A PREFERRED LEARNING STYLES OF THE STUDENTS OF SMK MUHAMMADIYAH 2 SURAKARTA

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by

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Surakarta, 26 Maret 2018

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ABSTRAK

Penelitian ini bertujuan umtuk mendeskripsikan preferensi gaya belajar siswa dalam proses belajar di SMK Muhammadiyah 2 Surakarta. Penelitian ini menggunakan pendekatan kuantitatif yang dapat digunakan dalam menanggapi pertanyaan relasional variabel dalam penelitian. Instrumen yang digunakan untuk mengumpul;kan data adalah kuesioner yang terdiri dari sejumlah pertanyaan tertulis yang diberikan kepada siswa dan guru bahasa Inggris di SMK Muhammadiyah 2 Surakarta. Data penelitian kuantitatif yang diperoleh melalui skala *Likert*. Peneliti mengatur cara mengumpulkan data sebagai berikut: 1) peneliti membagi kuesioner kepada setiap siswa dan guru bahasa Inggris; 2) peneliti meminta mereka mengisi kuesioner. Data dikumpulkan dari kuesioner siswa XI AK (akuntansi), XI AP (pemasaran) XI PM (administrasi kantor) yang berfokus pada gaya belajar Visual, Auditory dan Kinestetik. Kita dapat mengetahui bahwa 30% siswa XI AK suka belajar dengan gaya belajar Visual, selanjutnya yang lebih tinggi adalah siswa XI AP yang memiliki 33% dalam studi dengan gaya belajar Visual, dan yang terakhir adalah XI PM yang memiliki 37% yang merupakan presentase tertinggi.

Kata Kuncu: Guru, Siswa, Gaya Belajar, SMK Muhammadiyah 2 Surakarta

ABSTRACT

This study aims to describe the preference learning styles of students in teaching learning process at SMK Muhammadiyah 2 Surakarta. Especially, This research has a quantitative approach that can be used in response to relational questions of variables within the research. The instrument used to collect the data was a questionnaire that consisted of a number of written questions given to the students and English teachers. The data of the research were quantitative data obtained through Likert scale. The researcher administrated the way of collecting data as follow: 1) the researcher distributed the questionnaire to every student and English teacher; 2) the researcher asked them to fill up the questionnaire. The data gathered from the students' questionnaire of XI AK (Accountancy), XI AP (Marketing), and XI PM (Offices Administration) focused on visual learning style, auditory learning style and kinesthetic learning style. We can understand that 30% of XI AK students like to study with Visual learning style, next the higher is a XI AP student who has 33% in study with Visual learning style, and the last is XI PM who has 37% which is the highest percentage.

Keyword : Teachers, Student's, Learning Styles, SMK Muhammadiyah 2 Surakarta

1. INTRODUCTION

It is claimed that learning styles influence learners' ability to acquire information and respond to the learning environment (Azlinda, 2006). Language learners can plan and manage their language learning activities if they discover their preferred learning styles. This can "assist the students to enhance and take advantage of their natural skills and inclinations. As student's motivation will be sustained and they can progress well in the language process" (Azlinda, 2006, p.1). Therefore, teacher should not disregard the importance in choosing the appropriate teaching method to set right students learning style, teaching and learning styles play a vital role in language learning and for the students' achievement. Therefore, the collaboration between of students and teachers are needed to support the effectiveness of student's learning style.

Learning style has been defined as a consistent way of functioning that reflects the underlying causes of learning behavior (Keefe, 1987). Learning style is both a characteristic which indicates how a student learns and likes to learn, as well as instructional strategy informing the cognition, context and content of learning.

There has been growing interest to study learning styles. For example, a study conducted by Gappi, (2013) explored on the students' preferred learning styles and their academic achievements. The specific objectives of the study were: to describe the learning style preferences of the students; to find out whether learning style preferences of the students differed with age, gender, and academic program; and determine the relationship between the learning style preference and the students' academic performance. The study found that there was no significant effect of gender, age and academic program on the learning style preferences of the students (r= -0.056). Based on the result, there was no significant statistical correlation between the academic achievement and the learning style preferences of the students. This study was conducted among first year students in college, and therefore (based on the small age-gaps) the results may not vary substantially.

Another different study conducted by Anand and Rajendraprasad (2016) have observed learning styles and their impact of science teaching among primary

school students. This study is aimed to find out the significant difference between the mean scores of learning styles of Primary school students in terms of their sex, Locality of school and Parental Education, and to find out the significant difference between the mean scores of impact of science Teaching of Primary school students in terms of their sex, Locality of school and Parental Education The findings showed that most of the students preferred learning style was visual. The purpose of this study is to increase Teachers awareness and understanding of the effect of learning styles on the teaching process. Since the earlier research didn't choose SMK to be the subject and didn't compare both of students learning style and teachers awareness, the present reserach conduct study in SMK Muhammadiyah 2 Surakarta and compare the result both of them.

The present study observes the students preferred learning style focused on Senior high school at SMK Muhammadiyah 2 Surakarta. This study will analyzes and discusses preferred learning styles and the teachers' awareness about the students' learning styles in this study entitles "A PREFERRED LEARNING STYLES OF THE STUDENTS OF SMK MUHAMMADIYAH 2 SURAKARTA"

2. RESEARCH METHOD

There are some researchers who have conducted the related study with the study like this one: Inal (2015) has studied learning styles of Turkish EFL Teacher Trainees. The aim of the research is to describe the learning styles preferred by Turkish EFL teacher trainees, the relationship between the identified learning styles and gender, students' learning preferences differ according to grade level, and a relationship between the identified learning styles and learners' achievement in reading, writing and speaking skills. The technique of collecting data is by LSI sampling form to 249 students. The result of the study shows that the learners are mostly group-oriented, there was no significant difference between grade level and group-orientation, and there is no relationship between learning styles and learners' achievement in reading, writing and speaking skills.

Naqvi and Naqvi, (2016) have examined learning styles, gender, and academic performance of post graduate management students in India. Their research deals on the effects of learning styles and gender on the performance scores. The aims of their research are to identify the learning style distribution of post graduate management students across two years, and the significant differences in the performance scores at different streams (HR, Finance, Marketing and IB) of courses across learning styles and gender. The method of collecting data was used LSI designed and standardized by Kolb. The findings of the research indicate that the distribution of learning style type preference of learning through an integration of experiencing, thinking, reflecting and doing the process of finding solution. Further results also indicate non-significant difference of learning style and gender in all groups.

Hyland, (1993) has examined learning style preferences of Japanese students. Analysis on learning styles and the learning experiences of Japanese students. This study focuses on replication of a study by Reid (1987) of learning style preferences of ESL learners in the US. This study used LSI questionnaire to asking students identify their perceptual learning preferences was administered in either Japanese or English of 440 students at 8 Universities in Japan and to Japanese students at a tertiary college in New Zealand. The result shows by the statistical analysis shows that Males are most preference considered in auditory learning style, and female most preference in tactile learning style.

This research has a quantitative approach that can be used in response to relational questions of variables within the research. "Quantitative researchers seek explanations and predictions that will generate to other persons and places; the intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory" (Leedy and Ormrod, 2001, p. 102). Quantitative research begins with a research questions and followed the formation of a hypothesis, a literature review, and a quantitative data analysis.

The researcher gathered using questionnaires among the students and teachers, this research tried to find an actual model of learning style in each class to improve the teaching learning skill of the second school students of SMK

Muhammadiyah 2 Surakarta, which is place that has done as the teaching practicum at semester 3, so it can be easier to identify the student's character, also there is a good relationship among the teacher and the researcher.

Since the population of this study was less than 100, the researcher took all population samples; by the total number are 43 participants. In addition to the 43 participants, 2 English teachers were included as the subjects of the present study. To validate the questionnaire, the researcher asked them some questions whether the question in the questionnaire was clear or understandable. Based on the results of the questionnaire, the researcher found that all the questions of the questionnaire were understandable and the participants could fill them out based on their learning styles.

The quantitative data were presented in the form of tables and percentages. The students' performance tests would be scored by using Likert scale, the scale is 1 to 5 in every question, which had different indicator. The higher scale of the question means the participants, agree and vice versa. After the data collected, the researcher calculated it into the final score of Visual, Auditory, and Kinesthetic in every class, so that the researcher know what is the most preferred learning style in each class. The data were tabulated using Microsoft Excel, where data calculations could be clearly presented via tables, column bars and pie chart. Levels of Likert scale for each research question were shown through analyses of the data, according to the items provided in the questionnaire.

In the quantitative research, validity is concerned with whether our research is believable, and whether it is evaluating what it is supposed to evaluate or not. Generally, researchers use different instruments to collect data. In order to ensure the data validity, this research did some procedures, as follows:

Validity of Research Data

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda & Mugenda, 2003). It is concerned with the congruence of the research findings with the reality. Outcome validity is related to the notion of actions leading to outcomes that are 'successful' within the research context (Anderson in Burns, 1999:161). To reach the data

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validity, the students were given chance to give their scale about their learning style, and the teacher were given chance to give their opinion in yes or no based on their students learning while the teacher teaching them. The implementation of this validity successfully helped the progress of the research and was used to determine the next step in the research.

Reliability of Action Research

Reliability is a measure of the degree to which a research instrument yields consistent results or data the same way each time it is used under the same condition with the same subjects (Mugenda & Mugenda, 2003). The reliability of the data was obtained by providing the genuine data such as students' questionnaire and teachers' questionnaire, since the reliability of the questionnaire was already determined and understandable to read by the students and teacher, the researcher did not conduct a pretest.

Triangulation

In order to strengthen the validity of evaluation data and findings, the investigator should try to collect data through several sources that is distributing the questionnaire to both students and the teachers. Therefore, the researcher would obtain the same results, and became sure that the data were valid.

3. RESEARCH FINDING

The first Research Question uncovers the most preferred learning style of second school in SMK Muhammadiyah 2 Surakarta. The data gathered from the students' questionnaire of XI AK (Accountancy), XI AP (Marketing), and XI PM (Offices Administration) focusing on Visual learning style, Auditory learning style and Kinesthetic learning style. From the image1 below, we can understand that 30% of XI AK students like to study with Visual learning style, next the higher is a XI AP student who has 33% in study with Visual learning style, and the last is XI PM who has 37% which is the highest percentage.
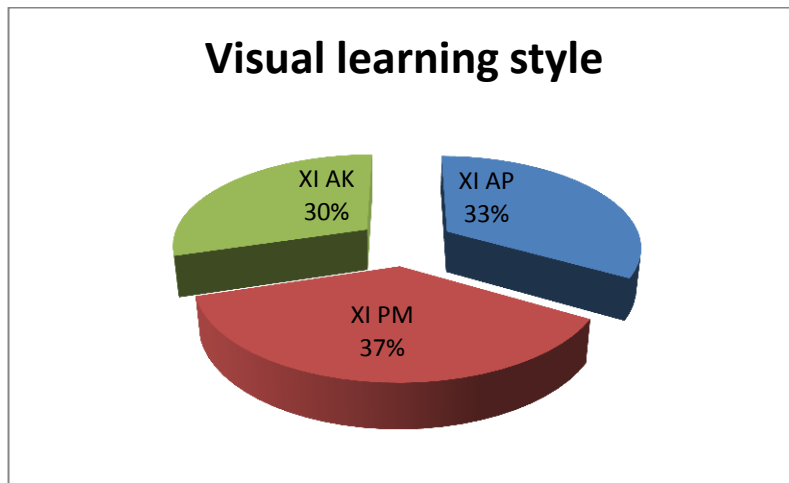
Image 1 The Image percentage of Visual learning style

The data from the students also show that each classes has their own preferred learning style, image 2 shows us the percentage of Auditory learning styles. The table shows 30% students in XI AK (Accountancy) like studying with Auditory learning style, the other is XI AP (Marketing) in which 33% students like to study with Auditory learning style, and the highest percentage is in the class XI PM (Offices Administration) that has 37% students who like to study with Auditory learning style.
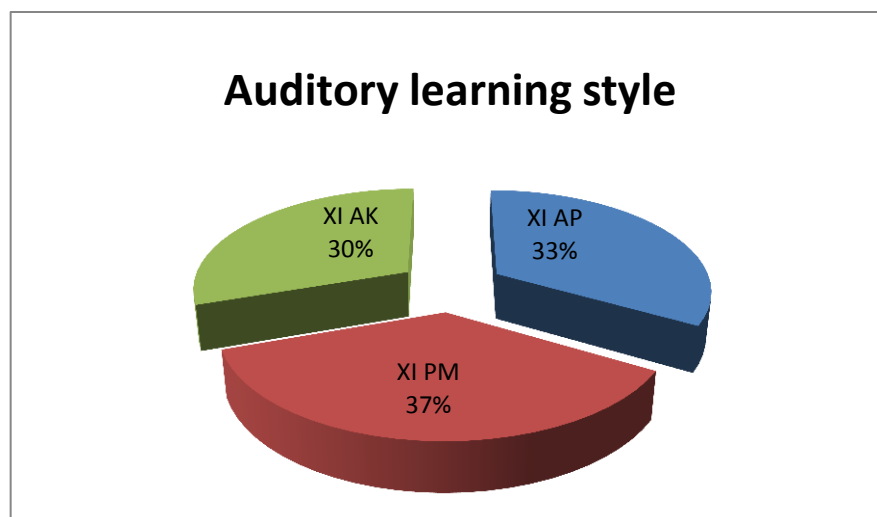

Image 2 The Image percentage of Auditory learning style

This study is aimed to discover the most preferred students' learning styles in SMK Muhammadiyah 2 Surakarta as well as their teachers' awareness in

relation to this issue. The analyzed data are presented in this research chapter while the discussion of the result is presented according to the Research Questions. In this section, a summary of findings is provided following by a discussion based on the research questions.

4. CONCLUSION

It is necessary to focus on the teacher's awareness of students preferred learning styles, the result of this research to be benefial of learning styles that students adapt in learning English. The teacher can make the teaching and learning process interesting by using a strategy that suitable with the student's preferred learning style in order to make the students easy to understand in learning English. Then, the teacher can evaluate students how deep they understand the material.

The researcher hopes the students can realize what their most preferred learning styles are, take an initiative to increase self-awareness in study, and hopes that the students can find a way to improve their ability in learning English process especially in learning English. So that, they can study effectively and easier understand the material.

For the future research related to this topic, it is recommended that the researchers use a bigger sample in order to acquire more reliable, informative and better result. The further researcher can use the result of this study as reference to other researcher with the different skills or subject.

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