

THE STUDENTS' LEARNING STYLE USED IN LEARNING ENGLISH AT MAN MOROWALI

Ingriyani Yohana Rawung

Abstract: This research aims to describe learning style of the students in learning English at MAN Morowali. Design of this research is qualitative research. The instruments of this research are questionnaire and documentation. Data are gained by the result of questionnaire and documentation. The result of this research obtains that the learning style of Eleven grade students in learning English At MAN Morowali are classified into major, minor, negligible learning style preferences. The major learning style are visual, auditory, kinesthetic, tactile, group and individual. On the other hand sometime minor learning style are visual, group and individual.

Keywords: *Learning Style, Learning English*

INTRODUCTION

Learning style is the way of the students learns. It is combination of absorb, organize and process the information. There are three types of 5 learning style, namely visual, auditory, kinesthetic learning style. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. In classroom interaction between student to student and student to teacher also focused in teaching and learning English. However, the students have different personalities so te students learn in many ways or styles.

Moreover, the match between the students' learning styles and the teachers' teaching styles can enhance an effective teaching learning process. Thus, it is important for teachers to be aware of their students learning styles. It is clear then that one factor which can lead to the success of a language teaching-learning process is the match between students' learning styles and the teaching methods used by the teachers. The students' success is not just dependent on how well the students learn. By using their leaning styles, the students can study more effectively in classroom, because the students can know about the ways that make it feel easy, enjoy and enthusiastic when the students learn. The students ability in learning english especially in absorb the material and lessob have diifrent level, sometimes the students fat, medium and someone very slowly. Therefore, the students often have to take a different way to understand a lesson or similar information. Learning style is a way of learning that is typical for students. Whichever method is chosen, differences in learning styles that showed the fastest and best way for each individual to be able to absorb information from an outside himself.

Each students has his own preferred ways in learning. The students bring their

unique learning style into classroom. The students as the raw input have certain characteristics both physiology and psychology which are able to influence learning process as well as achievement. It is understood that students' tendencies and preferred ways in learning and how they go about learning will also influence their success. Having different preferences, tendencies, and ways among learners in learning English show that students have their own learning style types which also influence their learning outcome. The researcher is interested in this research about learning style used by the Eleven Grade Students At MAN Morowali.

Learning Styles Model

Some of the well-known learning style approaches and the models which are based on these approaches are as follows:

1. Dunn and Dunn Learning Styles Model
2. Kolb's Learning Styles Model
3. Honey and Mumford's Learning Styles Model
4. Gregorc's Mind Styles Model
5. Reid's Perceptual Learning Style Preferences
6. Felder and Silverman Learning Style Model
7. Grasha and Reichmann's Learning Style Model

Accordingly, Reid (1995) has developed learning style modes based on how students learn best using their perceptions-visual, auditory and kinesthetic preferences, and also two social aspects of language learning- group and individual preferences.

1. Perceptual Learning Styles

- a. Visual: Visual students like to read and obtain information from visual stimulation. These learners prefer using pictures, imageries, and spatial perceptions.

- b. Auditory: Auditory students are comfortable without visual input and learn from straightforward lectures, conversations, and oral directions.
 - c. Kinesthetic: Kinesthetic students like lots of hands-on movements and enjoy working. They favour using body, hands, and tactile sense.
2. Social Learning Styles
- a. Group (interpersonal): They favor learning in groups or with other people.
 - b. Individual (intrapersonal): They prefer to work alone and to be self-readers.

Categories of Learning Style

Reid (1995) divides learning-style research into three major categories: cognitive styles, sensory learning styles, and personality learning styles.

a. Cognitive Learning Styles

Cognitive learning styles which include field-independent/field-dependent, analytic/global, reflective/impulsive learning styles, and Kolb experiential learning model, belong to the aspects of psychology. According to Reid (1995), field-independent learners learn more effectively step by step, or sequentially, beginning with analyzing facts and proceeding to ideas. They see the trees instead of the forest; whereas field-dependent (field-sensitive) learners learn more effectively in contexts, holistically, intuitively, and are especially sensitive to human relationships and interactions. They see the forest instead of the trees. Reid (1995) defines that analytic learners learn more effectively individually; prefer setting own goals, and respond to a sequential, linear, step-by-step presentation of materials; whereas global (relational) learners learn more effectively through concrete experience, and by interactions with others. According to Reid (1995), if learners can learn more effectively given time to consider options before responding, they are reflective learners; and they are often more accurate language learners; whereas if learners can learn more effectively being able to respond immediately and to take risks, they are impulsive learners; and they are often more fluent language learners.

b. Sensory Learning Styles

According to Reid (1995), sensory learning styles include two dimensions: perceptual learning styles and environmental learning styles. Perceptual learning styles contain four types of learning styles which are auditory, visual, tactile and kinesthetic styles. Auditory learners learn more effectively through the

ears; visual learners learn more effectively through the eyes (seeing); tactile learners learn more effectively through touch (hands-on); kinesthetic learners learn more effectively through concrete complete body experiences (whole-body movement). Physical and sociological styles belong to the environmental learning styles. Physical learners learn more effectively when such variables as temperature, sound, light, food, mobility, time, and classroom/study arrangement are considered. Sociological learners learn more effectively when such variables as group, individual, pair and team work, or levels of teacher authority are considered.

c. Affective/Personality Learning Styles

Learning styles of this type are based on affect, personality, tolerance of ambiguity and brain hemisphere. Myer and Briggs (1987, cited in Reid, 1995) report that affective and personality factors influence learners' learning styles a great deal. Mayer-Briggs team tested four dichotomous styles of functioning in their Mayer and Briggs Temperament Styles (MBTI) which include extraversion-introversion, sensing-perception, thinking-feeling, and judging-perceiving.

According to Reid (1995), extroverted and introverted styles belong to extraversion-introversion. Extroverted learner learns more effectively through concrete experience, contact with the outside world, and relationships with others; whereas introverted learner learns more effectively in individual, independent situations that are more involved with ideas and concepts. Sensing-perception contains sensing and perception styles. Sensing learner learns more effectively from reports of observable facts and happenings; prefers physical, sense-based input. Conversely, perception learner learns more effectively from meaningful experiences and from relationships with others. In thinking-feeling styles, thinking learner learns more effectively from impersonal circumstances and logical consequence; whereas feeling learner learns more effectively from personalized circumstances and social values. And in judging-perceiving styles, judging learner learns more effectively by reflection, and analysis, and processes that involve closure; conversely, perceiving learner learns more effectively through negotiation, feeling, and inductive processes that postpone closure. Reid (1995) suggests that tolerance of ambiguity styles also belong to the affective/temperament learning styles. Ambiguity-tolerant learner learns more

effectively when opportunities for experiment and risk, as well as interaction, are present; whereas ambiguity-intolerant learners learn more effectively when in less flexible, less risky, more structured situations. Reid (1995) also claims that whether the learner is left-brained or right-brained will influence learner's learning styles. Left-brained learners tend toward visual, analytic, reflective, self-reliant learning; conversely, right-brained learners tend toward auditory, global/relational, impulsive, interactive learning.

One of the popular researchers emphasizing sensory modes is Reid (1987). She focuses on 'perceptual' and 'sociological' learning style preferences. Further, she developed her model and presented it in a questionnaire called Perceptual Learning Style Preference Questionnaire (PLSPQ). She divides her learning style instrument into six categories to address visual, auditory, kinesthetic, tactile, as well as group and individual learning (Reid, 1987: 88). (1) Visual Major Learning Style Preference They learn well from seeing words in books, on the chalkboard, and in workbooks. They remember and understand information and instructions better if they read them. They do not need as much oral explanation as an auditory learner, and they can often learn alone. (2) Auditory Major Learning Style Preference They learn from hearing words spoken and from oral explanation. They may remember information by reading aloud or by moving their lips as they read, especially when they are learning new material. They benefit from hearing audiotapes, lectures, and class discussion. They benefit from making tapes to listen to, by teaching other students, and by conversing with their teacher. (3) Kinesthetic Major Learning Style Preference They learn best by experience, by being involved physically in classroom experiences. They remember information well when they actively participate in activities, field trips, and role-playing in the classroom. (4) Tactile Major Learning Style Preference They learn best when they have the opportunity to do "hands-on" experiences with new materials. That is, working on experiments in laboratory, handling and building models, and touching and working with new materials provide them with the most successful learning situations. (5) Group Major Learning Style Preference They learn more easily when they study with at least one other student, and they will be more successful completing work well when they work with others. They value group interaction and class work with other students, and they remember information better when they work with two or

three classmates. (6) Individual Major Learning Style Preference They learn best when they work alone. They think well when they study alone, and they remember information they learn by themselves. They understand material best when they learn it alone, and they make better progress in learning when they work by themselves. (Reid, 1995).

Assessing Learning Styles.

Some authors (Coffield et al, 2004, as cited in Reid, 2005) categorized these instruments based on the extent to which the authors of the instruments considered learning styles to be a fixed trait. On one end they placed theorists who believed learning styles to be fixed and inherited, and on the other, authors who focused on motivation and environmental factors to influence learning styles. Somewhere in the middle, they placed authors who acknowledged the external factors and those that believe that learning styles present a combination of a person's self and experience. Dörnyei (2005) lists the following instruments as the ones most popular and widely used: Kolb's Learning Style Inventory, Rebecca Oxford's Style Analysis Survey and Learning Style Survey, The Ehrman and Leaver Construct, Skehan's Conceptualization of a Learning Style Construct, and Joy M. Reid's Perceptual Learning Styles Preference Questionnaire.

In this research, the researcher assessing the learning style uses Reid's Perceptual Learning Styles Preference Questionnaire. Joy M. Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ) was, according to Dörnyei (2005), the first learning style measure widely used in the second language studies. The PLSPQ consists of thirty randomly ordered sentences for each of the learning styles: visual, auditory, kinesthetic, tactile, group, and individual learning. The items are non-language specific, since they do not mention any subject matter. The questionnaire uses five point scale items ranging from 'strongly agree' to 'strongly disagree' (5- strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree). It is user friendly, with a self-scoring sheet, along with explanation for each style and suggestions for learners. Example sentences for each learning style are following: a) Visual preference: I learn more by reading textbooks than by listening to others. b) Auditory preference: I learn better in class when the teacher gives a lecture. c) Kinesthetic preference: When I do things in class, I learn better. d) Tactile preference: I enjoy making something for a class project. e) Group

preference: I learn more when I study with a group. f) Individual preference: When I study alone, I remember things better. Reid categorized learning styles as major, minor and negligible. She defined major style as the student's preferred style; the style using which students perform the best. Minor learning styles, according to Reid (1998) represent the areas where students can operate well since successful students can learn in several different ways. Negligible, or as Peacock (2001) states, negative learning style is the one that makes learning more difficult for the student. Reid (1998) suggests that students direct their learning to their stronger styles, or practice skills to strengthen their negligible styles. After solving the questionnaire, the numerical value is assigned to the corresponding learning styles.

METHOD

Type of the research qualitative since the data of this research collected in form of words and sentences. The setting is MAN Morowali. The role of the researcher was as a fully researcher. The participant of the data in the research are twenty five of eleven grade students at MAN Morowali. The data were gathered using questionnaire and documentation.

FINDINGS

The PLSPQ self-scoring sheet in first meeting

The first step in analyzing the data was scoring each questionnaire using the PLSPQ self scoring sheet for eleven grade students at MAN Morowali. The researcher distributes the questionnaires to the 25 students of class X MIA. The total scoring in first meeting can be seen in table 4.1

Table 4.1 Total Scoring using PLSPQ Self Scoring Sheet

No	Initial Students	Total Scoring Learning Style Categories					
		Visual	Auditory	Kinesthetic	Tactile	Group	Individual
1	I	40	34	28	40	34	38
2	F	38	36	30	36	30	36
3	S	32	30	32	22	32	28
4	RK	32	40	34	22	32	32
5	DD	36	36	40	30	36	38
6	IR	40	36	34	36	36	36
7	AS	38	40	42	40	34	34
8	WJ	38	34	36	46	30	30
9	GR	34	48	40	34	32	32
10	A	38	40	38	36	32	32
11	F	40	36	34	36	36	36
12	DA	36	36	34	20	36	36
13	MI	40	38	36	34	32	28
14	YM	36	34	38	36	32	32
15	M	36	40	30	40	36	36
16	C	38	36	30	32	36	36
17	A	36	40	34	20	34	34
18	YP	36	32	36	30	30	30
19	A	32	34	38	30	32	32
20	J	36	36	40	36	32	32
21	K	38	32	40	36	36	36
22	R	38	32	42	40	36	36
23	HJ	38	34	46	34	34	36
24	IB	34	32	40	34	34	20
25	WW	32	30	40	36	38	36

To determine the students learning styles, the result of learning style category are to be compared to the following scale interpretations of the score scale PLSPQ. The interpretations of the score scale PLSPQ:

Major Learning Style Preference	38-50
Minor Learning Style Preference	25-37
Negligible	0-24

The table 4.1 above is the result of the total students' score using self-scoring sheet

after completing all the part of the questionnaire

2. The second meeting in class X MIA

In the second meeting in classX MIA. The reseracher give the questionnaires to the

students. The questionnaires analyzed using the PLPSQ's self scoring sheet can be seen an Appendix. The researcher distributes the questionnaires to the 25 students of class X MIA. The total scoring in second meeting can be seen in table 4.2:

Table 4.2 Total Scoring Using PLPSPQ Self Scoring Sheet

No	Initial Students	Total Scoring Learning Style Categories					
		Visual	Auditory	Kinesthetic	Tactile	Group	Individual
1	I	40	34	34	42	42	40
2	F	38	36	34	38	39	36
3	S	37	30	34	28	36	34
4	RK	35	36	34	26	30	24
5	DD	32	36	34	26	42	14
6	IR	36	39	36	36	38	34
7	AS	34	36	34	32	30	20
8	WJ	42	44	44	44	32	42
9	GR	38	39	32	32	38	26
10	A	38	36	30	32	34	28
11	F	32	28	30	32	34	26
12	DA	32	30	30	26	38	26
13	MI	34	44	46	42	20	50
14	YM	32	34	30	26	30	26
15	M	30	34	32	28	30	24
16	C	32	38	42	34	48	28
17	A	28	40	30	34	28	28
18	YP	36	36	38	34	38	32
19	A	42	40	40	48	44	40
20	J	42	28	38	40	24	38
21	K	42	38	46	46	38	30
22	R	36	34	38	34	36	32
23	HJ	34	34	30	32	30	24
24	IB	38	34	30	30	30	34
25	WW	38	34	22	32	44	30

To determine the students learning styles, the result of learning style category are to be compared to the following scale interpretations of the score scale PLSPQ.

The interpretations of the score scale PLSPQ:

Major Learning Style Preference 38-50

Minor Learning Style Preference 25-37

Negligible 0-24

Based on Table 4.2 The students initial has got visual,tactile , group, and individual as her major learning style preference.

DISCUSSION

Based on table 4.1 in the first meeting the students initial I, F, IR, AS, WJ, A, F, MI, C, K, R, HJ has got visual, as major learning style preference learning style. The explanations of major learning style preferences below describe the characteristics

of the students as follow visual major learning style preference the students learn well from seeing words in books, on the chalkboard, and in workbooks. The students remember and understand information and instructions. The students don't need an as much oral explanation as an auditory learner, and the student can often learn alone, with a book. The student should take notes of teacher and oral directions if you want to remember the information.

The students initial RK, AS, GR, A, MI, M.A, has got auditory major learning style preference, the students learn from hearing words spoken and from oral explanations. The students may remember information by reading aloud or moving your lips as you read, especially when they are learning new material. The students benefit from hearing audio tapes, teacher, and class discussion. The students benefit from making tapes to listen to, by

teaching other students, and by conversing with the teacher.

The students initial WJ, MI, C, YP, J, K has got kinesthetic major learning style preference. The students learn best by experience, by being involved physically in classroom experiences. The students remember information well when you actively participate in activities, field trips, and role-playing in the classroom. A combination of stimuli-for example, an audio tape combined with an activity will help the students understand new material.

The students initial I, F, DD, IR, GR, DA, C, YP, A, K, WW has got tactile major learning style preference. The students learn best when the students have the opportunity to do "hands-on" experiences with materials. That is, working on experiments in a laboratory, handling, and building models, and touching and working with materials provide you with the most successful learning situation. Writing notes or instructions can help the students remember information, and physical involvement in class-related activities may help the students understand new information.

The students initial WW has got group major learning style preference. The students learn more easily when the students study with at least one other student, and the students will be more successful in completing work well when the students work with others. The student's value group interaction and class work with other students and the students remember information better when their work with two or three classmates. The stimulation receives from group work helps the students learn and understand new information.

The students initial I and DD has got individual major learning style preference. The students learn best when their work alone. The students think better when the students study alone, and the students remember information and learn by their self. The students understand new material best when the students learn it alone and make better progress in learning when their work by their self.

The students initial YP, S, DA has got the minor learning styles. In most case, minor learning styles indicate areas where you can function well as a learner. Usually, a very successful learner can learn in several different ways.

The students initial S, RK, DA, A, IB has got negligible learning styles. Often, a negligible score indicates that the students may have difficulty learning in that way. One solution may be to direct the students learning to their stronger style. Another solution might be to try

to work on some of the skills to strengthen the students learning style in the negligible area.

Based on table 4.2 in second meeting the students initial I, F, S, WJ, GR, A, A, J, K, IB, WW has got visual, as major learning style preference learning style. The explanations of major learning style preferences below describe the characteristics of the students as follow visual major learning style preference the students learn well from seeing words in books, on the chalkboard, and in workbooks. The students remember and understand information and instructions. The students don't need them as much oral explanation as an auditory learner, and the student can often learn alone, with a book. The student should take notes of teacher and oral directions if the students want to remember the information.

The students initial IR, WJ, MI, C, A, K has got auditory major learning style preference, the students learn from hearing words spoken and from oral explanations. The students may remember information by reading aloud or moving your lips as you read, especially when they are learning new material. The students benefit from hearing audio tapes, teacher, and class discussion. The students benefit from making tapes to listen to, by teaching other students, and by conversing with the teacher.

The students initial WJ, MI, C, YP, A, J, K, R has got kinesthetic major learning style preference. The students learn best by experience, by being involved physically in classroom experiences. The students remember information well when you actively participate in activities, field trips, and role-playing in the classroom. A combination of stimuli-for example, an audio tape combined with an activity will help the students understand new material.

The students initial I, WJ, MI, A, J, K has got tactile major learning style preference. The students learn best when the students have the opportunity to do "hands-on" experiences with materials. That is, working on experiments in a laboratory, handling, and building models, and touching and working with materials provide you with the most successful learning situation. Writing notes or instructions can help the students remember information, and physical involvement in class-related activities may help the students understand new information.

The students initial I, F, DD, IR, GR, DA, C, K, WW has got group major learning style preference. The students learn more easily when the students study with at least one other student, and the students will be more successful in completing work well

when the students work with others. The student's value group interaction and class work with other students and the students remember information better when their work with two or three classmates. The stimulation receives from group work helps the students learn and understand new information.

The students initial I, WJ, MI, A, J has got individual major learning style preference. The students learn best when their work alone. The students think better when the students study alone, and the students remember information and learn by their self. The students understand new material best when the students learn it alone and make better progress in learning when their work by their self.

The students initial AS, F, YM, M, HJ has got the minor learning styles. In most case, minor learning styles indicate areas where you can function well as a learner. Usually, a very successful learner can learn in several different ways.

The students initial WW, HJ, A, MI, AS, RK, has got negligible learning styles. Often, a negligible score indicates that the students may have difficulty learning in that way. One solution may be to direct the students learning to their stronger style. Another solution might

be to try to work on some of the skills to strengthen the students learning style in the negligible area.

The eleven grade students at MAN Morowali has learning style to the students learn in many different ways. The questionnaires were completed and scored showed which ways the students prefer to learn English. In many cases, students' learning style preferences show how well students learn the material in different situations, so the learning style has got the characteristic of eleven grade students are major learning style preference, minor learning style preference and negligible.

CONCLUSION

Generally, the learning style of Eleventh grade students in learning English At MAN Morowali are classified into major, minor, negligible learning style preferences. The major learning style are visual, auditory, kinesthetic, tactile, group and individual. On the other hand sometime minor learning style are visual, group and individual.

REFERENCES

- Alkhatnai, Mubarak (2011). Learning Styles of EFL Saudi College-Level Students in Online and Traditional Educational Environments. Indiana University of Pennsylvania [unpublished doctoral dissertation].
- Abbas Pourhossein Gilakjani, 2012. Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching, (Journal of Studies in Education ISSN 2162- 6952 2012, Vol. 2, No. 1).
- Bogdan, R.C & Biklen, S.K.B. 1998. Qualitative Research for Education to Theory and Methods. Allyn and Bacon, inc. Boston.
- David Nunan. 1991. Language Teaching Methodology. New York: Prentice Hall, Ltd.
- Dörnyei, Zoltan (2005): The Psychology of the Language Learner, Individual Differences in Second Language Acquisition. University of Nottingham: Lawrence Erlbaum Associates, Inc, Publishers.
- Dunn, R., & Griggs, S. A. (1990). Research on the learning style characteristics of selected racial and ethnic groups. Journal of Reading, Writing, and Learning Disabilities, 6(5), 261-280.
- Gevin Reid, 2005. Learning Styles and Inclusion, (London: Paul Chapman Publishing, 2005).
- Haar, J., Hall, G., Schoepp, P., & Smith, D. H. 2002. How teachers teach to students with different learning styles. The Clearing House.
- Joy M. Reid, 1998. Understanding Learning Style in The second Language Classroom, (New Jersey: Prentice Hall regents.
- Meryem YILMAZ-SOYLU, Buket AKKOYUNLU, 2009, The Effect of Learning Styles on Achievement in Different Learning Environments, (The Turkish Online Journal of Educational Technology – TOJET October 2009 ISSN: 1303-6521 volume 8 Issue 4 Article 4)
- Miles, B. Mathew dan Michael Huberman. 1992. Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru. Jakarta: UIP.
- Moeleong, L J. 2002. Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya.
- Peacock, Matthew (2001) Match or Mismatch? Learning Styles and Teaching Styles in EFL. International Journal of Applied Linguistics. Vol.11, no.1

- Pritchard, Alan. 2009. Ways of Learning: Learning Theories and Learning Styles in the Classroom. London: Routledge Taylor and Francis Group.
- Reid, J. (Ed.). 1995. Learning styles in the ESL/EFL classroom. Boston, MA: Heinle and Heinle Publishers.
- Reid, J. M, 1987. The Learning Style Preferences of ESL Students. TESOL Quarterly.
- Rita Dunn and Shirley A. Griggs, 2000. Practical Approaches to Using Learning Styles in Higher Education, (USA: Bergin & Garvey.
- Stewart, K. L. ,&Felicetti, L. A. 1992. Learning styles of marketing majors. Educational Research Quarterly

About the Author

Ingriyani Yohana Rawung, S.S., M.Pd, She earned her master degree program at Universitas Tadulako, Palu. Her interests are in speaking, reading literacy, and English for specific purposes. She is an English lecturer in Faculty of Teacher Training and Education, Universitas Sintang Maroso. She can be contacted at alexandriawilliam252@gmail.com.