

**LEARNING STYLE PREFERENCES
OF YEAR X STUDENTS IN SMA UII
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Abstract

This thesis describes English learning style preference of students of year X in SMA UII. The aim of the research is to find out the learning style preferences students SMA UII in Year X academic year 2014/2015. This is a descriptive quantitative research study. The focus target learners are 42 participants. The research revealed that, 14,28% of the students preferred visual learning style, 35,71% tactile learning style, 19,04% auditory learning style, 50% group learning style, 28,57% kinesthetic learning style, 23,80% individual learning style. This research recommends that the teaching activities should accommodate the student's learning style and student learn according to their learning style.

Keywords: Learning style, year X SMA UII.

1. Introduction

This study examines what are the students learning styles preferences in teaching and learning process. Learning style is the main feature that every student has their own style in the learning process. Students have their favorite learning style in the learning process, students learn from different way, it can be kinesthetic, auditory, visual and tactile or group and individual. Students can enjoy their learning process by doing their own learning style, they also feel comfort during learning activities. They can express the material based on their learning style preference. Based on Karthigeyan on the journal, learning style is the main factor that influences the students successful, so teacher and educator should not ignore the identification of students learning style, they should pay attention to the students learning style (Karthigeyan, 2013).

While learning style that has conducted by (Veena, 2013) describes that the respondents were divided into two groups – high and low academic achievement, based on their previous semester results. Gender was also considered for the analysis. Other research that has conducted by (Karthigeyan, 2013) describes of the present study is to identify the predominant learning style preference of English language learners in higher secondary schools with respect to demographic variables like gender, locality, nature of school board and class in which they are studying. Few published studies focus on describing student learning style preferences based on gender, they classified based on gender.

This study aims to describe the whole students learning style preferences, without classified into gender. The purpose is to make the teacher easy to match the activities in the classroom. Teacher professionalism is always needed, which the knowledge need a continuing process with practices and direct observation. Therefore, while learning process teacher should analyze the students learning style, analyze student needs, and at the end of the teaching, should reflect the learning process. One of factors that should be known by the teacher is about student learning style. Teacher should know students' learning style to create a useful teaching. The purpose is to make the learning process be followed by students as well and also to create the appropriate teaching on it. Based on the result observation and interview in year X of SMA UII that every activities that conducted by teacher cannot be followed by the student. The writer analyze that the teacher did not pay attention about the student need, the teacher did not care of the student learning style. The student did not aware of their learning style. Few published study focus on learning style based on gender, or classified based on gender. Therefore, the study aims to find out the whole learning style preferences students SMA UII in Year X.

2. Background

English is the language of England, used in Britian, most countries in the British common wealth, the USA and some other countries. Learning is knowledge obtained by study (Hornby, 1995). Beside that, based on Ausubel in the Douglas Brown's book defined that learning as the procedure of getting

material as feature and relatively isolated entities that are relevant to cognitive structure only in an arbitrary and verbatim fashion, not allowing the establishment of association. This book told us about the definition of learning, it is like procedure to get the materials (Brown, 2007).

According to Dunn (1993) as cited by (Dunn, 2000) said that learning style is the way students begin to think on, procedure, internalize, and remember new and difficult academic in a row.

Others perception on Dunn Learning style is a biologically and developmentally determined set of personal characteristics that make the same instruction efficient for some students and not efficient for others. Although, teacher explains the same material for the different class and give the same instruction for the different class that did not make sense for student can understand all as the expectation from the teacher, some student can follow or understand the material and the instruction, and some student cannot understand the material and the instruction (Dunn, 2000).

On the other hand, learning style is learns in different habit from each other and we often choose to use what has become known as a favorite learning style. There are many kind of definition of learning styles: a one or more ways in which an individual choose for learning, a way of an individual's favorite learning or best style (s) in which to think, process information and show learning, an individual's favorite means of getting knowledge and skills; customs, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual displays (Pritchard, 2008).

However, if a particular approach when learning is managed by a teacher only, there is a possibility that some students will work and learn less efficiently than others in the class. For this reason, an awareness of learning styles is important for teachers. Learning style awareness can help teachers to a better thoughtful of the wishes of learners design the material. Therefore, teacher should know student's learning style, because knowing student's learning style will make an impact on education (Pritchard, 2008).

Based on Lefever a learning style is the technique in which an individual sees which one is the best technique and uses for learning what has been seen. Each

person's individual learning style is as unique as an autograph. When student felt hard to learn, student learns faster and take pleasure in learning more if his or her unique learning style is confirmed by the way teacher teaches. Teaching on student's learning style will make students get more excited and easy to learn the material, student can understand well about the explanation from the teacher (Lefever, 2004).

Based on Reid (1995) as cited by Tabanlioglu (2003) on his journal about the questionnaire's explanation, learning style student preferences is students learn in many different methods. The questionnaire you fulfilled and scored showed which methods you prefer to learn English. In many containers, students' learning style preferences show how fine pupils learn material in different conditions. The explanations of main learning style preferences below describe the characteristics of those learners. The explanations will give you some information about ways in which you learn best.

Visual major learning style preference is how you learn well from *observing words* in books, on the chalkboard, and in workbooks. Auditory major learning style preference is you learn from listening to words spoken and from oral explanations. You may take into account information by reading aloud or moving your lips as you read, especially when you are learning new material. Reid (1984) also added that Kinesthetic major learning style preference is study better by experience, by involving physical activities in the classroom experiences. Individual major learning style preference is learn best when you work alone. Reflect, understand, and make better progress when learning alone, or learning by yourself. Whereas, minor learning style is in most incident, learning styles point to areas where you can purpose well as a learner. Usually a very successful student can learn in several different styles, and Negligible learning style is often a negligible score shows that you may have difficulty learning in that way. One solution may be to learn by your stronger style. Another solution might be to try to work on some of the talents to strengthen your learning style in the negligible area. Every student has their own pleasure in study, which one is the most take them enjoy and comfort while learning, student can choose by themselves (Tabanlioglu, 2003).

According to Reid (as cited in Tabanlıoğlu, 2003) said that a group pupil is the one who learns more efficiently when working with others and an individual learner is someone who learns more successfully through working alone (Tabanlıoğlu, 2003).

3. Method

3.1. Learner Subject

This research is descriptive quantitative research, in this research the writer has decided the role of research by describing the data from the questionnaire without doing the treatment.

The population of this research is students of year X in SMA UII. For the detail (see table 1).

Table 1. Population of students year X in SMA UII for academic year 2014/2015

**Population of students year X in SMA UII for academic year
2014/2015**

No	Subject	Male	Female	Total
1	Class X A	19	6	25
2	Class X B	13	4	17
		Total		42

The samples of this research are two classes. The first class A which consisted of 25 students, and the second was class B which consisted of 17 students. The total sample of this research was 42 students.

3.2. Method of Data Collection

This research uses questionnaire as the data collection for the research. The questionnaire uses in this research is closed ended question. Students choose one of the answers by giving the checklist on the column based on their favorite

learning styles preference. The questionnaire uses in this research by using five alternatives answers. They can choose strongly agree, agree, undecided, disagree, or strongly disagree. This questionnaire uses for knowing students learning style preference for year X in SMA UII academic year 2014/2015.

To get the data from the research, the writer uses the questionnaire as the research instrument, the model of the questionnaire is perceptual learning styles questionnaire. The procedural of research instrument questionnaire as follow: The first stage is about the direction of the questionnaire and the instruction to fill the questionnaire. Second page is about the questionnaire admission such as statement that should fill by the respondent. The third page is about self scoring sheet. The last page is about explanation of learning styles preferences.

3.3. *Data Analysis*

Nugraha (2013) as cited by Sudjana (2001) said that the analysis method used in this research is descriptive percentage. This percentage descriptive processed by frequency divided by the number of respondents and multiplied by 100 percent, as follows:

$$P = f/n \times 100\%$$

Information:

P: Percentage

F: Frequency

N: Total respondent

100%: fixed number

The calculation of descriptive percentage has the following steps:

- a. Correct the questionnaire answer from the respondent
- b. Calculate the frequency of the respondent's answer
- c. The total respondents are 42
- d. Input into the formula

Percentage every category:

- a. The total of visual respondent

$$\frac{\text{-----}}{\text{Total respondent}} \times 100\%$$

Total respondent

- b. The total of tactile respondent
 _____ X 100%
 Total respondent
- c. The total of auditory respondent
 _____ X 100%
 Total respondent
- d. The total of group respondent
 _____ X 100%
 Total respondent
- e. The total of kinesthetic respondent
 _____ X 100%
 Total respondent
- f. The total of individual respondent
 _____ X 100%
 Total respondent

The questionnaire criteria that was designed in this research is using five alternatives answers, are SA (strongly agree), A (agree), (U) Undecided, D (disagree), DS (Strongly disagree). The questionnaire that will be used in this research is checklist in the column based on respondent situation. The subject or the respondent choose one of the alternative answer based on the respondent's situation. The alternative answer score can be seen in this table bellow, every question you answered has a numerical value. (see table 2).

Table 2. Score Variable of The Alternative Answer

Score Variable of The Alternative Answer				
SA	A	U	D	SD
5	4	3	2	1

The respondent should fill in the blank of the self scoring sheet with the numerical value of each answer. For example, if they answered Agree (A) for question 6 (a visual question), write a number 4 on the blank next to question 6. When the respondent have completed all the numerical value add the numbers

than multiply the answer by 2, and put the total score on the appropriate blank. After analyzing the questionnaire, the next process is giving score to the respondent's answer. In this process the answer was given by the respondent then gave the score based on the procedural that has designed. The total score from the respondent uses as the incomplete score, that will be the next processing data. After finishing the process for each of the learning style categories, the respondent can look at the scale below, it will help them to determine their major learning style preference(s), minor learning style preference(s) and those learning style(s) that are negligible. Major Learning Style Preference 38-50, Minor Learning Style Preference 25-37, Negligible 0-24.

4. Result

The calculations of the result every statement in the questionnaire sheet and result calculation of students score in the questionnaire see table 3, and the total score percentage for every learning style preference (see table 4).

Table 3

NO	CODE	LEARNING STYLE					
		Visual	Tactile	Auditory	Group	Kinesthetic	Individual
1	D28	44	34	34	32	40	44
	D27	38	36	26	40	38	28
2							
3	D29	28	42	28	42	40	34
4	D41	40	48	48	38	42	30
5	D42	38	32	34	36	38	32
6	D40	38	38	40	42	40	38
7	D39	32	32	30	36	32	36
8	D38	30	30	30	30	30	30
9	D37	34	38	32	36	36	26
10	D36	28	34	42	32	32	22

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11	D35	32	40	36	38	40	28
12	D34	34	40	36	38	40	22
13	D33	40	40	40	40	40	40
14	D32	30	30	30	30	30	30
15	D31	38	40	40	40	40	38
16	D30	36	36	38	36	38	34
17	D26	28	32	32	36	36	26
18	D25	34	22	28	28	38	28
19	D24	34	42	26	38	36	32
20	D23	24	38	30	32	36	26
21	D22	36	40	36	44	36	32
22	D21	28	34	46	30	46	42
23	D20	34	38	30	46	40	36
24	D19	34	28	32	32	32	26
25	D18	40	48	30	44	36	38
26	D17	36	38	34	40	40	14
27	D16	24	42	28	42	30	32
28	D15	32	30	30	36	26	30
39	D14	32	34	32	38	36	30
30	D13	40	48	38	46	44	40
31	D12	36	40	34	42	38	32
32	D11	36	32	36	46	36	50
33	D10	38	36	40	46	40	36
34	D9	30	36	26	40	32	48
35	D8	36	44	42	36	42	38
36	D7	34	38	34	44	38	30

37	D6	34	38	38	40	38	32
38	D5	32	30	38	28	24	40
39	D4	30	30	32	36	36	42
40	D3	38	34	40	42	32	34
41	D2	38	40	34	32	40	42
42	D1	38	34	40	42	32	34

Table 4. Total Score Percentage

Total Score Percentage

Visual	Tactile	Auditory	Group	Kinesthetic	Individual
6/42 X 100	15/42 X 100	8/42 X 100 = 19,04	21/42 X 100 = 50	12/42 X 100 = 28,57	10/42 X 100 = 23,80
= 14,28	= 35,71				

4.1. A Frequency Distribution of Visual Learning Style

Based on the analysis that have conducted by the writer, the result score of 6 student of year X in SMA UII prefer to learn by visual learning style. The percentage of the result is 14,28 % of student year X in SMA UII have a visual learning style. From the total amount of 42 students, only 6 students have a visual learning style. 6 students included on the negligible learning style preference. They do not like as well with visual learning style. To know the result score of the questionnaire, the writer analyzed every item of the statement and put the result score based on the questionnaire's requirement. To know the result percentage from the total score, the writer multiply the highest total score students preference learning style with 100 and divide with the total amount all of students, than the result percentage can be known.

4.2. A Frequency Distribution of Tactile Learning Style

Based on the analysis that has conducted by the writer, the result score of 15 student of year X in SMA UII prefer to learn by tactile learning style. From the total amount of 42 respondents, 15 students with prefer to learn by tactile learning

style. The percentage of the result is 35,71 % of student year X in SMA UII have a tactile learning style. 15 students included on minor learning style preference. The total amount of student preference about tactile learning style is medium.

4.3. *A Frequency Distribution of Auditory Learning Style*

Based on the analysis that has conducted by the writer, we can conclude that the result score of 8 student of year X in SMA UII prefer to learn by auditory learning style. From the total amount of 42 respondents, only 8 students with prefer to learn by auditory learning style. The percentage of the result is 19,04 % of student year X in SMA UII have a auditory learning style.

4.4. *A Frequency Distribution of Group Learning Style*

There are 21 students have group learning style preference, by the average of the highest result score from the respondents in answering the questionnaire statements. Based on the frequency distribution of the table, group learning style preference of student year X in SMA UII include the majority of the percentage, with the percentage as 50 % of students from the total amount of 42 like to learn by using group learning style. 21 students in this school included a major of group learning style preference. Group learning style as the most dominant of learning style preference by students of year X in SMA UII, because the respondent achievement for the group learning style variable is highest than the other variable of learning style.

4.5. *A Frequency Distribution of Kinesthetic Learning Style*

We can take the conclusion from the data that had been analyzed, 12 students from the total amount of 42 students were having a kinesthetic learning style preference. 12 students prefer to learn by using kinesthetic learning style. Concerning the result of student answering the item statement about kinesthetic learning style is high. As the result of the analysis data from the questionnaire, the result percentage of 12 students described 28,57 %. To know the result percentage of the data, the writer multiplies the total amount of student who like a kinesthetic with 100 than divide with the total amount of students for year X in SMA UII.

4.6. *A Frequency Distribution of Individual Learning Style*

The result analysis of individual learning style preference students year X in SMA UII as the following description. 10 students from 42 total students were

have an individual learning style preference, with the total percentage 23,80%. Individual learning style in this school is included on the minor of student preference. Concerning this result, 10 of students have an individual learning style habit and characteristic.

5. Discussion

Based on the result of questionnaire that used in this research is proven to be every student has their own learning style preference, It can be visual learning style, tactile learning style, auditory learning style, group, individual and kinesthetic learning style. from the description of the research, every students not only have one learning style, but also can be two or more, because the result score above explained one student have two learning style, three learning style and more. The result score of the questionnaire show us about their learning style. Therefore, as teacher should attend to the students learning style, to make an appropriate teaching and learning process. Based on Pritchard Learning style awareness should make an impact on education – the ways in which teachers choose to teach – and should help teachers to a better thoughtful of the wishes of learners, as well as to an awareness of the wishes to differentiate materials, not only by level of problems but also by learning style. Between teacher and students there are impacts on teaching learning process when knowing student learning style, because teacher can design the activities and material based on students need. (Pritchard, 2008).

Based on Reid (as cited in Tabanlıoğlu 2003) there are many consideration to conduct the activities in the classroom based on student learning style. This research shows that 6 students have a visual learning style with a percentage 14,28 %, these students including negligible. When teacher has known students prefer with visual learning style, teacher should design the material that going to explain in the classroom based on student visual learning style. teacher can put little bit activities that related with student visual learning style, for example give the activities by asking students to write and analyze the material. Therefore, by conducting this activity the students who have a visual learning style can follow up the activities. As students should be aware with their learning style, when they have visual learning style, they should focus on the learning activities based on

their preferences, so they can easy to follow the activities and easy to understand the material. 15 students have tactile learning style 35,71 %, these students including on minor learning style preferences. By knowing the score percentage as teacher should create an appropriate teaching, teacher should design the classroom activities by including the students need, such as giving students chance to do in a laboratory related with the material. When students knowing their preferences is tactile learning style, so students can enjoy follow the activities that has designed by the teacher. 8 students have auditory learning style 19,04 % , this result score percentage shows that students ranks on negligible. Although, a few students prefer with this learning style, as teacher should attend the students need, by including listening class activities, so students who have auditory learning style can enjoy follow up the activities, as teacher should not attend to the minor of students need only. 21 students have group learning style 50 %, this result score shows us a major learning style preferences in this class. As teacher should design as well about the activities with using group work or peer work, because 50% of students prefer to learn by using group. Teacher should include the activities such as ask student to do group work in previous meeting, design the classroom activities by using group work. Based on this result score, students should use their learning style in teaching and learning process, to make them easy to follow the activities in the classroom, and also to make them easy to catch up the material. 12 students kinesthetic learning style 28,57 %, minor of students prefer with kinesthetic learning style, based on this result score, teacher should design the classroom activities with including a kinesthetic learning style. By asking students to practice the material, make a role play act. Twelve of students should be aware about their learning style, so they can enjoy follow the activities that has conducted by the teacher. Last result score, 10 students individual learning style 23,80%, this result percentage shows us about student's minor learning style. When knowing this result score percentage, as teacher should not include more the activities by using individual work, because minor of student prefer with this learning style, so when teacher only focus with minor students, the activities will not be followed by all of students. Concerning this

research, majority of student year X in SMA UII have a group learning style preference.

6. Conclusion

From the consideration every chapter, based on the formulation, the focus of this research can take the conclusion as below: To conclude, the result description of this research described, most of student year X in SMA UII have group learning style preference. With the total score percentage, 21 students have group learning style preference with the percentage 50%. Based on the result score for the group learning style, the teacher cannot give individual work, because the student prefer with the group work, give kind of activities related with group work. 15 students have a tactile learning style preference with the percentage 35,71%, and 12 students have a kinesthetic learning style preference with the percentage 28,57%, so the teacher should give more students about activities. Than for the result three categories 6 students have a visual learning style preference with the percentage 14,28%, 8 students have an auditory learning style preference with the percentage 19,04%, and 10 students have an individual learning style preference with the percentage 23,80%. For these kind of learning style, lecturing, speaking and explaining is not quite interesting activities or not quite applicable for the student year X. So, students year X in SMA UII like to learn by using group learning style, with a percentage 50% from 21 students prefer to learn by this learning style. Based on the result above, the teacher should alleviate about lecturing, explaining activities, teacher should add more about group activities and add more about varieties activities in the classroom.

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