own type or learning style. The ability of the child to capture the material and the lesson depends on his learning style. According to Nasution (2008), the learning style or "learning style" of students is the way students react and use stimulant stimuli received in the learning process. The researchers found a variety of learning styles in students that can be classified according to

certain categories. Deporter & Hernacky (2006) divides learning styles into three categories, among others; 1) the visual style which refers to individuals who prefer to process science through vision, 2) the auditory prefers information through hearing, 3) kinesthetic is more preferable to obtain information through movement, practice and touch. Therefore, each learner has their own learning style so that educators can find and adapt the teaching style (DePorter, 2014: 120).

METHODS

Research method

This research employed a descriptive research design in qualitative approach. Gay et al (2006:9) defined a qualitative research as the collection, analysis, and interpretation of comprehensive narrative and visual (non-numerical) data in order to gain insights into a particular phenomenon of the interest.

Population

The population of this study was the students of English Language Education in academic year 2017 with 24 students.

Data analysis

The instrument used in this research was questionnaire as the main instrument to collect data. The questionnaires in this research were used to determine what learning styles were dominated by students in the learning process.

Data Analysis Procedure

Data analysis used in this research was descriptive analysis method. It means that, there is no data manipulation because all analyzes based on real condition. The data collected from questionnaire was analyzed by tabulating the students learning style results and it was calculated into number to find out students learning style. The data in the analysis used the formula $P = f / nx100\%$ (Arikunto, 2002: 23).

FINDINGS AND DISCUSSIONS

The questionnaires were aimed to appraise which way students prefer to learn. It described the characteristics of those students in some learning style. Based on the data analysis, the findings showed that there were three kinds of learning style of students dominant, which were visual, auditory and visual-auditory.

Learning style	Students	Percentage
Visual	12	50%
Auditory	8	33%
Visual-auditory	4	16%

The table above shows that the results of learning style analysis of the students where there were 12 (50%) students were categorized as visual learners, 8 (33%) students were categorized as auditory learner, and 4 (16%) students were categorized as visual-auditory learners.

After analysing the data, it was found that learning style of students was dominated

by visual learners. DePorter, (2014: 123) there are some characteristics of learning that should be used to the students with visual. The students who are highly visual have several features as follows: Regular, attention to everything, maintains appearance, remembering with pictures, prefer reading rather than other and requires a complete picture and purpose.

Thus, some learning characteristics that are appropriate for highly visual students are as follows: The lecturer stands quietly while presenting the information segment, and moves slowly between the segments. encouraging students to describe information, by making diagrams, colored symbols and drawings in visual student records, The existence of tables and graphics will deepen the understanding of visual students especially in pronunciation, speaking and reading lesson, making of mind maps or maps the concept will greatly assist the visual student in giving a "whole picture" of a concept, use visual symbol language in which represents the key concepts, familiarize the student to recording the material or information by using various color or interesting images, consider lighting or lighting the room when learning or learning takes place and use instructional media in the form of Books, Magazines, Posters, Computers or LCD, Collage, Flow chart, keywords displayed around the class, interesting color writing.

Besides that, it was also found auditory learners. Highly auditoria students have some

of the following characteristics such as easy-to-split attention, speaking in a rhythmic pattern, and learning by listening, moving the lips or voices while reading internally and externally (DePorter, 2014:124).

In accordance with the characteristics of the auditoria student, some learning characteristics are appropriate: provide repeated information, can use questioning methods, use repetition techniques, ask students to recall concepts and instructions lecturers use vocal variations in presentations sing key concepts or ask students to making songs related to the concept, giving encouragement to students to make memorizing or to simplify memorizing or remembering concepts, using question and answer methods, role play, group work, mnemonics techniques, involving music in learning.

As visual-auditory learners, the students need both characteristics in visual and auditory learning. Some students have a tendency to combine several learning styles, and then the lecturer should be expected to create a learning that combines some characteristics of learning style.

Furthermore, the students learn in many different ways. By knowing learning style of them, the students and the teacher gain a better understanding how well students learn material. Each of them needs to evaluate the way students prefer to learn or to get process information. So, students would be able to

develop their learning strategies which would increase students learning potential.

CONCLUSIONS AND SUGGESTIONS

The conclusion Based on the results of the research that has been described above, the students of English Department in academic year 2017 were dominated by three learning styles, there are 12 (50%) students were categorized as visual learners, 8 (33%) students were categorized as auditory learners, and 4 (16%) students were categorized as visual-auditory learners. So that, each of them had some characteristics of learning that should be used.

Related to this research, the researcher proposes the following recommendations: This research can be used as a way to know the learning style of the students of English department. And also, for lecturers the result of this research can be a reflection in developing the potential of students after knowing the learning style of students.

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