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DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

The Analysis of Students' Learning Style in Study English

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Abstract

This study aims to investigate what are the learning style of the students at the 8th grade of SMP Islam Pariskian Ciracas. The objectives of the research are; 1) to investigate the students' learning styles by describing their learning styles in the process of learning English subject, 2) to find out the most dominated students' learning styles, and 3) to find out the least dominated students' learning styles in the process of learning English subject. The research method used was case study. The researcher did observation, interview, and questionnaire for this study as the instruments. The result of the research showed that, from the total of 24 students of the class 8-C SMP Islam Pariskian Ciracas, the class was dominated by visual learners, followed by auditory learners, and kinesthetics learners was the least dominated learning style preferred by the students. The students in the English class at 8-C SMP Islam Pariskian Ciracas utilized a variety of learning styles. The teacher must employ the appropriate teaching strategy that makes use of visuals as a medium in order to enhance the quality of the teaching and learning process because the visual learning style is the one that students use the most frequently. To learn English more effectively, students should concentrate on their learning styles. Future researchers may develop this topic by investigating deeper about promoting certain learning method and strategies toward students' learning style.

Keywords: Analysis; English Study; Learning Style

INTRODUCTION

The process of teaching and learning is not without its challenges, particularly for individuals who find certain subjects less appealing. Obstacles often arise during education, and these difficulties can negatively impact students' academic performance. Many studies have shown that the individual differences shown by learners in the learning process are not only differences in intelligence, interest, motivation, etc. but also learning styles (Chen et al., 2022). Consequently, numerous students embark on research journeys to understand learning difficulties, explore internal and external factors that hinder learning, devise strategies to enhance interest in learning, and contribute to the advancement of teaching and learning methods. A person's consistent approach to comprehending, interpreting, and retaining new information defines their learning style.

In the context of the learning process, learning styles hold a significant role. Learners who are familiar with their learning styles are better equipped to identify effective instructional methods. Students' preferred learning methods are influenced by their learning styles, thereby influencing their academic achievements. The ways that people go about collecting, interpreting, and proceeding information can be surprisingly different (El-Hmoudova, 2015). As educators, teachers shoulder the responsibility of

nurturing their students' growth. It is imperative for educators to recognize each student's abilities and provide support during the teaching process, fostering their optimal development. Because every student learns differently, the teacher should pay attention to the unique characteristics of each student as well as the internal strategies they teach during the classroom learning process (Nurjanah Firdaus et al., 2021). This understanding of students' strengths and weaknesses allows educators to formulate effective classroom and research strategies, tailoring teaching methods to individual needs.

Learning styles are categorized by many other experts according to preferences in cognitive, intellectual, and sensory aspects. DePorter & Mike (1992) stated that learning style is a combination of how they absorb, and then organizes and processes information. To achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible (Gilakjani, 2012). Learn the lessons that have been presented, some students have unique learning styles. Visual learners, appreciate the coherence with which the information is presented. Students want to write what educators, teachers, and lecturers say during the lesson. On the other hand, auditory learners rely on their ability to listen. In addition, kinesthetics learners prefer to learn directly through participation. One, two, or all three learning styles may be preferred by students.

The fact that language learners differ from one learner to the next is evident in all of the aforementioned definitions; for instance, a learner of English may prefer to see and hear rather than speak and actively participate in activities. On the other hand, another student might be more interested in actively participating in classroom discussions and taking part in outstanding classroom activities. As a result, not all language learners learn in the same way. Given these different learning styles, educators must consolidate their educational program exercises connected with every one of these learning styles so all students can prevail in their classes. It can be said that the characteristics of learning styles possessed by learners are one of the models that influence learning processing, and communication. Similarly, if the student knows the characteristics of his own learning style, then the student will be easy to motivate himself in learning (Wahab & Nuraeni, 2020). Learning styles with regards to learning in Indonesia stand out. Teachers, and lecturers in general, teach in a classical manner and pay little attention to students' learning styles. These students' learning styles can be tracked, and the results can be used to design a learning approach.

General of Learning Style

Learning styles model consisting of visual, auditory, and kinesthetic (VAK) concepts (DePorter & Mike, 1992) was the sole focus of the findings. In order to concentrate solely on the primary learning styles that are utilized in English language classes in SMP Islam Pariskian. Therefore, the VAK concepts were chosen for the research.

1. Visual Learners, the best way for visual learners to learn is through images. To aid in comprehension, they rely on the instructor's or facilitator's body language or other nonverbal cues. For reading and reviewing, a visual learner typically performs best on their own or with a partner; visual learners benefit from seeing words in books (Silitonga et al., 2020).
2. Auditory Learners, these types of people learn by listening to other people and interpreting what they say using speed, emphasis, and pitch. A person who learns best by hearing, listening, or speaking is called an auditory learner (Silitonga et al., 2020). These individuals acquire knowledge by reading aloud in the classroom, so they may not fully comprehend written material.
3. Kinesthetic learners, they learn best when active "hands-on" instruction is used. These students prefer to interact with the real world. Most of the time, kinesthetic learners have trouble staying

on course and can easily lose focus. They prefer to learn by doing rather than by thinking before taking action.

Howard Garner: Multiple Intelligence Theory (MIT) and Learning Style

The theory of multiple intelligences, proposed by Gardner (1999), suggests that people have distinct learning styles and strengths in various areas. There are nine distinct types of intelligence such as;

1. Verbal-Linguistic Intelligence, according to Howard Gardner's theory of multiple intelligences, verbal-linguistic intelligence is the capacity to effectively utilize both spoken and written language (Gardner, 1999).
2. Logical-Mathematical Intelligence, logical-mathematical intelligence is the capacity to think logically, evaluate issues, and employ mathematical and scientific reasoning (Gardner, 1999). Problem-solving, critical thinking, and reasoning are all areas where strong logical and mathematical intelligence shines.
3. Visual-Spatial intelligence, the capacity to perceive and manipulate visual images as well as comprehend spatial relationships (Gardner, 1999). Space, form, and design are well-recognized by people who have a high level of visual-spatial intelligence. They excel at puzzles, maps, and diagrams, as well as other activities that require them to imagine and manipulate physical objects.
4. Bodily-Kinesthetic Intelligence, the capacity to skilfully handle objects and control one's body movements (Gardner, 1999). Coordination, balance, and fine motor skills are excellent in people with strong bodily-kinesthetic intelligence.
5. Musical Intelligence, the ability to perceive, appreciate, and produce music is referred to as musical intelligence (Gardner, 1999). People who have a high level of musical intelligence are more sensitive to sounds, rhythms, and melodies. They are able to quickly identify patterns and tones, and they frequently possess a natural talent for singing or playing musical instruments.
6. Interpersonal Intelligence, the ability to recognize and comprehend other people's feelings, motives, and intentions (Gardner, 1999). They are adept at resolving conflicts and acting as a mediator between various individuals or groups, and they excel in social situations, forming and maintaining relationships with ease.
7. Intrapersonal Intelligence, the capacity to comprehend and gain insight into one's own thoughts, feelings, and motivations (Gardner, 1999). People who have high intrapersonal intelligence are extremely self-aware and reflective.
8. Naturalistic Intelligence, the capacity to recognize and comprehend the natural world's various elements, patterns, and relationships (Gardner, 1999). People with strong naturalistic intelligence have a strong affinity for nature, animals, and natural phenomena.
9. Existential intelligence, the capacity to contemplate and explore profound questions regarding human existence and the purpose of life (Gardner, 1999). People who have a high existential intelligence tend to be more reflective, introspective, and aware of their own feelings and thoughts as well as those of others.

Previous Study

Three previous studies related to students' learning styles in English learning were reviewed. Abbas Pourhossein Gilakjani (2012): Qualitative study using questionnaires to explore learning styles of Iranian EFL university students. Visual learning was preferred by students, impacting teaching methods. Nuraina Yulisda (2021): Case study at SMPN 1 Bengkalis using interviews and questionnaires to explore students' learning styles. Teachers adapted strategies based on visual, auditory, and kinesthetic styles. Ike Widiyanti (2020): Descriptive qualitative study investigating present continuous tense learning styles among 8th-grade students at SMP Bina Utama Tanggamus. Kinesthetic learning style

was most common. All studies used qualitative methods, interviews, and questionnaires to determine learning style preferences. This research employs triangulation method to enhance validity and reliability.

METHOD

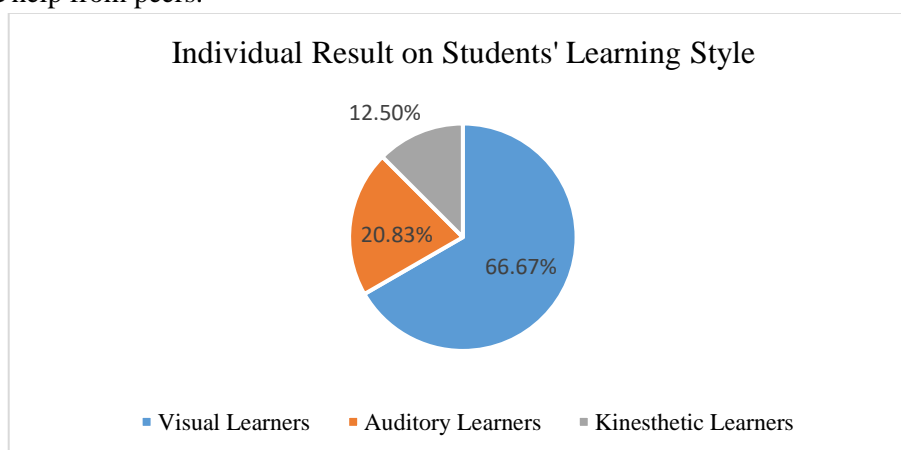
The research design outlines the methods for data collection and analysis. Qualitative research is used to explore participants' subjective experiences. The case study method investigates a single entity in-depth. The study was conducted at SMP Islam Pariskian, focusing on 8th-grade students (8-C). Purposive sampling is employed to select participants. As for the data collecting techniques, observation, interviews, and questionnaires are used. Non-participant observation involves observing activities. Closed-ended questions in the questionnaire collect standardized responses. Structured interviews ensure consistency. Data analysis includes data condensation, organizing, coding, categorization, synthesis, and data display. The final step is drawing conclusions through interpretation of patterns and themes. The research design encompasses qualitative methods, case study approach, and data collection techniques such as observation, interviews, and questionnaires, with data analysis involving condensation, organization, coding, categorization, and synthesis.

RESULT

The results of study are elaborated in three sections, the result of students' learning style, the result of most dominated learning style, and the result of the least dominated learning style.

Result of Students' Learning Style

Observations conducted on May 23rd and 24th, 2023, showed students' behaviour during English class. First observation: Students focused on listening to teacher's verbal explanations, enthusiastic to follow instructions. Second observation: Students focused on writing down teacher's words, some struggled but received help from peers.



Questionnaires: Closed-ended questions with 3 answer options used, indicating learning styles of students. Questionnaire results: 66.67% visual learners, 20.83% auditory learners, 12.5% kinesthetic learners. Overall result: 47.7% visual learners, 36.1% auditory learners, 16.2% kinesthetic learners.

Result of Most Dominated Learning Style

Majority of students (66.67%) indicated visual learning style based on questionnaires and interviews. Overall class result: 47.7% visual learners.

Result of Least Dominated Learning Style

Kinesthetic learning style was least dominated, with 12.5% of students indicating this preference. Overall class result: 16.2% kinesthetic learners. The study's results demonstrate that the dominant learning style among students of class 8-C at SMP Islam Pariskian Ciracas is visual, with a significant proportion of students showing preferences for this style. Auditory and kinesthetic learning styles also have representation among the students, albeit to a lesser extent. These findings suggest the need for educators to consider various teaching methods to accommodate different learning styles and enhance students' learning experiences.

DISCUSSION

The results indicate that the majority of students in the class (8-C SMP Islam Pariskian Ciracas) are visual learners, followed by auditory learners. Visual learners prefer studying with visual aids like videos and charts, and they often write down information from the board. Auditory learners show enthusiasm during verbal explanations and prefer listening to instructions. Kinesthetic learners, though fewer in number, still exist within the class, preferring actions and physical movement while learning. While visual learners dominate, some students still exhibit kinesthetic learning tendencies, such as learning through action and movement. It's important for teachers to recognize these diverse learning styles and provide a variety of teaching methods to accommodate students' preferences. Each student's distinct strengths and preferences influence their language learning success. Teachers can enhance the learning experience by tailoring instruction to match students' learning styles and creating an engaging and stimulating learning environment. Overall, understanding and recognizing various learning styles is crucial for effective teaching, and teachers should adapt their methods to help students thrive in the language learning process.

CONCLUSION

The class exhibited a mix of learning styles: visual (66.67%), auditory (20.83%), and kinesthetic (12.5%). Visual learners were dominant, followed by auditory learners. Kinesthetic learning style was the least preferred. Although fewer individual students leaned towards kinesthetic learning, the class still included students interested in this style. Teachers should tailor their methods to accommodate students' individual preferences while offering diverse approaches to support all learners. Recognizing and accommodating various learning styles enhances effective learning experiences. Gardner's theory of multiple intelligences emphasizes the importance of catering to different ways of processing information. Teachers should provide a range of strategies such as visual aids, hands-on activities, and auditory resources to create inclusive classrooms. However, learning styles are just one aspect; a holistic approach with diverse teaching methods is crucial to meeting the diverse needs of students

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