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An Analysis of English Learning Style in Increasing Learning Achievement

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Abstract

The method used in this writing is descriptive; it describes the English Learning styles practiced by students. The research was conducted on the students of the State Senior High School (SMA N) 1 *Rote Selatan* - Indonesia. Therefore, this writing only presented the data relating to the fact or condition naturally without intervention or experimental manipulation from the writer. The subjects of this study are the students of the grade XII of science class. The instrument used to get the data is a questionnaire. The data analysis is based on descriptive analysis in which the data is tabulated and described in the form of words and sentences. This study indicated that both sciences classes used three learning styles for learning English: auditory, visual, and kinesthetic. However, the percentages of these styles vary from one to another. The data by visual showed that the most frequencies style, the students used by auditory 39%, followed by visual 34%, and the least one is kinesthetic 27%. The discrepancy of teaching methods- with the needs of students - impacts learning outcomes, which shows that there is no attraction for students to learn because teachers often only focus on one approach to the sense of hearing, in this case, auditory. It makes students bored and considers learning more difficult.

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1. Introduction

Each individual has a uniqueness (Matheson, 2011) and is enriched through life experiences (Mitchell et al., 1994). This experience brings individuals into the learning process, which can actually provide a better quality of life. Certainly, that everyone learns through the senses of sight, hearing, and kinesthetic (Samudra, 2008). Everyone has learning strengths or learning styles. If someone is getting to know their learning style better, it will be easier and more confident in mastering skills and concepts in life that everyone has a different learning style. Some like to study while listening to music (Dolegui, 2013), some prefer a quiet atmosphere. There are those who like to learn from practice (Hagger, 2008), there are also those who prefer to learn just from reading books (Woody et al., 2010). With these different learning references, therefore, everyone has different needs (LeFever, 1995). Learning style is a consistent way carried out by a student in capturing stimulus or information, how to remember, think and solve problems.

Based on stated by Keefe (1987), the learning style can be concluded as a person's way of receiving learning outcomes with an optimal level of acceptance compared to other ways. The introduction of learning styles is very important in order to achieve learning targets and effectiveness. For teachers, by knowing each student's learning style, the teacher can apply the right techniques and strategies both in learning and in self-development. Only with proper implementation will the success rate be higher. A student must also understand the type of learning style. Thus, he has the ability to know himself better and know his needs. The introduction of learning styles will provide the right service for what and how should be provided and done so that learning can take place optimally. Ironsi (2021) distinguishes learning styles into three types, namely learning by seeing (visual learning), learning by listening (auditory learning), and learning by doing (kinesthetic learning). In reality, humans have all three learning styles (Ghorbani, 2020). It is just that there is usually one dominant learning style. By using appropriate and varied, teaching media, As'ad et al. (2021) explain that various obstacles can be overcome, and teaching media can be useful for fostering enthusiasm for learning, enabling more direct interaction between students and the environment and reality and enabling students to learn individually according to their respective abilities and interests.

SMA N 1 *Rote Selatan*, which is located in the *Rote Selatan* sub-district, Indonesia, is a research location located in the southernmost part of the Indonesia. It is directly adjacent to Australia, and generally has a great opportunity to create a quality generation. However, the attention ever given is limited and rarely touched by people. Education observers, so the problem of producing learning achievement is still very low. Besides the absence of efforts to provide the best solution and the lack of teacher creativity in developing learning models so that teachers are no longer producers but consumers for learning in the world of education (McLoughlin, C., & Lee, 2008). This research needs to be studied more deeply in order to provide solutions to improve student achievement and encourage teachers to prepare appropriate teaching media.

Moving on from the existing phenomena, this research focuses on learning styles and teaching media as a significant unit in increasing the rate of student achievement. By focusing on three criteria of learning styles, visual, auditory and kinesthetic. Thus, the formulation of the problem in this study consists of 1) what learning styles exist in class xii students of SMAN 1 *Rote Selatan*? 2) How is the fit between the existing learning styles and the teacher's teaching media in the classroom?

2. Materials and Methods

The methods used in this study are observation and questionnaires with open data collection questionnaires. The research location is South Rote, Rote Ndao district. The data source is 29 students of grade XII of science class in school year 2020/2021 of State Senior High School (SMAN 1) *Rote Selatan*- Indonesia. The research data was obtained by observation and questionnaire methods.

Observation of teacher and student activities is used to observe their interactions during learning. questionnaire used to determine student learning styles. The instruments used in this study were observation sheets and questionnaires.

In this part the writer analyzed the data, which have been gathered from the research. The researchers made tabulation and then analyzed the data using descriptive analysis. The data will be analyzed by using the following formula: T = F/ N x 100%.

T= total responses obtained
F= responses obtained for each option
N=number of subject

3. Results and Discussions

Based on the data, it is shown that there are three categories of learning styles, they are visual, auditory, and kinesthetic. However, the percentage of each category is different from one to another. Description of the category of English learning style is put in the following table.

Table 1
Students 'Responses about the habit talking

The characteristic	F	%
Calm	27	94
Talk Slowly	1	3
Fast Talk	1	3
Total	29	100

Table one shows that are 27 students or 94 % say that when talking, they tend to be calm /medium talk one student or 3 % tends to talk slowly, one student or 3 % response says that in the habit of talking tend to fast talk. The table explains that the majority of the students always talk in medium tempo.

Table 2
Students' responses about the habit of book position on learning situation

The characteristic of styles	F	%
Always enjoy the books, position and the room situations of any kind (A)	11	38
Always see all books in the front of their eyes (K)	3	10
Always orderly, take just a book if needed (V)	15	52
Total	29	100

From the Table it can be seen that, there are 11 students or 38 % say that they always enjoy the book position and the room situation of any kind when they take an exercise or study, three students or 10 % say that when study or do the exercise they always see all books in the front of their eyes, 15 students or 52 % say that orderly, take only significant book if needed when they study or do the exercise.

Table 3
Students' responses about the habit to remember

The characteristic of styles	F	%
Word, voice and name (A)	5	17
Incident / moment and emotion (K)	16	55
People, environment face (V)	8	28
Total	29	100

The table shows that, there are 5 students or 17 % easy to remember my words, voice and name, 16 students or 55 % say that they easy to remember by incident / moment and emotion, and 8 student or 28 % say that they easy to remember something by people, environment and face. Based on the table above, most of students have the capability to remember by an incident/moment and emotion.

Table 4
Students' responses about the habit for memorizing

The characteristic of style	F	%
Repeating the words lauder (A)	7	24
Memorizing while walking (K)	18	62
Memorizing by writing repeatedly (V)	4	14
Total	29	100

The table indicates that, there are 7 students, or 24 % responses about the habit for memorizing prefer to repeating the words lauder, 18 students or 62 % always memorizing while walking, and 4 students or 14 % memorize by writing rapidly, so a large part of the students prefer to memorize while walking.

Table 5
Students' responses about the habit for distracted

The characteristic of style	F	%
Disturbance in voice (A)	21	72
Disturbance in movement (K)	8	28
Disturbance in environs thing (V)	0	0
Total	29	100

From the table it can be seen that, there are 21 students or 72 % say that they are easily distracted by disturbance in voice, 8 students or 28 % say that they are always distracted by disturbance in movement, and no students say that they are distracted by the disturbance in environment things.

Table 6
Students' responses about the habit for spelling out the word

The characteristic of style	F	%
Mention louder (A)	4	14
Written (K)	5	17
Reflect an image (V)	20	69
Total	29	100

By looking at the table it is shown that, there are 4 students are 14 % say that they always mention louder when they are spelling out the word, 5 students or 17 % say that when they spell out the word at the same time they write it down, 20 students or 69 % say that they have habit for spelling out the word by reflecting an image.

Table 7
Students' responses about the hobby

The characteristic of styles	F	%
Music (A)	19	65

Sport / Dance (K)	8	28
Picture/wall displays or reading book (V)	2	7
Total	29	100

Based on the table it can be seen that, there are 19 students or 65 % say that music is the favorite thing they like, 8 students or 28 % prefer sport and dancing, end 2 students or 7 % say that the favorite thing for them is picture.

Table 8
Students' responses about the habit for arranging something use an instruction

The characteristic of style	F	%
Prefer to take in instruction by someone (A)	10	34
Direct arrange the part when take instruction (K)	11	38
Prefer to see the instruction in written from (V)	8	28
Total	29	100

By looking at the table it is shown that there are 10 students or 34 % say that they prefer to take Instruction by someone, 11 students or 38 % say that direct to arrange the part when taking the instruction by someone 11 students or 38 % say that direct to arrange the part when taking the instruction, end 8 students or 28 % prefer to see the instruction in written form.

Table 9
Students 'responses about the English pronunciation in speech

The characteristic of style	F	%
It is nice to hear (A)	7	24
It is nice (K)	6	21
It is visible good (V)	16	55
Total	29	100

The table shows that, there are 7 students are 24 % say that they prefer to say it is nice, and 16 students or 55 % that it is visible good.

Table 10
Students 'responses about the habit for reading in English text

The characteristic of styles	F	%
Move the lips very of then and express the idea In written form in their book when reading (A)	23	79
Use finger as directory when reading ((K)	2	7
Reading loudly (V)	4	14
Total	29	100

The table shows that, there are 4 students or 14 % say that for reading in English text students tend to reading loudly, 23 students or 79 % they tend to move the lips very often and express the idea in written form in their book when reading 2 students or 7 % they use finger as directory when reading.

Table 11
Student's responses about the first thing that appears in mind when remembering a beach

The characteristic of styles	F	%
Wave voice and soft breeze (A)	8	28
Softness of the sand or the comfortable feeling (K)	2	7
Beach's scenery (V)	19	65
Total	29	100

The table indicated that there are 8 students or 28 % say waves and soft breeze, 2 students or 7 % say that when remembering a beach, the first thing that appears in mind softness of the sad and the comfortable feeling, and 19 students or 65 % they say that beach's scenery is the first thing appearing in mind when remember a beach.

Table 12
Student's responses about the habit to go to bed

The characteristic of styles	F	%
Calm/silent room (A)	9	31
Comfortable bed (K)	15	52

Darkroom (V)	5	17
Total	29	100

From the table, it can be seen that there are 9 students or 31 % say that the very important thing go to bed is calm silent room, 15 students 52 % say that comfortable bed is the very important thing for them to go to bed, and 5 students or 17 % say that dark room is the very important thing when going to bed.

Table 13
Student's responses about the habit to answer

The characteristic of styles	F	%
Explain at great length (A)	7	24
Give a short answer while express body language (K)	13	45
Answer just Yes or Not (V)	9	31
Total	29	100

Based on the above it can be seen that, there are 7 students or 24 % always explain at great when answering a question, 13 students or 45 % say that they give an answer while acting body language, and 9 students or 31 % say that they answer the question with Yes or No.

Table 14
Student's responses about the habit for studying English

The characteristic of styles	F	%
Easy to understand after listening to those previous materials or lessons (A)	6	21
Easy for understanding by body language experiment (K)	5	17
Easy for understanding after see those materials or lessons in written sentence/book (V)	18	62
Total	29	100

By looking at the table it is shown that there are six students or 21 % say that for studying English it is easy to understand after listening to those previous materials or lessons, 5 student or 17 % it is easy for understanding by body language experiment, while 18 students or 62 % it is easy to understand after see those previous materials/lessons in written sentence/book.

Table 15
Student's responses about the habit to remember English word

The characteristic of styles	F	%
Listening by someone (A)	6	21
Easy to remember that word by practice or experiments (K)	6	21
Easy to remember an English word after they see that word in written form (V)	17	58
Total	29	100

The table shows that there are six students or 21 % remember by listening from someone, 6 students or 21 %it is easy to remember an English word with practice or experiments, and 17 students or 58 % say that it is easy to remember an English word by seeing that word in written form.

Table 16
Student's responses about the habit of English writing

The characteristic of styles	F	%
Give a priority in the way of spelling and structure (A)	11	38
There is no neatness because they give priority to understand the meaning of the word/sentence better (K)	7	24
Give a priority of letter neatness and the structure of writing process (V)	11	38
Total	29	100

From the table above it shows that, there are 11 students or 38 % give a priority in a way of spelling word and structure, there is no neatness in the English writing for seven students or 24 % because they always give a full priority to understand the meaning of the word/ sentence better, and 11 students or 38 % say that for English writing they always give a priority of letter neatness and the structure of process writing process.

The Significant points of using learning style in English Study

Learning style is key to improve the potentiality of a learner. Learning style is a consistent way in which a person perceives, organizes and recalls well information. Student's learning styles will be influenced by their previous learning experiences. Teachers are important facilitators in learning (loeloek and Amri 2013:286) consider learning as the core of the teaching-learning process where what is learned depends on what they learn the teacher does. Therefore, teachers as learning facilitators need to provide the right conditions for effective learning. They need to use effective strategies in teaching to maximize learning and produce the best performance from students.

4. Conclusion

Based on the research, the students, in this case Indonesian students of SMA N 1 *Rote Selatan* uses three types of learning styles in learning English, namely auditory, visual and kinesthetic. By three learning styles, the auditory style is the most widely used. This is based on data analysis from 29 students with 16 questions with the following percentages.

Table 17
Results on investigation toward learning style

Learning Style	F	%
Auditory	181	39%
Visual	157	34%
Kinesthetic	126	27%
Total	464	100%

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