

Students' preference learning style and media use in teaching English

Uswatun Hasanah
IAIN Bone, Bone, Indonesia

Ridwan Hamsah
IAIN Bone, Bone, Indonesia

Corresponding Email: uswah.intan@gmail.com

Abstract: Learning is the process of transfer two-way science between the teachers as the giver information and the students as the recipient of the information. The teachers need to be more creative in course designing that will be done both in determining the strategy of teaching also need to consider the different learning styles students. This research presents the type of students' preference learning style and media use in English training at Bidikmisi program of IAIN Bone. The method of this research is a case study. The result shows that most learners in Bidikmisi Program are auditory learners. The other students are visual and kinesthetic learners. Meanwhile, the most media used by the teacher is realia media. Audio media is not the main choice of the teacher. The teacher should consider the students' preference learning style in selecting learning media and conducting the teaching process.

Keywords: Teacher, Learning Style, Teaching Media

Introduction

Learning is a process to acquire knowledge. Improving the quality of learning is one of the most fundamental things to improve the quality of education. The Ratna States that Learning can be defined as a process whereby an organization changes its behavior as a result of experience. (Ratna, 2011, p. 2). The ability of a person to understand and receive lessons during the learning process is different levels, some are fast, moderate and some are very slow. According to the formula from Guthrie and Brown;...“learning is always a case of improving same perforce or gaining same new ability or understanding (Gathrie and Brown, 1950). Furthermore, Ernest R. Hilgard, detailing learning formulas; ”learning is the process by which an activity originates or changes through training procedures whether in the laboratory or the natural environment distinguished from changes by factors not attributable to training (Ernest R Hilgard,1968).

Thus learning can be interpreted as a process that leads to a change in the facet of knowledge, attitude and mental and skills caused by several factors that then imprint and give effect to the self-learners. It has been mentioned above that each person can absorb information and process that information into understanding or knowledge. However, the way each person absorbs the information is of course different. The results reveal that each person's learning style influences each person to learn effectively. (Keefe, J.W, 1979, R.M. Felder and R. Brent, 2005, p. 57-72)

Learning is the process of transfer two-way science between the teacher as the information giver and students as the recipient of the information. Moreover, the information transfer process will be successful if the longest time is focused on the condition of the student activity, not the teacher's teaching condition. Munif said that essentially teaching style owned by the teacher is the information transfer strategy given to the students, while the learning style is how information can be received well by students

(Munif Chatif, 2009, p.135). Among teacher teaching styles and student learning styles are two things that are very related, mutually support each other, and greatly determine the success of a teaching and learning process. Cognitive ability, speed in receiving and processing information owned by students need to be stimulated through a variety of views so that information received can be processed with various senses.

In this case, the use of media in teaching-learning process is needed to attract students' attention and to make teaching-learning activities more exciting and also useful (Rena Agustina, 2011, Nurhasanah). The use of media in teaching- learning process is not a new thing. However, the lack of creativity of teachers as teachers in presenting a learning media that is more fun and close to the world of students cause lesson material presented by the teacher is not running optimally.

The use of learning media in teaching and learning process can arouse interest and new desire, motivation, and stimulation of learning activities, and even bring psychological influences on the students so that will help the effectiveness of the learning process in the delivery of messages and content of the lesson at that time. Teaching Media gives students something new, but not all of the teachers know how to implement it correctly, so sometimes media disturb the learning process instead of helping students in the learning process. This situation causes a problem.

Related to the explanation above, this research was conducted on Bidikmisi program that organized by IAIN Bone. Bidikmisi is an educational tuition fund, different from scholarships that focus on awarding or supporting funding to those who excel, offering opportunities to those with limited economic capacity (Pasal 76 UU No. 12 Tahun 2012 tentang Pendidikan Tinggi).

Based on the previous background above, the researchers formulated the purpose of the research. The first, to know the type of students' preferred learning style in Bidikmisi Program.

The second is to find out the kind of media utilization in English Training on Bidikmisi Program. The result of this research generally expected to be useful information about media use in teaching and learning process related to cover the students' preferred learning style.

Method

This research used the qualitative and quantitative method. Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts, while quantitative analyzed the data through the number. This study uses case study design which is aimed at capturing specific phenomenon, and real situation existed in English training on Bidikmisi program related to students' preferred learning style and media use.

The participants are four English teachers who teach English on Bidikmisi Program and also 63 students involved in this program. All students/ awardees of Bidikmisi were taken from various departments in IAIN Bone.

There are two instruments used in this research. The questionnaire used to find out the students' preferred learning style. The questionnaire is arranged based on Normed Learning Style surveys (Reid, J.M, 1995, pg.196). The interview was conducted mainly to find out the way of the teacher in determining media utilization and how the teachers generate with students' learning style. Since they are an in-depth interview, the questions could be developed as needed.

Result

Type of students' preferred learning style in Bidikmisi Program

Everyone has certain ways of absorbing information from outside into his memory. This process is closely related to the person's learning style. Based on the results of the data collection process can be seen that students who take Bidikmisi program have diverse learning styles. It can be seen in the following table:

Table 1 Students' preference learning style.

No	Learning Style	Students	Percentage
1	Visual	11	17%
2	Auditory	34	54%
3	Kinesthetic	10	16%
4	Audio-visual	6	10%
5	Audio Kinesthetic	2	3%
Total Students		63	100%

Based on the above information it is known that the dominant students in this class are auditory students. Data from the table shows that more than half of students are auditory learners. It means that these students rely on the success of their learning through hearing (hearing).

An auditory student is quicker to catch the irrational through verbal discussions. They digest information through low levels of voice, tone, speaking speed, and other auditory matters. They may find it difficult to deal with pictures or writing. A teacher needs to recognize them while studying; the auditory learner will speak loudly while reading or write an answer while saying it.

In addition to observing matters relating to auditory, teachers can also use appropriate student strategies for both visual and kinesthetic students. For example, the use of visual media, color, illustrated books or multimedia that has both images and sound. Also, the application of learning strategies that can also be applied is to explore the activity which is suitable for kinesthetic students. Thus the learning process will accommodate all preference learning style in the class.

The weakness of learners type of learning model auditory, i.e. students tend to talk a lot, cannot learn in a noisy or noisy atmosphere, more attention to the information he heard so less interested in paying attention to new things around him.

In a simple way a teacher can adjust the way of teaching learn their students, among them: Vary variations when giving explanations, such as intonation, volume, or speed, use the repetition of concepts that have been given, change the concept into the form of rhythm / song, and learn

with music or listening to material through a tape recorder.

In the next sequence, it appears that the second dominant after the auditory learning style is a visual learner, which is 17%. As in the know that the visual learner will understand more through what they see as color, space relationships, mental portraits and prominent images in this modality.

Thus the teacher can adjust how to teach students with visual learning styles to include: use of symbols in providing the concept to students, encourage students to reinforce the concept by using symbols/colors, use a color image, graph or table as a learning medium.

In other columns, not different from the visual learning style, kinesthetic learning style is also owned by 16% of students participating in Bidikmisi program of IAIN Bone.

People with kinesthetic types learn through movement, emotion, and touch. This modality accesses movement, coordination, rhythm, emotional response, and physical comfort. They more easily remember information related to an activity or physical activity. The weakness of learners of kinesthetic learning type is that students find it difficult to learn abstract things such as mathematical symbols or maps, unable to learn in conventional schools where teachers explain and silent students (lecture model).

The other learning style is a visual-auditory learner. The result of the data shows that there are 10% of students can learn by aligning visual skills with auditory skills.

Moreover, the last style in audio-kinesthetic. There are 3% of students who have double

learning style, namely auditory as well as kinesthetic. This indicates that the student can use the ability to hear as well as by involving physical movement.

Thus this becomes a consideration for teachers to use appropriate media for them without overriding learning styles from other non-auditory students (Gerlach & Ely, 1980, p. 297). Things that teachers can do include engaging students in discussion activities, asking students to read or speak aloud, listen to music or other sounds in the learning process, allowing students to record the subject matter they get. If it is done then the students can more easily digest the subject matter delivered so that the students can accept the input given during the learning process. Thus the objectives of the predetermined learning process can be achieved easily as stated by Nana Sudjana and Ahmad Rivai (Rivai, Ahmad dan Sudjana, Nana, 1990).

This can be a consideration for teachers to use effective learning strategies in student hearing instruments without neglecting other strategies suitable for students who have different learning styles. Therefore a teacher must be creative also in determining the use of learning media suitable for all students'.

Kinds of media utilization in English Training on Bidikmisi Program

The number of auditory students is inversely proportional to the use of media that teachers should use in teaching. Everyone has specific ways of absorbing information from outside into his memory. This process is closely related to the person's learning style.

In this research, there are five kinds of media which will be discussed more. The distribution of media utilization in English Training can be as follow:

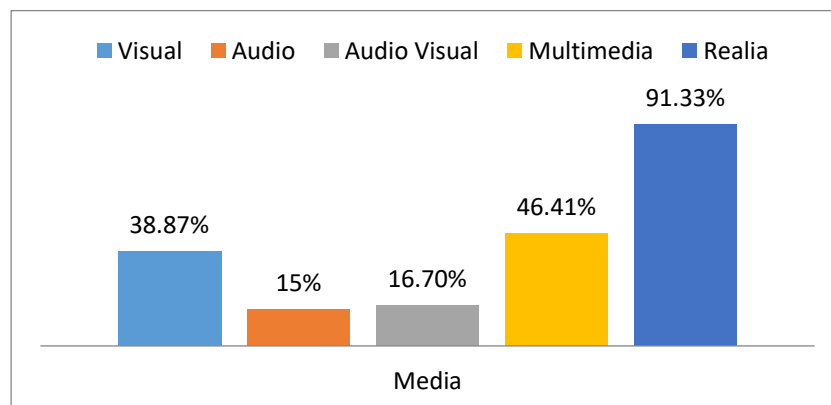


Figure 1. Media utilization in English Training on Bidikmisi Program

The number of auditory students in this program is inversely proportional to the use of media that teachers should use in teaching. The data indicates that media usage is various. Only realia media are most often in use by teachers which reach 91.33% points. Realia is a term for real things concrete objects that are used in the classroom to build background knowledge and vocabulary (Lawrance Erlbaum In E. Hinkel, 2005, p. 518-596).

It can provide users with real-time experience. One of the limitations of realia is the possibility that students have different interpretations of the object being studied. Another possibility is that the information to be conveyed will be different, so it is not as expected.

Most preference students' learning style in this research is auditory but the use of audio media only 15% of the types of audio media available. Thus the selection of media conducted by teachers has not facilitated the learning style of students. Other data that can be seen on the chart above is the use of multimedia which is sometimes also done by the teacher. The data shows 46.41%. Also, it is seen that the teacher uses the usual media is also a visual media as much as 15%. Moreover, this class also sometimes used audiovisual media as a tool for the learning process. It is about 16.70%.

Conclusion

In conclusion, the result shows that students preferred learning style in Bidikmisi program dominated by the auditory learner. Meanwhile, the use of media in delivering the material of English in Bidikmisi program shows that most used realia as an instructional media. A teacher should be able to know more deeply in their students preference and know the difference of character and learning style of their students. It can help them to determine kinds of using media in the class. The use of media is questioning whether it really helps teaching- learning activities or not.

Acknowledgments

Uswatun Hasanah S.Pd.I., M.Pd is a lecturer in IAIN Bone. She was born in Cimpu, Luwu on 19th September 1983. Her current publication was entitled "Identifying Written English Hook Essay" and was presented in International Conference on Natural and Social Science (ICONSS) in 2017. Moreover, other research is "Students' Perception on the Implementation of Islamic Science Integration in English Teaching Materials" and presented in International Conference in Social Science (ICEESS) in 2017.

References

- Edwin Gathrie and Francis F. Brown. ,1950, Educational Psychology, (New York: Press Company).
- Gerlach & Ely, 1980, *Teaching and Media: A Systematic Approach*, 2th Edition (Englewood Cliffs New Jersey: Arizona State University.Prentice-Hall Inc.)
- Keefe, J.W., 1979, Learning Style: An Overview," in Keefe, J.W., ed., Student Learning Styles: Diagnosing and Prescribing Programs, (Reston, Va.: National Association of Secondary School Principals).
- Munif Chatif, 2009, *Sekolahnya Manusia; Sekolah Berbasis Multiple Intelligencies di Indonesia*. Rev. XIII. (Bandung: Kaifa)
- Nation, I, S.P, 2005, Handbook of Research on Second Language Teaching and Learning. Mahwah, NJ: Lawrence Erlbaum E Hinkel Ed, p. 518-596).
- Nurhasanah, Pengaruh Gaya Belajar terhadap Prestasi Belajar Matematika Siswa Kelas VII SMP Yapis Manokwari, (Proceeding of National Seminar, Vol. 02, No. 1 ISSN 2443-1109)
- R.M. Felder and R. Brent, 2005, Understanding Student Differences, (J. Engr. Education, 94(1), 57-72).
- Reid, J.M, 1995, learning styles in the Esl/EFL Classroom. (Massachusetts: Heinle and Heinle Publisher).
- Rena Agustina, 2011, Pengaruh Media Pembelajaran Dan Gaya Belajar Biologi Siswa SMA Swasta Persiapan Stabat, (Unpublished Tesis : Universitas Negeri Medan)
- Rivai, Ahmad and Sudjana, Nana, 1990. Media Pengajaran, (Bandung: CV. Sinar Baru)
- Wilis, Ratna Dahar, 2011, Teori-Teori Belajar & Pembelajaran, (Jakarta: Erlangga).