

Students' Sensory referred on Learning Styles at English Education Department of Universitas Muhammadiyah Sorong

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ABSTRACT

This research aims to find out the students' sensory preferred on learning style in learning English at English Department of Sorong Muhammadiyah University. Learning styles is a part of human being. Every person has an individual learning style. Individuals in learning has a variety of ways, some learned by listening, some learned by reading, and each students bring their own style to the classroom. Similarity, just as the learners learn in different ways, so also lecturer teach in different ways. This research was conducted in English Department of Universitas Muhammadiyah Sorong, the researcher took the representative of two classes at fifth semester. The researcher use questionnaire and Interview to find out the students' sensory preferred learning style in learning English. The researchers found that the result of interview students dominant used visual learning style and 28.2% of participants is visual learners. However, visual learners were majority, the lecturer also discovered that students were able to receive the information when the lecturer delivered the information in auditory or kinesthetic way. The researchers found that language learning style between result interview and questionnaire were same. Visual learners are minority. In this case, the teacher needs to help students when they feel hard to understand. The teacher should also create the best appropriate teaching method to fulfill students' language learning style during English class.

Keyword: Student's Preferred, Learning Styles, Learning

ABSTRAK

Penelitian ini bertujuan untuk mengetahui gaya belajar preferensi indera siswa dalam pembelajaran Bahasa Inggris Universitas Sorong Muhammadiyah. Gaya belajar adalah bagian dari manusia. Setiap orang memiliki gaya belajar individu. Individu dalam belajar memiliki berbagai cara, beberapa dipelajari dengan mendengarkan, beberapa dipelajari dengan membaca, dan setiap siswa membawa gaya mereka sendiri ke kelas. Kesamaan, sama seperti peserta didik belajar dengan cara yang berbeda, demikian juga dosen mengajar dengan cara yang berbeda. Penelitian ini akan dilakukan di Jurusan Bahasa Inggris Universitas Sorong Muhammadiyah. Para peserta penelitian, peneliti mengambil keterwakilan dari dua kelas pada semester lima Universitas Sorong Muhammadiyah. Peneliti menggunakan kuesioner dan Wawancara untuk mengetahui gaya belajar yang disukai indera siswa dalam belajar bahasa Inggris. Peneliti menemukan bahwa hasil wawancara siswa dominan menggunakan gaya belajar visual dan 28,2% populasi adalah pembelajar visual. Bahkan pelajar visual adalah mayoritas, peneliti juga menemukan bahwa siswa dapat menerima informasi ketika guru menyampaikan informasi dengan cara pendengaran atau kinestetik. Peneliti menemukan bahwa gaya belajar bahasa antara hasil wawancara dan kuesioner adalah sama. Pembelajar visual adalah minoritas. Dalam hal ini, guru perlu membantu siswa ketika mereka merasa sulit untuk dipahami. Guru juga harus menciptakan metode pengajaran terbaik yang sesuai untuk memenuhi gaya belajar bahasa siswa selama kelas bahasa Inggris.

Kata Kunci: Preferensi Siswa, Gaya Belajar, Pembelajaran

1. Introduction

Teaching and learning process are the activity to acquire the knowledge. There are various processes including the process when lecturers provide material to students through their language. This situation is very important in the world of teaching because of instruction lecturers greatly influences the level of understanding of students. Learning styles is a part of human being. Every person has an individual learning style. Learning styles also play an important role for the students to choose their learning strategies as mention by Wael, Asnur, & Ibrahim. (2018).

Students' learning styles are also influential, experts in education try to develop theories about learning styles as a way to find ways to make learning easy and fun. Learning requires high concentration in other to understand the concepts learned. The situation and conditions for concentration are closely related to the learning styles. If someone can recognize their own learning style, then the person can manage under what conditions, where, when and how someone can maximize learning.

Individuals in learning has a variety of ways. Wael, and others (2019) found that the ability to communicate orally had an significant effect in increasing students' self-confidence and helping students to communicate well in foreign languages. Some learners learned by listening, some learned by reading, and each students bring their own style to the classroom. Similarity, just as the learners learn in different ways, so lecturer teaches in different ways. In fact, the effective teaching requires flexibility, creativity and responsibility in order to provide an instructional environment able to respond to the learner's individual needs (Tulbure, 2012).

According to Reid (1995) learning style is individual 's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills. It means that learning styles describe different ways of learning. Individuals can be better interacting by taking and process information. However, Wong (2004) also defined that learning styles as an individual preferred or habitual way of processing the knowledge and transforming the knowledge into personal knowledge. In other words, learning styles are the students' habitual in learning process and to transform the knowledge into personal knowledge. Each student had habit or attitude to get knowledge in learning process.

The students will be aware to get learning if they can obtain and manage their learning styles by themselves. Learning styles are connected with the learners' feeling so that they can provide their learning styles based on their desire. As stated by Kolb and Kolb (2005 p.195) The learning styles encompass feeling, thinking, doing, and watching to varying degrees depending on learner maturity. It means that, learning style is sensory and mental at once which is influenced by personality type, educational specialization, career choice and current job role and tasks. Language learning style is a way the individual or students to get information in teaching learning process. It was supported by Brown (2000:12) he defined that learning styles as the manner in which individuals perceives and process information in learning situation. It means that learning style is a way of someone to observe and get information in learning situation.

Some researchers had investigated the use of learning styles in the process of learning. Gilakjani (2012) on his research focusing "Visual, Auditory, Kinesthetic Learning Styles and Their Impacts on English Language Teaching". He that Iranian EFL university students

preferred learning style was visual. Gahedi (2014) focusing on “Relationship between Learning Styles and Motivation for Higher Education in EFL Students”. His research aimed to examine the relationship between learning styles and motivation for higher education in EFL students. The result of the study increase the useful information to L2 research on learning styles, and pedagogically speaking, the findings of the study may have implication for students and EFL teachers.

In addition, Fayombo (2015) on her research concerning Learning Styles, teaching strategies and Academic Achievement among some Psychology Undergraduates in Barbados”. She found that students’ preferences for visual, auditory, kinesthetic and multiple modes of learning styles and the majority of the students benefited from the learning strategies utilized in the classroom. Additionally, they teaching strategies and learning styles contributed 20% ($R^2 = 0.20$) to the variance in academic achievement and this was statically significant ($F(2, 168) = 21.04, p < .05$). This finding discussed the importance of utilizing different teaching strategies to accommodate different learning style and promote students’ academic achievement in psychology. The research that would be researched focus on learning style. Then the gap of this research lay in the subject, place of the research, analyze the data and objective of the research. Therefore, the researchers attempted to scrutinize the use of learning styles for English Education Department students of Universitas Muhammadiyah Sorong

2. Research Method

This research implied qualitative research. According to Sugiyono (2013:228) said that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participant’ setting; analyzing the data inductively, buildings from particulars to general themes; and making interpretations of the meaning of data. The final written report has a flexible writing structure. This type of the research is chosen because the researchers want to disclose the learning styles of English Education department students of Universitas Muhammadiyah Sorong in learning English.

The data in this research are taken by using interview and questionnaire. The source of the data are from the participants that involved in this research. There are 6 participants of this research. The participants are taken form fifth semester. The participants are selected by using purposive sampling. According to Sugiyono (2015) explains that purposive sampling is a technique determination of samples with certain considerations.

3. Result and Discussions

In this section, the data were taken from interview which involved the participants of this research. The data analysis was done based on Miles & Huberman (1994: 10-11) state that there were three steps in qualitative data analysis, they were: data reduction, data display, and drawing conclusion/verification. It used to disclose the students’ sensory preferred learning style in learning English Department of Sorong Muhammadiyah University.

The result showed that the first rank of the learning style frequency used by the students was audio learning style. This was also supported by percentage from the students' sensory preferred learning style questionnaire data was 28.2% including very good level. The second rank of the learning style used by the students in audio learning style. This is also supported by percentage from the students' sensory preferred learning style questionnaire data was 21.1% including good enough level. The third rank learning style used by the students in kinesthetic learning style. This is also supported by percentage from the students' sensory preferred learning style questionnaire data was 20.9% including good level.

The result revealed that the students of fifth semester of English Education Department in Universitas Muhammadiyah Sorong have different way to learn by applying their learning styles. The data can be presented as follows:

Visual Learning Styles

“ I like to learn with visual leaning media because it is more interesting and easy to understand and seems like I see the illustration and without explanation, I can understand” (Student 2).

The statement above shows that student 2 do better with visual materials because it is more interesting and easier to understand. Therefore, it can be said that that student 2 employs visual learning Style.

Audio Learning Styles

“I like to study by listening, because by listening it is easy for me to observe the material which do not understand. Sometimes if I do not understand I will ask to the lecturer”. (Student 5).

The statement above shows that student 5 prefer to learning by listening, because by listening makes her easy to understand the material and she can observe the material. Therefore, it can be said that student 5 tends to apply audio learning style in her learning process.

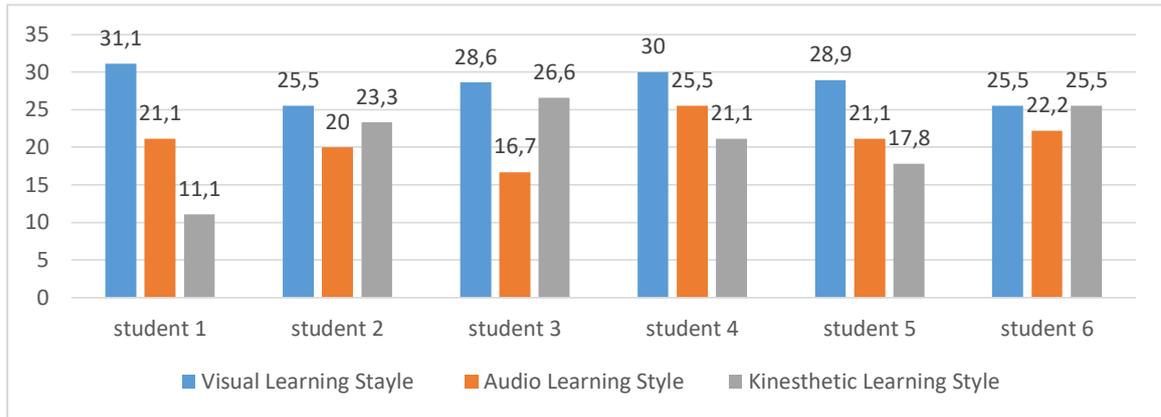
Kinesthetic Learning Style

“I prefer to learn by practice because it will be easy for me to understand when it is done with action”. (Student 6).

The statement above shows that student 6 like to learn by practice because it easy for her to understand when it is done by action then makes easy way to follow. Therefore, it can be said that student 6 tend to apply kinesthetic learning style.

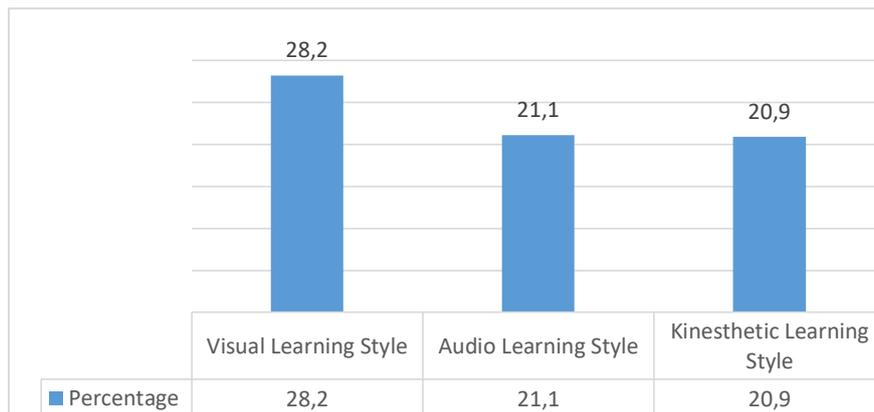
Based on the data above, it can be concluded that learning styles that used in learning English by English Education Department in Universitas Muhammadiyah Sorong was in line with theory which was proposed by Reid (1995) that learning style is individual 's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills. It means that learning styles describe different ways of learning. Individuals can be better interacting by taking and process information.

Chart 1. Classification of the Students' Sensory Preferred on Learning



The classification of students' sensory preferred on learning style in learning English. From the chart above, it can be seen that the item of student 1 was 31.1% of visual learning style, while audio learning style was 21.1% and kinesthetic learning style was 11.1%. Student 2 was 25.5% of visual learning style, while audio learning style was 20% and kinesthetic learning style was 23.3%. Student 3 was 28.6% of visual learning style, while audio learning style was 16.7% and kinesthetic learning style was 26.6%. Student 4 was 30% of visual learning style, while audio learning style was 25.5% and kinesthetic learning style was 21.1%. Student 5 was 28.9% of visual learning style, while audio learning style was 21.1% and kinesthetic learning style was 17.8%. Student 6 was 25.5% of visual learning style, while audio learning style was 22.2% and kinesthetic learning style was 25.5%.

Chart 2. Classification of the Students' Sensory Preferred on Learning Style based on the indicators



The classification of students' sensory preferred on learning style in learning English based on the whole indicators. From the chart above, it can be seen that the item of visual learning was 28.2% of including very good level, while audio learning style was 21.1% of including good enough and kinesthetic learning style was 20.9% including good.

4. Conclusion

After the researchers did this research, the researchers can conclude that the results would be reported based on the aims of this research. The researchers found that the result of interview students dominant used visual learning style and 28.2% of participants was visual learners. Even visual learners were majority, the researchers also discovered that students were able to receive the information when the lecturer delivered the information in auditory or kinesthetic way. It can be said that that learning style affected in students' achievement in English class. In this case, the lecturer needed to help students when they felt hard to understand. The lecturer should also create the best appropriate teaching method to fulfill students' language learning style during learning process. Then learning style was not only how the students can reach or receive the knowledge but also how they can represent what just they got during teaching learning process.

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