THE ENGLISH LEARNING STYLES ON THE SECOND SEMESTER ENGLISH EDUCATION STUDENTS' OF BATANGHARI UNIVERSITY IN ACADEMIC YEAR 2014/2015

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Abstract

In this research study, the researcher to investigate the students learning style on the second Semester English Education Students' of Batanghari University In Academic Year 2014/2015. The method was used n this research was descriptive qualitative. The sample consisted of 61 students. The instrument by applying random sampling technique. The data of this research was collected from observations, and questionnaire. The data questionnaire used analyzed by using SPPS 20.00. It was used to analyzing the question base on the category of students learning style. The Second Semester English Education Students' of Batanghari University. Base on the category of students learning style, the students who had the Auditory are 49 students and it is the high score 37 % and the medium score visual style with 37 students with percentage score 47%. The last is Kinesthetic style are 13 students with percentage 4%. In conclusion learning styles on the second semester English education students of Batanghari University in Academic year 2014-2015 dominated is auditory style

*Key Words**: Learning Styles, Visual, Auditory, Kinesthetic***

INTRODUCTION

Lecturer is the key figures in learning process. They are influence fundamental to their students' progress or lack to achieve the desired result. Lecturer play very important roles in educational practice because the Lecture conducts a teaching learning process which one of the cores of the educational activity. In addition to play their roles, teachers or lecture also need strategies and method in learning process in order that their students successfully in learning, teachers should use appropriate learning strategies. To know the appropriate learning strategies, their need to know their students' learning styles.

Lecturer is very important to know their students' learning styles, because students have different learning styles among one another, and lecturer can choosing and implement their learning strategies related to needs or students learning styles. So, if the learning strategy lecturer appropriate with students learning style, all lessons will be easy to absorption by students.

Based on the observation is no empirical data on learning styles in Batanghari University Jambi. As a result, lecture cannot implement learning strategies related to the students' needs or learning styles. Some lecturers are still teaching with their own teaching style without giving attention to their students' learning style preferences. As a result, students become passive. For example, the lecture gives the material but only to explain the concepts of books or other references. Students seen have no problem but in fact students are confused in receiving lessons given and they try to find way how to get the information with ask their friends. This strategy is not necessarily appropriate for the students. Therefore lecture is very important to know their students' learning style. Based on explanation above there is no empirical data on learning style; the researcher is interested in conducting research in Batanghari University Jambi. The research is entitled "**The English Learning Styles On The Second Semester English Education Students' of Batanghari University In Academic Year 2014/2015".**

REVIEW OF RELATED LITERATURE

Learning is an effort process of individual to obtain a new behavior change. For example, knowledge, attitude and also skill. Individual have different way in learning process. There are some definitions about learning from the behaviorist and cognitive. According to behaviorist theory In Hamzah(2006:7) entitle " Orientasi Baru dalam Psikologi Pembelajaran states learning is a change in behavior as a result of the interaction between stimulus and response. The stimulus is the ways a teacher to help student's learning. For example, props and references. While the response is a reaction or response of students to the stimulus

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given by the teacher. Behaviorism theory view learning occurs through operant conditioning or experience. Behaviorism flow figures include Thorndike, Watson, Clark Hull, Edwin Guthrie, and Skinner. Basically the follower behaviorist agrees with the definition of learning above.

Skinner described the relationship between the stimulus and the response to explain changes in behavior in relation to the environment. Furthermore, there are two applications of the theory of behaviorism of Skinner in Abdul Hadith (2008:68) in education, namely: (1) behavior modification uses the principles of behaviorism theory in a way is very specific and use the reward, and (2) teaching programmed which has a reference to design and present instruction (such as television programs, scripts, and slide the tape). Skinner also states there was reinforcement must be given to the learners. There are two of reinforcement namely positive and negative reinforcement. Positive reinforcement is a stimulus which added to the individual situation will strengthen the response. Whiles negative reinforcement to stimulate behavior as punishment.

Differently with the theory of cognitive. Cognitive focuses on how students can develop individual cognitive functions so can learn to the maximum. According to Piaget in Asri Budiningsih book (2012:34) cognitive factor is the first factor that needs to be developed by the teacher to the student. In order that students understand and master the subject matter learned in school through the teaching and learning process in the classroom. Therefore, cognitive psychology theory experts to conclude that one of the main factors that affect the success of the learning process in the classroom cognitive factors is owned by learners.

Piaget (1975) in Hamzah (2006:10) stated, learning process consists of three stages, namely (1) assimilation, (2) accommodation, and (3) equilibration (balancing). Assimilation process is the unification process new information into existing cognitive structures in the minds of students. Accommodation is the cognitive structure adjustment to new situations. Equilibration is continuous adjustment between assimilation and accommodation

There are some definitions about learning styles from educational expert and various viewpoints. Nasution (2009:93) states, from the point of view of the various approaches in the

process of learning teaching that learning style refers to a student's consintent way of responding to and using stimuli or information on in the context of learning. Consistent means that the way in capturing stimulus or information, remembering, thinking and problem solving.

According to Kolb, Riding and Rayner, (2002) in Ghufron, (2010:43) learning style is the method of the students to get the information, so that it becomes active learning. To get the information means that the ways students accept the lessons given as to absorb, saving, and process information. In similar view, learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information. (Dunn and Dunn, (1993) in Rita Dunn, (2000:8). Theorize that learning style is comprised of both biological and developmental characteristics that make the identical instructional environment, methods, and resources effective for some learners and ineffective for others. Most people have learning style preferences, but individuals' preferences differ significantly. Significantly by responding to their diverse learning style in accepts the lesson.

There are three kinds of learning styles based sensory perceptual modality of individual in processing information. The third of learning styles are learning style Visual (learn by seeing), Auditory (learn by hearing), and Kinesthetic (learn by moving, feeling, and touch). Basically each individual use all ability in permeating information.

Hamzah, (2005:181-182) states, in his psychology book there are three types of learning styles namely:

a. Visual Style

   Visual styles emphasizing visual acuity. That is, the concrete proofs must be shown that the students understand.
   These are student characteristics of Visual Style:

- Easier remember what they see (pictures) than what they heard.
- Not easy annoyed by disturbance when learning
- Having a strong sense of color
- Prefer to read than read off
- Prefer art than music

To overcome the above problems, there are several approaches that could be used so that the study can still be done with great results. Using graphic devices to convey information or subject matter. Graphics devices that could be films, slides, illustrations, picture cards and notes that can be used to explain the information in sequence. In conclusion, for visual students teacher has to support the students to analyze the information by using the map, picture, and diagram.

b. Auditory Style

The learning styles rely on hearing to be able to understand and see it. That is, to be able to remember and understand the information given, the first student to be heard.

There are some student characteristics of auditory Style:

- Liked the discussion methods
- Easy to annoyed by disturbance when learning
- Like to read aloud
- Prefer to read off than read own
- Memorize the every English single word that uttered by teacher

c. Kinesthetic Style

This requires learning style of the individual concerned touching something that provides information so that he could remember.

The student characteristics of kinesthetic Style:

- Memorize the subject matter by walking and seeing
- Using finger as a guide when reading
- Always orient to physical and many moving
- Learn through manipulation and practice
- Using many body signals

METHODOLOGY

In this research, the researcher used descriptive quantitative. These research about situation English Learning Styles on the Second Semester English Education Students' of Batanghari University Jambi In Academic Year 2014/2015**".** According to Arikunto (2010:282) the aim of descriptive research is to give the phenomena or the material that is investigated clearly and accurately. Meanwhile, Best (1982:110) states, descriptive research is a research which tries to describe something/object

In this research, the researcher using questionnaire as instrument for taking the data collection. The questionnaires were written in English for the student to answer.

In collecting the data, the questionnaire asked about the students learning styles, visual, auditory and kinesthetic styles. The questionnaire consisted of 24 statement, 24 item of student's learning style, each item consist of 8 statements, 8 visual styles, 8 about auditory and the last 8 about kinesthetic style. The questionnaire are filled irregularly from the items, and the questionnaire used in this research is closed questionnaire/

In this research the data of learning style collected by disturbing questionnaire based on the model of Likert Scale design students gave checklist (V) to choose the answer the questionnaire based on students' perceptions toward the learning style that the students use. They were four choices that expressed students' in this questionnaire they are "Strongly **Always, Often, Sometimes, Never" (**Sugiono, 93:2-13).

Table 1 The qualification of Visual Questionnaire

Variable	Number of Item	Indicators	Aspect
Learning Style	1. 2. 3. 4. 5. 6. **7.** 8.	• Mind sometimes during verbal activities • Observe rather than acts or talks. • Likes to read • Usually a good speller • Memorizes by seeing graphics • Has good handwriting • Doodles • Notice detail	Visual

(Resource :www.teacheasy.net

Table 2 The qualification of Auditory Questionnaire

Variable	Number of Item	Indicators	Aspect
Learning Style	9.. 10. 11.. 12. 13.. 14.. 15. 16	• Talks to self aload • Enjoy talking • Has difficulty with written direction • Like to read aloud • Memorizes sequentially • Enjoy music • Wispers self while reading • Enjoy listening axtivities	Auditory

(Resource :www.teacheasy.net)

Table 3 The Qualification of Kinesthetic Questionnaire

Variable	Number of Item	Indicators	Aspect
Learning Style	17. 18 19.. 20. 21. 22. 23.. 24..	• In motion most of the time • Likes to touch people when talking • Taps pen when studying • Enjoy doing activities • Reading not a priority • Likes to solve problems by physically working through them • Will try new things • Uses hands while talking	Kinesthetic

(Resource :www.teacheasy.net)

FINDINDS

This research find the result of questionnaire used to get data of students learning styles in Universitas Btanghari Jambi the second semester in academic year 20142015. The questionnaire consists of 24 item. There are 23 valid and 1 in valid. So the researcher used 23 items to get data

The following table frequency, percent, valid percentage and cumulative percent of students learning styles score. There were very important in order to know how many students were in the level

The result of Kinesthetic learning styles, it could be seen that there were students low score 9 about 36% and students high score is 31 about 31%

The following table explained the frequency, percentage, and cumulative percent of the students learning styles score. This was very important in order know how many students were in category of high score and low score. The details data of students learning analyzed it could be seen table 4.

Table 4 The Result of the Students Learning Style

Categories	Students	Percentage (%)
Visual	11	47 %
Auditory	37	49 %
Kinesthetic	13	4 %
T O T A L	61	100%

After the data from the analyzed, it was found that there were visual learning styles 11 students (47%) auditory learning styles 37 students (49 %), and there were Kinesthetic learning styles 13 students (4 %),

CONCLUSION AND SUGGESTION

In summary, based on the findings and interpretations of the study, the writer draws such as:

1. The most of students preferred using auditory styles in learning English in this categories auditory style got the high percentage there are 49% about 37 students.
2. Kinesthetic got the medium percentage there are 47% about 11 students
3. Visual got the lower percentage there are 4% about 13 students.

Therefore, students learning styles on the second semester English Education Students' of Batanghari University In Academic Year 2014/2015 is Auditory

The writer would like to offer some suggestions to the Lecturer and the students

of English. The following suggestions are offered for teachers:

1. The lecturer is suggestion to vary the kinds of teaching strategies or techniques to improve students' achievement.
2. The lecturer should be able to maintain a teaching method that has been good and always innovating in the use of teaching method and always innovating in the use of teaching method
3. The lecturer shows make an effort to motivate students in English learning and help them to implement it in their teaching learning process in classroom.

The followings are offered to the students in order to be more successful in learning English:

1. The students should improve their knowledge in learning styles as well and it well be better.
2. The students should be able to sustain attention, willingness, and talents that have been able to influence his/her motivation in English as an effort to develop psychomotor, cognitive and emotion.

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