



A Study of Predominantly Learning Styles of the Second Year Students of SMK Jakarta Pusat 1

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui gaya belajar apa yang dominan digunakan oleh siswa kelas II SMK Jakarta Pusat 1. Penelitian ini bersifat deskriptif, populasi penelitian ini adalah siswa tahun kedua SMK Jakarta Pusat 1. Penelitian ini menggunakan purposive sample yaitu siswa tahun kedua dari XI AK2. Berdasarkan hasil analisis penelitian menunjukkan bahwa gaya belajar yang dominan digunakan oleh siswa kelas II SMK Jakarta Pusat 1 adalah gaya belajar kinestetik. Sedangkan gaya belajar siswa berdasarkan jenis kelamin menunjukkan bahwa 75% siswa laki-laki memiliki gaya belajar kinestetik. Selain itu, ada 9 dari 17 siswi atau 58,8% juga termasuk dalam gaya belajar kinestetik. Sedangkan gaya belajar siswa berdasarkan jenis kelamin menunjukkan bahwa 75% siswa laki-laki memiliki gaya belajar kinestetik. Selain itu, ada 9 dari 17 siswi atau 58,8% juga termasuk dalam gaya belajar kinestetik. Hal ini menunjukkan bahwa tidak ada perbedaan preferensi gaya belajar utama antara siswa laki-laki dan perempuan.

Kata Kunci: *Bahasa Inggris, Gaya Belajar, Siswa*

Abstract

The purpose of this research is to find out what learning styles predominantly used by the second-year students of SMK Jakarta Pusat 1. This research is a kind of descriptive the population of this research is the second-year students of SMK Jakarta Pusat 1. This research uses purposive sample that is the second-year students from XI AK2. Based on the result of the data analysis, it has answered the objective of the research that the learning styles predominantly used by the second-year students of SMK Jakarta Pusat 1 is kinesthetic learning style. Meanwhile, the learning styles of the students based on the gender indicated that 75% of the male students have kinesthetic learning style. In addition, there are 9 out of 17 female students or 58.8% also belong to kinesthetic learning style. It shows that there is no distinction of the main learning styles preferences between male and female students.

Keywords: *English Class, Learning style, Students*

INTRODUCTION

One of the competencies that must be acquired by the teacher is pedagogic competency. In the competency teacher should be able to comprehend the characteristics of students. In comprehending the students, one of the things which the teachers have to aware is learning style.

The understanding students' learning style and preferences can benefit both students and teachers. As students learn in various ways, it appears impossible to change the learning style of each student in the classroom. Instead, teachers might modify their teaching style so as to be more consistent with their students learning style (Awla, 2014). Even if it is beneficial for teachers to cater to their students learning styles, this cannot be done unless teachers have the ability to accurately diagnose their students' learning styles.

In this mini research, the writer would like to find out what learning styles predominantly used by the second-year students of SMK Jakarta Pusat 1.

This research is going to study preferred learning styles of the second-year students of SMK Jakarta Pusat 1. Knowing students' learning styles is very important for the teachers. Unfortunately based on some research teachers usually ignore their students learning styles. In accordance to the learning style, the following statements probably as problems faced by the teacher and the students.

1. Both teacher and students do not know their learning style and many teachers do not care about their students learning styles.
2. Even teachers do no aware of the significance of knowing their students learning styles.
3. There are so many learning styles being studied or discussed by the researchers which make it as one of the factors why teachers confused to identify their students learning styles.

Since this study is a sort of mini research which is strictly constrained by the time and the problem, the writer limits the problem in which the learning styles being discussed here only refer to four main types of learning styles. They are Visual learning style, Auditory learning style, Read/write learning style, and Kinesthetic learning style.

The Formulation of the Problem are What predominantly types of learning styles are the second-year students of SMK Jakarta Pusat 1 and then What types of learning style are the second-year students of SMK Jakarta Pusat 1 based on the gender?

The purpose of this research is to find out what type of learning style of the second-year students of SMK Jakarta Pusat 1.

(Chetty, 2019) learning styles refers to learners' favored approach to learning, which includes the process of receiving, collecting, processing, and interpreting to become knowledgeable. Moreover, learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others.

The term "learning styles" refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them (Nunan, 2011). There are four main types. They are Visual learning style, Auditory learning style, Read/write learning style, and Kinesthetic learning style (Hatami, 2012)

a. Visual Learning

Visual learners need to 'see' what is being taught instead of being 'talked at'. Often reticent, they shy away from active participation, preferring to observe group discussions or projects. Most commonly associated with the concept known as 'photographic memory', they are adept at memorizing diagrams, charts and images, tending to 'visualize' even abstract concepts in order to understand it. Moreover, visual learners learn through seeing, so tools like diagrams, flowcharts, pictures and symbols can be key to understanding new concepts. For visual learners, it is often far easier for recall to work with images as opposed to working with words, as you will picture the image in your head while recalling it—far more difficult when trying to recall the word itself.

(Lewis, 2012) Visual learner refers to seeing visual depictions such as pictures and graphs. The visual learner has a vivid imagination and therefore prefers visual arts and media. The visual learner's imagination is so great that they can conjure up images of a form by seeing it in their mind. The visual learner constantly needs something to watch otherwise they will get bored. The visual learner is very often quiet and doesn't feel the need to talk at any great length of time. The visual learner greatly benefits from seeing and watching demonstrations and really likes visual stimuli; such as pictures, slides, and graphs.

b. Auditory Learning

Auditory learning is through the act of listening. Often outgoing, these learners revel in conversation and dislike prolonged silences. Easily distracted, it is difficult to hold their attention if they aren't actively participating in the lecture or discussion. Auditory learners prefer to work or study while listening to music.

(Fleming, 2012) Auditory learners learn through listening. As such, attending lectures, tutorials, and group discussions are absolutely essential for these learners (it's also essential for the rest of us, being a read/write learner is no reason to skip lecture).

The aural learner refers to listening. The aural learner is a very good listener and likes to talk. The aural learner really likes listening to music and can learn music through association of a song and memorized phrase. The aural learner in actuality learns well through lectures and can often repeat what the speaker has said almost perfectly.

c. Read/Write Learning

Reading and writing. As such, university style courses suit these types of learners fairly well—plenty of text books and study notes to read. If you're a read/write learner, pay special attention to text book glossaries better yet, make your own as you progress through a course. After lecture, return to your notes for review, read them over, and then create a new, condensed set of study notes. Lists can also be a very useful tool. And a good tip for all students is to rewrite explanation and notes out into

your own words. If you can't rewrite a definition or describe a concept in your own words, concisely, there is a good chance that there is an aspect of that concept that you don't fully understand. Return to this concept for further review.

d. Kinesthetic Learning

Kinesthetic is learning through movement or by tactile (touch) memory. Individuals who gravitate towards this thinking style often appear restless or fidgety due to their constant need for movement. An example of this is someone who taps their foot when thinking or frequently gestures when talking. Kinesthetic learn best by 'doing'. For this reason they can struggle with memorizing lists or have difficulty spelling

Kinesthetic Learners learn through doing. This is perhaps the most challenging learning style for university students, as there are not always many opportunities to engage in hands on learning in lectures. For this reason, labs and tutorials become even more essential for these learners. While studying, try to incorporate all of your senses into the experience—the more of this you can do, the higher your recall will be, as you'll have multiple cues.

One way to create more useful study notes if you're a kinesthetic learner is to fill your notes with several examples for each concept. Try taking an example from the text, or lecture, or lab, and then try creating your own example. As a general rule, the more personal your created example is, the better your recall will be for that example—and hopefully for the concept it is describing! Also try to make as much use of practice questions and exams as possible.

The kinesthetic learner refers to whole body movement. The kinesthetic learner will use movement to help their concentration. You will sometimes find this learner fidgeting or just finding some reason to move around because they always want to be doing something. This learner learns by doing and having direct involvement. They are not very attentive if they have to listen to a visual or auditory presentation. They are often very poor listeners.

The kinesthetic learner gestures when they are speaking to you. They really respond well to music by physical response activities because this learner learns better when they are able to move during the learning process. The kinesthetic learner loves to think out issues, ideas and problems while they are exercising and would rather run or walk if something is bothering them (Hatami, 2012).

METHODOLOGY

This research is a kind of descriptive one. According to Cresswell (2012) descriptive research involves collecting data to test or to answer questions concerning the current status of subject of the study. This research is aimed at

finding out the learning styles predominantly used by the second-year students of SMK Jakarta Pusat 1.

The population of this research is the second-year students of SMK Jakarta Pusat 1. This research uses purposive sample that is the second-year students from XI AK2. The reason why the writer uses purposive sample is because of the limitation of time to get access to the students. The class that the writer teaches in this period is class XI AK2. There are 25 students that will be as the sample of this research.

In this research, the instrument used is questionnaire and unstructured interview. The questions of the questionnaire are based on the four main learning styles. There are sixteen objective questions that the students should answer. The questions are based on adaptation from VARK institution, an online organization that facilitates the people who want to know their learning styles.

The four choices of the questionnaire refer to the four learning styles. Each choice of each question represents the particular learning style.

In collecting the data, the writer distributes a set of questionnaires to the sample that they have to answer approximately in 30 minutes. After completing the questionnaire, the researcher interviews the participants one by one to make some clarification questions based on their answer to the questionnaire which they have done. The aims of this interview are (1) to make sure whether or not the students understand to the questions in the questionnaire and (2) to find out more information about the tendency of the students learning styles.

To analyze the data the researcher observes the answer of the questionnaire and the result of the interview if necessary. The answer of the questionnaire then is categorized based on the four learning styles.

RESULT AND DISCUSSION

In analyzing the data, the writer classified the questions based on the four components to know the learning style for second years student of SMK Jakarta Pusat 1. They are auditory learning, visual learning, read/write learning and kinesthetic learning. After calculating the data, the writer found that the classifications of the learning styles used by the second-year students of SMK Jakarta Pusat 1 is described as follows:

The Predominantly Types of Learning Styles The students' learning style was described from the scores obtained by questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15,16 (see appendix 1). The following table shows the predominantly types of learning styles.

Table 1. The predominantly types of learning styles

	Auditory	Visual	Read/Write	Kinesthetic
Total of Students	9	0	1	15
Percentage	36%	0 %	4%	60%

The table above indicates that the learning styles used by the second-year students of SMK Jakarta Pusat 1. It shows that nine (9) students or 36% are auditory learning, no student has visual learning style, one (1) students or 4% has

read/write learning style, and fifteen (15) student or 60% belong to kinesthetic learning styles.

Based on the table above, the kinesthetic learning style seems as the more dominant than others. This indicates that the predominantly types of learning styles for second years students of SMK Jakarta Pusat 1 is kinesthetic learning style.

The Types of Learning Style Based on the Gender

The students' learning style was described from the scores obtained by questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 (see appendix 1). The following table shows the types of learning styles based on the gender.

Table 2. The types of learning style based on the gender

	MALE				FEMALE			
	Auditory	Visual	Read/Write	Kinesthetic	Auditory	Visual	Read/write	Kinesthetic
Total of students	2	0	0	6	7	0	1	9
The Percentages	25%	0%	0%	75%	41.1%	0%	5.8%	52.9%
The highest percentages of learning style	75% (kinesthetic)				52.9% (kinesthetic)			

The table 2 specifies that the types of learning style based on the gender. First, the total male students at this class is eight (8) students, it shows that two (2) or 25% male students have auditory learning style, no one or 0% is at visual learning style. Then it is also indicated that no one male student or 0% has read/write learning style. At last, for kinesthetic learning styles, there are six (6) or 75% male students.

Second, the total of females in this class is seventeen (17) students. It shows that seven (7) or 41.1% female students have auditory learning style. No one or (0%) is at visual learning style. Then, one (1) or 5.8% female student has read/write learning style. Finally, nine (9) or 52.9% female students have kinesthetic learning.

Therefore, from the result of the calculation, the types of learning styles based on gender showed at the highest percentages of learning style are 75% kinesthetic learning style for male and 52.9% kinesthetic learning for female.

CONCLUSION

The objective of this research is to find out the learning styles predominantly used by the second-year students of SMK Jakarta Pusat 1. Based on the result of the data analysis in chapter IV above, it has answered the objective of the research that the learning styles predominantly used by the second-year students of SMK Jakarta Pusat 1 is kinesthetic learning style.

Meanwhile, the learning styles of the students based on the gender indicated that 75% of the male students have kinesthetic learning style. In addition, there are 9 out of 17 female students or 58.8% also belong to kinesthetic learning style. It shows that there is no distinction of the main learning styles preferences between male and female students.

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