

**STUDENTS' PROFILE BASED ON THEIR LEARNING STYLE
AND ITS IMPLICATION IN ENGLISH TEACHING:
A STUDY AT SMA MTA SURAKARTA**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirement
for Getting Bachelor Degree of Education in English Department**

**by
WAHYU PURWATI NURJANNAH
A 320 100 196**

**ENGLISH EDUCATION DEPARTMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2014**



UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. A Yani Tromol Pos 1- Pabelan, Kartasura Telp. (0271) 717417 Fax: 715448 Surakarta

57102

Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan di bawah ini pembimbing skripsi / tugas akhir:

Nama : Prof. Dr. Endang Fauziati, M. Hum.

NIK : 247

Nama : Mauly Halwat Hikmat, Ph. D.

NIK : 727

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi (tugas akhir) dari mahasiswa:

Nama : Wahyu Purwati Nurjannah

NIM : A320100196

Program Studi : Pendidikan Bahasa Inggris

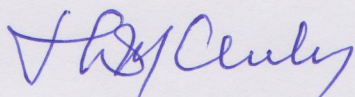
Judul Skripsi : Students' Profile Based On Their Learning Style and Its
Implication in English Teaching: A Study at SMA MTA
Surakarta

Naskah artikel tersebut layak dan dapat disetujui untuk dipublikasikan.
Demikian persetujuan ini dibuat, semoga dapat digunakan seperlunya.

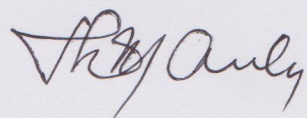
Surakarta, 4 Maret 2014

Pembimbing I

Pembimbing II


a/n Prof. Dra. Endang Fauziati, M. Hum

NIK: 247


Mauly Halwat Hikmat, Ph. D.

NIK: 727

**STUDENTS' PROFILE BASED ON THEIR LEARNING STYLE
AND ITS IMPLICATION IN ENGLISH TEACHING:
A STUDY AT SMA MTA SURAKARTA**

**Wahyu Purwati Nurjannah
A320100196**

**Prof. Dr. Endang Fauziati, M. Hum.
Mauly Halwat Hikmat, Ph. D.**

*English Department, School of Teacher Training and Education
Muhammadiyah University of Surakarta (UMS)*

E-mail: zha.alpha@gmail.com

Phone number: 085728528991

ABSTRACT

This research focuses on the case of the student's profile based on their learning style and its implication in English teaching in SMA MTA Surakarta. The research is aimed to find out: 1) the students' profile of SMA MTA Surakarta, 2) the students' learning style, 3) the major type of learning style used by the students, 4) the students' preferences of learning style, 5) the teaching technique suitable with the learning style. The topic of this research is learning style and the object is the students' learning style. The type of this research is descriptive qualitative research. The data source of this research is the students in X MIA 6 of SMA MTA Surakarta. The data collecting technique is by using questionnaire. There are two sessions in collecting data, in first session the writer uses closed-ended questionnaire and the second session she uses open-ended questionnaire. The writer uses Fleming's concept of learning style as the theoretical framework to identify the students' learning style in X MIA 6 of SMA MTA Surakarta. From data analysis, the results of this research are: 1) the students' learning styles found are: auditory, read or write and kinesthetic, 2) the major type of learning style is auditory which is used by 27 students in the class (81, 82%), 3) three kinds of the students' preferences of their learning style. The first is auditory preference, they are: often pay attention to the explanation, tend to have discussion, and like listening. The second is read or write preferences, they are: like writing and reading, do not like listening, and like to open dictionary. The third is kinesthetic preferences, they are: tend to write or draw something while listening the presentation, and prefer to have a moving class, 4) the suitable teaching techniques with their learning style such as presentation with practicing something, listening that combined with writing, moving class and discussion. The pedagogical implications of this research are: deciding the teaching techniques which focus on the major type of learning style or focus on one only learning style, then the teacher can combine the teaching techniques which can cover up all the students' learning style.

Keywords: *Learning Style, Visual, Auditory, Read/Write, Kinesthetic, Implication*

A. Introduction

Understanding the students' characteristic is very important in teaching English because it determines how well or how fast the students are probably to master the English language. One factor that contributes to the Second Language Acquisition of the students is learning style.

Learning style is one a convenient way to obtain information that tends to be used by learners. Their learning style can be seen through their preferences in learning. It should be known both of the learners and the teachers because it can help the learners and the teachers in the learning process of the target language.

There are some previous studies related to this research. The first researcher is Wati (UMS, 2012) entitled *Learning Style of the Students in Kumon Songgolangit*. This research is aimed to describe the students' learning styles in learning Mathematics at Kumon Songgolangit. Wati found three type of learning style; those are visual, auditory and kinesthetic. Wati found the preferences of visual learning style that are: be careful in doing something, easy to remember what they see than what heard, not easily distracted by the commotion. The auditory preferences that found by Wati are often talk to themself while working on something, tend to easily distracted by commotion, often moving his lips, reading aloud and delight in reading aloud and listening. Then the characteristics of kinesthetic learner are: always move, rather practice in directly than theory, easily to memorize the way to walk, hard to sit in a long time.

The second previous study is from Marsis (UKSW, 2012) entitled *The Learning Style of Eleventh Grade Students in Science and Social Program at SMA 1 Bae Kudus*. The study aims to determine the learning style that is owned by class XI students in science and social class in SMA 1 Bae Kudus. Marsis found that there are four types of learning style based on Kolb's concept, those are Diverger, Converger, Assimilator, and Accomodator. The major types of learning style used by the IP program students is Diverger and the IPS program students is Diverger too. In the IPA program students, all the learning style have higher category but in the IPS program students only Diverger and Converger that have higher category.

The writer uses theory from Fleming (1992) as her theoretical framework. Fleming explained that there are four types of learning style based on the students' sensory preferences; they are: Visual, Auditory, Read/Write and Kinesthetic or well known as VARK theory. According to Fleming, each learning style has its own characteristics. Visual characteristics are: able to read information in maps, spider diagrams, charts, graphs, flow charts, labeled diagrams, and all the symbolic arrows, circles, hierarchies and other devices that people use to represent what could have been presented in words.

Auditory characteristics are: learn best from lectures, group discussion, radio, email, using mobile phones, speaking, web-chat and talking things through. Read or write characteristics are: being able to write well and read widely, often addicted to PowerPoint, the Internet, lists, diaries, dictionaries, thesauri, quotations and words. Kinesthetic characteristics are: learn from the

experience of doing something, possible to write or speak kinesthetically and cannot sit in calmly.

From the explanation, the writer formulates the research problem of this research that is; what the students' profile of SMA MTA Surakarta based on their learning style is. Based on that research problem, the writer formulates the research questions, those are: (1) What are the students' type of learning style? (2) What is the major type of learning style used by the students? (3) What are the students' preferences in learning English?

The writer also formulates the objective of this research, that are: (1) To describe the profiles of the students of SMA MTA Surakarta based on their learning style, (2) To identify the types of their learning style, (3) To identify the major types of learning style that used by the students, (4) identify their preferences learning style in learning English, (5) To purpose teaching technique that suitable for the students' learning style.

B. Research Method

This part deals with method of the writer to analysis the students' profile of SMA MTA Surakarta based on their learning style, academic year 2013/2014. It is divided into four parts, those are: (1) the type of the study, (2) data and data source, (3) data collection technique, and (4) data analysis technique.

The type of this research is descriptive qualitative research, because the writer describes the students' learning style based on the VARK questionnaire. The data are from the students' answer in the both of opened and closed

questionnaire. The data sources are from VARK questionnaire and the questionnaires that arranged to know the students' preferences. The writer applies closed and opened questionnaire as the data collecting method in her research to get the data accurately. In the data analyzing technique, the writer uses scoring, classifying and describing.

C. Research Finding and Discussion

The writer explains research finding and discussion of this research below:

1. Research Finding

The writer explains the research finding as follows:

a. Type of Students' Learning Style

Research findings answer the research problem; there are three types of learning style based on Fleming's concept found, those are: Auditory, Read/Write and Kinesthetic. There are 27 students used auditory as their learning style (81, 82%) with the details as 23 used auditory as the main learning style (69, 70%), 2 students used auditory and read as their main learning style (6, 06%) and 2 students used auditory and kinesthetic as their main learning style (6, 06%).

Then the total number of students used read or write learning style is 3 (9, 09%). As the details of that percentage is: 2 students use read as their main learning style (6, 06%) and 1 student use read and kinesthetic as her main learning style (3, 03%). Then total number of

students used kinesthetic as their learning style is 3 (9, 09%). They use kinesthetic as their main learning style.

b. Major Type of Learning Style Used by the Students

Based on the percentage, the writer found auditory as the major type of learning style which has total number 81, 82%. This learning style used most of all students in the class that is 27 from 33 students.

c. Students' Preferences in Learning English

The writer found students' preferences in learning English. The preferences will be displayed in the table below:

Learning Style	Preferences
Auditory	1) Often pay attention the teacher or friend explanation, 2) Tend to have any discussion, 3) Sometime talk to other while studying, 4) Like listening music while reading, 5) Often disturbed with the noisy, 6) Like to read aloud the books and sing aloud the song, 7) Like to memorize and pronounce the vocabularies, 8) Prefer ask to other if do not understand, 9) Like to catch the word's pronunciation, 10) Like to have speaking rehearsal.
Read or Write	1) Like to write the important things, 2) Like reading books, 3) Do not like listening, 4) Often read the book silently, 5) They often quiet when studying, 6) Like to open the dictionary to find word, 7) Like writing and resuming materials, 8) Like to write a mini dictionary, 9) They often forget the materials that they have listened without take any notes.
Kinesthetic	1) Tend to open the books while studying, 2) Prefer to have a moving class, 3) Like to write or draw something when their friends have presentation, 4) They often actuate their hands while speaking, 5) They like actuate their foot while sitting or knock their pen on the table, 6) Sometime feel bored when listen the presentation, 7) Tend to like doing the exercise first rather than read the whole text, 8) Like to answer the question in the textbook, 9) Often actuate their finger while reading book.

d. The Suitable Teaching Technique with Their Learning Style

After knowing the students' learning style and their preferences, the writer purpose several teaching technique that can be used to teach them based on their learning style are: 1) Presentation with some things to be practiced in front of the class, 2) Listening section with writing what they have listened, 3) Moving class and listening the instruction, 4) Discuss and arrange something to be learned and presented, 5) Resuming the materials by using paper and stick it on the board.

2. Discussion

In this research, the writer finds three types of VARK learning style used by the students, those are: auditory, read or write and kinesthetic. The writer tries to compare this study with the previous study, the differences are the first previous study found three type of learning style those are visual, auditory and kinesthetic. The difference of the second previous study is the second researcher used quantitative research to know the influence of learning style to the students' achievement the result is there is a significant influence.

The third previous study found students' learning style based on Kolb's concept, they are: diverger, assimilator, converger and accommodator. Then she did not observe the students' learning style preferences. The fourth previous study found visual is mostly used by the students as their learning style. The other difference is he found factors

that support the students' learning activities, they are: social state of society, supporting situation, cozy atmosphere and peaceful state of mind.

The fifth previous study found is this research is a quantitative research. The researcher did not observe the major type of learning style used by the students and her research is a quantitative research with the result is there a positive relationship between students' learning style with their achievement. There is one similarity between the writer's findings with all of the previous study, that is identified the students' learning style.

The writer also compares this research finding with the Fleming theory to find the similarities and the differences. Based on Fleming theory, there are four types of learning style, which are visual, auditory, read or write and kinesthetic. The similarity between this research finding and the theory is the writer found auditory, read or write and kinesthetic learning style, then the difference is the writer did not find visual learning style used by the students.

The auditory preferences according to Fleming are: students learn best from lectures, group discussion, speaking, listen to the radio or music and talking things through. The similarities that the writer found about auditory preferences are: students like group discussion, like listen to the music, often pay attention to the presentation, like speaking and talking things through.

The read or write preferences according to Fleming are: able to write and read widely, often addicted to PowerPoint, internet, list, diaries,

dictionaries, quotations and word. The similarities that the writer found about read or write preferences are: students like reading book, students like writing the materials, students like write the vocabularies list, and students like to open the dictionary.

The last, kinesthetic preferences according to Fleming are: students learn from the experience of doing something and possible to write or speak kinesthetically. The similarities that the writer found about kinesthetic preferences are: students like to open the book while studying; they prefer to have a moving class, the like to write or draw something when the presentation is going, the often feel bored in presentation, they like actuate their hand while speaking; they prefer to do exercise first rather than read and they cannot sit calmly.

D. Conclusion, Pedagogical Implication and Suggestion

The writer explains the conclusion, pedagogical implication and some suggestion in these following paragraphs below:

1. Conclusion

The writer found three type of learning style used by the X MIA 6 students of SMA MTA Surakarta, the writer calculate and gets the frequency them. There are 27 students who use auditory as their learning style (81, 82%), 3 students who use auditory as their learning style (9, 09%) and 3 students who use kinesthetic as their main learning style (9, 09%). Based on the frequency, the writer reveals that the major type of learning style used by students is auditory learning style.

The writer also assumes that there are: (1) The students who use auditory as their main learning style there are 23 students (69, 70%), 2 students used auditory and read as their main learning style 6, 06%) and 2 students used auditory and kinesthetic as their main learning style (6, 06%). (2) the students who use read as their main learning style there are 2 students (6, 06%) and 1 students used read and kinesthetic as her main learning style (3, 03%). (3) The students who use kinesthetic as their learning style there are 3 students (9, 09%).

The major type of learning style used by students is auditory, it seen from the percentage that is 81, 82%. The writer also finds the preferences for each learning style used by the X MIA 6 students of SMA MTA Surakarta. The auditory learners' preferences are: 1) Often pay attention the teacher or friend explanation, 2) Tend to have any discussion, 3) Sometime talk to other while studying, 4) Like listening music while reading, 5) Often disturbed with the noisy, 6) Like to read aloud the books and sing aloud the song, 7) Like to memorize and pronounce the vocabularies, 8) Prefer ask to other if do not understand, 9) Like to catch the word's pronunciation, 10) Like to have speaking rehearsal.

The read or write learners' preferences are: 1) Like to write the important things, 2) Like reading books, 3) Do not like listening, 4) Often read the book silently, 5) They often quiet when studying, 6) Like to open the dictionary to find word, 7) Like writing and resuming materials, 8)

Like to write a mini dictionary, 9) They often forget the materials that they have listened without take any notes.

The kinesthetic learners' preferences are: 1) Tend to open the books while studying, 2) Prefer to have a moving class, 3) Like to write or draw something when their friends have presentation, 4) They often actuate their hands while speaking, 5) They like actuate their foot while sitting or knock their pen on the table, 6) Sometime feel bored when listen the presentation, 7) Tend to like doing the exercise first rather than read the whole text, 8) Like to answer the question in the textbook, 9) Often actuate their finger while reading book.

Then the writer found the teaching technique that suitable with their learning style in order to cover all of the students' preferences so the materials will be delivered effectively and maximal. Several teaching technique that can be used to teach them based on their learning style are: 1) Presentation with some things to be practiced in front of the class, 2) Listening section with writing what they have listened, 3) Moving class and listening the instruction, 4) Discuss and arrange something to be learned and presented, 5) Resuming the materials by using paper and stick it on the board.

2. Pedagogical Implication

The researcher finds the data that the students' learning style are auditory, read or write and kinesthetic. The major type of learning style of the students is auditory. The teachers should understand that their students

have many differences. In this case, the teachers should be able to give the teaching technique in many variations.

The teacher can use the students' learning preference to make the suitable teaching technique. Those teaching technique is made in order to make the students easier obtain the point of learning. In the other hand, the teaching technique should be engaging the preferences of physical learning style. The teacher can use teaching technique as follows: (1) Using teaching technique focus on the major type of learning style, (2) Using teaching technique focus on one learning style, (3) Combining teaching technique to all learning style, (4) Allowing the students learn with their own learning style.

Besides focus on the teaching technique that suitable with the students learning style, the teachers should engage the students to know themselves. The teacher can ask to the students to know what their preferences in learning English are, what their easiest ways to obtain the material that mostly they used to. The teachers can explain to the students that they are different and every student has their own ways to learn. The teachers also can explain to the students about learning style classification and its preferences.

The other ways to engage the students to know themselves is by using the questionnaire of learning style. There are many kinds of learning style questionnaire such as VARK questionnaire, Kolb questionnaire, Dunn and Dunn questionnaire and etcetera that can be used by the teachers and

students to identify their learning style. After knowing the learning style and its preferences, both of the teacher and students can maximize their effort, study, and their potential.

3. Suggestion

Since learning style and Second Language Acquisition has any correlation, the writer gives suggestion to the teacher to identify their students' learning style, because learning style is one of important things that affect second language learning. Knowing the students' learning style can maximize the teachers' way to deliver the materials to be more effective by deciding the suitable teaching techniques.

The writer also gives suggestion to the other researcher to analyze the students' learning style, because there are so many students and also teachers which do not understand yet about their learning style and their preferences. The other suggestion is for the next researcher may use the different theory of learning style such as the theory from Reid, Dunn and Dunn or Kolb.

BIBLIOGRAPHY

- Brown, H. Douglas. (2000). *Principle of Language Learning and Teaching Fourth Edition*. New York: Longman.
- Cottrell, Stella. (2001). *Teaching Study Skills and Supporting Learning*. New York: Palgrave.
- Dunn, R. (2000). Learning styles: Theory, research, and practice. *National Forum of Applied Educational Research Journal*, 13, (1), 3-22.
- Dunn, R., & Griggs, S. (1998). Learning styles: Link between teaching and learning. In Dunn, R. & Griggs, S. (Eds.), *Learning Styles and The Nursing Profession* (pp. 11-23). New York: NLN Press.
- Fauziati, Endang. (2010). *Teaching English As A Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama.
- Fleming, N., & Baume, D. (2006). *Learning Styles Again: VARKing up the right tree!*, Educational Developments, SEDA Ltd, Issue 7.4, Nov. 2006, p4-7.
- Ghufron, M. Nur. & Rini Risnawati S. (2012). *Gaya Belajar Kajian Teoritik*. Yogyakarta: Pustaka Pelajar.
- Kurniawan, Indra. (2009). *Gaya Belajar Mahasiswa UIN Sunan Kalijaga Yogyakarta Sebagai Takmir Masjid (Studi Kasus Terhadap Delapan Mahasiswa UIN Sunan Kalijaga Yogyakarta)*. Unpublished thesis. Yogyakarta: Universitas Islam Negeri Sunan Kalijaga.
- Kolb, D. (1985). *Learning Style Inventory: Self Scoring Inventory and Interpretation Booklet*. Boston: McBer & Company.
- Marsis, Talita. (2012). *Gaya Belajar Siswa Kelas XI Program IPA dan IPS di SMA 1 Bae Kudus*. Unpublished thesis. Salatiga: Universitas Kristen Satya Wacana.
- Mitchell, R and Florence Myles. (1998). *Second Language Learning Theories*. London: Arnold.
- Pekolj, Petra. (2008). Factors Affecting Second Language Acquisition. Available from http://www3.pef.uni-lj.si/~tuji-jeziki/piaos/gradiva/didaktika/summarised_articles/factors_affecting_sll.pdf

- Prashnig, Barbara. (1998). *New Ways of Learning and Teaching through Learning Styles*. Stafford: Network Educational Press Ltd.
- Qodriyah, Annie. (2011). *Hubungan Antara Gaya Belajar Dengan Hasil Belajar Mata Pelajaran Aqidah Akhlak Siswa Kelas IV MI Miftakhul Akhlaqiyah Beringin Ngaliyan Semarang*. Unpublished thesis. Semarang: Institut Agama Islam Negeri Walisongo.
- Qomariyah. (2010). *Pengaruh Gaya Belajar Terhadap Prestasi Belajar Siswa SMA Negeri I Blega*. Unpublished thesis. Malang: Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Riding, R. & Rayner, S. (2001). *Cognitive Style and Learning Strategies*. London: David Fulton Publisher.
- Salam, Muhammad S. (2008). *Factors Affecting Second Language Learning* [PowerPoint slides]. Retrieved from Slideshare website: <http://www.slideshare.net/cupidlucid/3-factors-affecting-12-learning-presentation>
- Seifert, K., & Sutton, R. (2009). *Educational Psychology*. Zurich: The Global Text Project.
- Stewart, K. L., & Felicetti, L. A. (1992). Learning styles of marketing majors. *Educational Research Quarterly*, 15(2), 15-23.
- Syah, Muhibbin. (2012). *Psikologi Belajar*. Jakarta: Rajawali Pers.
- Wati, Nindy Elsera. (2012). *Cara Belajar (Learning Style) Pada Siswa Sekolah Dasar Peserta Kumon Songgolangit*. Unpublished thesis. Surakarta: Universitas Muhammadiyah Surakarta.