

AN ANALYSIS ON STUDENTS' LEARNING STYLE IN ENGLISH LANGUAGE AT THE STATE SENIOR HIGH SCHOOL 1 TELUK SEBONG

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ABSTRACT

This study was to determine the language learning strategies used by students while learning English. The subjects of this study were students of SMA 1 Teluk Sebong. This research is a qualitative research with a case study research design. Data collection methods are observation and interviews. There are two instruments used in this study, namely the observation checklist and interview guidelines. The findings show that during learning English students use type types of language learning strategies, namely Visual learners would rather learn by watching. Auditory learners would rather learn by listening to teachers and reading. Kinesthetic learners would rather learn by doing. The various ways of learning is call learning styles.

Keywords : Language ;learning style; English

I. Introduction

The process of learning a second language is not the same for everyone; some are faster than others, some like visual, other like listen to information, and others prefer some physical involvement. Visual learners would rather learn by watching. Auditory learners would rather learn by listening to teachers and reading. Kinesthetic learners would rather learn by doing.

The learners have different characteristic and learning style, but most learners have a dominant style falling into either the visual, auditory, or kinesthetic categories. There are many advantages in understanding the learning styles, such as maximizing the learning potential, understand how to best study and score better on exam ad test, reduce frustration and stress level, improve self-confidence and self-esteem, learn how to enjoy learning more, and etc. Based on the rational above, it can be conclude that some of the second year students at State Senior High School 1 Teluk Sebong were still problematic in identifying the learning styles preferences that appropriate for them. Thus, the researcher is interested in concluding a research entitled “**An analysis On Students’ Learning Style in English Language at the State Senior High School 1 Teluk Sebong**”.

II. Research method

There are many researchers have investigated learning styles, and also there are many kinds of learning styles. They saw learning styles from different aspect, such as sensory preferences, personality types, desired degree of generality and also biological differences. The following section is the explanation of the four dimensions of learning styles that are more likely associated with second language learning (Oxford in Murcia, 2000).

There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which students take in information. In addition, multiple intelligence that has been filtrated by the education community into a focus on three types of psychological learning styles, they are visual, auditory, and kinesthetic (Gardner's, 1993).

Cohen, Oxford and Chi's (2001) stated that Learning Style Survey was adapted for purpose of the study the focus on the sensory style preferences (visual, auditory, and kinesthetic) of learners, the other section in the original survey were excluded. Many learners have different ways in learning information. Learners use all of their senses to take information. They seem to have preferences in how they learn best. Learning style that they prefer will integrate the process of learning, thus they will learn more easily and fast and will successful.

III. Result and discussion

Before the questionnaire was given to the sample of this research, they were tried out to the second grade students of State Senior High School 1 Teluk Sebong. The purpose of the try out is to obtain validity and reliability of the questionnaire. Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). In other words, validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested.

Gay (2012) mentioned that there kinds of validity. They are content validity, criterion-related validity, and construct validity. In this research, the researcher used construct validity to know the validity of questionnaire. According to Gay (2012), construct validity is the validity that determined the concept of instrument being measured. This validity was used for determining the characteristics of the subjects such as an intelligence test, a motivation test, an interest test, and skill test of persons.

To know whether the data is valid, the questionnaire was tried out to 43 students and calculated by using SPSS 17.0 version. The researcher examined and noted the differences between r_{item} and r_{table} . Siregar (2014) stated that the item is valid if the value of r_{items} higher than r_{table} at significance level of 5%. The data was consulted with r_{table} at significance level of 5% ($\alpha = \textit{alpha} = 0.05$). The researcher took N 43, so r_{table} acquired was 0.2483 (See in appendix r_{table}). The result of questionnaire indicated that all items were valid. It can be seen as follows:

The Analysis of Learning Styles Test Validity

IV. Conclusion

This part covers the discussion of the students' learning style. The discussion based on how students' learning style at the first grade of SMA 1 Teluk Sebong. The researcher found that the students' learning style is good level. But the students still had some problems in learning style. It caused , they didn't like to learn English, didn't know the technique how to use appropriate words based on context and also their teacher didn't have good ways in teaching learning.

Connected with the research David P. Ausubel (1978) stated that verbal learners usually focused on learning through verbal or textual material by using map, timeline, or metaphor in the beginning of the lesson, but they are not overviews or summaries. The learners integrate new concepts and propositions with relevant concept and propositions already known, and they try to integrate new knowledge with relevant existing knowledge. Theoretically, the research finding was in line with the expert' ideas, (Pride, N.D., 2009) Auditory learners learn best by listening, and discover information through listening and interpreting information by the means of pitch, emphasis, and speed. These students gain knowledge from reading out load in the classroom and may not have a full understanding of information that is written. In line with idea, De Porter (in Menik kurnia, 2016) stated that kinesthetic students access all

types of motion and emotion nor remembered movement, coordination, rhythm, emotional response and physical comfort prominently in learning.

V. Bibliography

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