



STUDENTS'S LEARNING STYLES IN READING CLASS AT IMAM BONJOL STATE ISLAMIC UNIVERSITY OF PADANG

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Abstract: In this research, researcher wants to analyze of student's learning style in learning reading. There are five components in reading; comprehension, phonemic awareness, phonics, fluency and vocabulary. Researcher just focus in one component in reading, vocabulary. This research is descriptive qualitative. There are several steps to describe student's learning style; take a sample, collecting the data and analyzing the data. Firstly, researcher choose sample by using random purposive. The researcher take 10% sample only from participant. After that, researcher use questionnaire as a instrument in collecting the data. There are 30 item in questionnaire that representative three indicator; visual, auditory, and kinesthetic. Researcher use Likert's Scale to analyze the data. In this part, researcher find out the learning style of student in learning reading. Three are 31,1% participant learn by using visual style, 26,2% participant learn by using auditory style and 21,3% participant learn by using kinesthetic style, and 21,3% participant learn by using more than one style in learning reading.

Keywords: *Learning style, English Class, reading*

Abstrak: Dalam penelitian ini, peneliti ingin menganalisis gaya belajar siswa dalam pembelajaran membaca. Ada lima komponen dalam membaca; pemahaman, kesadaran fonemik, fonik, kefasihan dan kosakata. Peneliti hanya fokus pada satu komponen dalam membaca, kosakata. Penelitian ini bersifat deskriptif kualitatif. Ada beberapa langkah untuk mendeskripsikan gaya belajar siswa; mengambil sampel, mengumpulkan data dan menganalisis data. Pertama, peneliti memilih sampel dengan menggunakan metode random purposive. Peneliti mengambil 10% sampel hanya dari partisipan. Setelah itu peneliti menggunakan angket sebagai instrumen dalam mengumpulkan data. Ada 30 item dalam kuesioner yang mewakili tiga indikator; visual, auditori, dan kinestetik. Peneliti menggunakan Skala Likert untuk menganalisis data. Pada bagian ini peneliti mengetahui gaya belajar siswa dalam pembelajaran membaca. Tiga di antaranya 31,1% peserta belajar dengan gaya visual, 26,2% peserta belajar dengan gaya auditori dan 21,3% peserta belajar dengan gaya kinestetik, dan 21,3% peserta belajar dengan menggunakan lebih dari satu gaya belajar membaca..

Kata Kunci: *model pembelajaran, Bahasa Inggris, Reading*

1. INTRODUCTION

Reading is one of the important skills that is learn by students in their learning process. The main purpose of students do reading is to get information. During read a text, students will find information or

knowledge and can explore them. In order to get information well, they should have reading comprehension skill or must comprehend the content that have been read by them.

Reading comprehension is an activity that has purpose to get information from written text in fully understanding. In other words, students should find information that found in the text. In order to, if they have good comprehension skill, they will understand well about what they have been read.

One of essential element in reading is vocabulary. Vocabulary is important component in learning reading. There are several reasons why vocabulary is important. First, vocabulary is the basic part to begin in reading. It is a tool for students to express their ideas. Second, vocabulary helps students to understand written and oral language. Last, vocabulary can improve student's confidence in learning English, especially in learning reading. Based on Sedita (2005: 45), students need more than 2000 - 3000 vocabulary words knowledge in learning English. Thornbury (2002:23) adds if the students only learn about grammar, they can improve their English accurately, but if they learn about words and expression they can improve their English significantly. By having much vocabulary the students can say everything. Therefore, it is reason, vocabulary to be important in language learning. Moreover, vocabulary can determine student's ability, achievement, comprehending and understanding in learning English.

Moreover, Shanahan (2005: 2-3) adds these core components include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension. The students comprehend the text in reading use vocabulary. In reading activity, students need more in grammar, because in process textual information is more complicated. Students try to find out main ideas, supporting detail and main point of the text. Students spend much time, because they labor words by words translation. Students can increase their vocabulary with reading, and by using vocabulary, students are easier to comprehend the text.

Based on pre-observation at UIN Imam Bonjol, the researcher did to several students in UIN Imam Bonjol at English Department, there are some ways that are used by students in learning vocabulary. The first way is memorizing. In memorizing, students start to take a note or write the new words in their book. Then they read the words more than once. For many students, this way is absolutely effective, because when students found new words, they tried to memorize it. Moreover, it runs well in the entire subjects. Students use this way as the way to remember the lessons that have been learned.

After that, students learn with take a note. In this case, the students try to write

all of the materials before they process them as knowledge. Phonix (1994: 4) adds good note taking allows a permanent record for revision and a register of relevant point that students can be integrated by their own words. When students write the lesson or material, unconsciously their brain process the material and save it as knowledge. The information that is gotten by students is taken a note with their own words. Moreover, they spell the words before they wrote the words.

The last way is acting and practicing. These students get information through experiencing, touching, doing and moving. For example, when they speak with someone, they are expressively. Moreover, acting and practicing are important to improve students language acquisition. Based on Carkin (1991: 1) most of language teachers are acquainted with the using of role-plays and dialog (acting and practicing) and use these as part of their repertoire of technique to support language acquisition.

In fact, only a few students are conscious with their own way in learning. They do not know what the best ways that appropriate with them. The way appropriates with will them helped them in learning.

There are many problems in learning process especially in reading class, but in

this case, the researcher focus on student's way in reading especially in learning vocabulary. These way are called learning styles. Learning styles are defined as the student's way in representing experiences, getting information, or improving themselves. Most of expert are divided learning style in three models; Visual, Auditory and kinesthetic. First, visual learner is individual who fall into this category typically learn through what they are able to see with their own eyes. Second, auditory learners are very good listeners. They tend to absorb information in a more efficient manner through sounds, music, discussions, teachings, etc. The last model is kinesthetic learners. It means that they learn best through moving, doing, acting out and touching.

Then Dunn and Shirley (200:14) explain, learning styles are they way in which each person begins to concentrate on process and retain new or difficult information. Concentration is always differently for different people, and it happened at different times. People have their own way to improve their concentration. It is important to know about individual characteristic to increase each individual concentration. Learning styles and long term memory are part of concentration process. People's concentration depends on their ability to understand their ways in learning, but only

few people realize with these. Questionnaire can be used as instrument to help people in identifying their learning styles characteristic.

In other case, students have different way to get information and process it become their background knowledge. Learning styles are preferred ways in thinking, processing and understanding the information based Allen, Jeanna and Vicki (2011: 9). in fact, only a few students know about theory of learning styles. It is important for them to find their learning styles and discover the best method for helping them in learning. Each students has different learning styles in process information become knowledge. There are students learn by seeing and hearing, and

some students learn with reflecting and acting. In other case, students can learn by reasoning logically and intuitively or memorizing and visualizing.

The students can choose one from all of models of learning style in each learning event or students can combine two or three learning styles depend on their part of brain is the most receptive. Most experts agree that three are basic learning styles, its call VAK (Visual, Auditory, and Kinesthetic). Students always learn from their environment and they adapt with their own ways. These ways are term of learning styles. Best (2000:61) mentioned learners have three channels: Visual, Kinesthetic, and Auditory channel and all of the channels have specific characteristic.

Characteristic of Learning Styles

Visual	<ol style="list-style-type: none"> 1. They use phrase such as “I see what you mean”, “I get the picture”, “that's looks right”. 2. When relaxing, they prefer to watch a film or video, go to the theatre or read a book 3. They prefer to talk to people face to face 4. They are fast talker and do not enjoy listening to others 5. They forget name and remember the face 6. They are fast talker and do not enjoy listening to others 7. When angry they are silent and see 8. They are well dressed, tidy and organized
Auditory	<ol style="list-style-type: none"> 1. When relaxing, they prefer to loisten the music 2. They prefer to talk to people on phone 3. They enjoy listening to other 4. They forgot face but remember the names 5. When inactive, they tend to talk to themselves or other 6. When angry, they express themselves in outbursts 7. They use phrase such as “that sound right”, “I hear what are you saying”, “that rings a bell”

Kinesthetic	<ol style="list-style-type: none">1. They use phrase such as “that feel right”, “ I found it easy to handle”, The touched a nerve”2. When relaxing, they prefer to play games or sport3. They prefer to talk to people while doing somethings else4. They are slow talker, who use gesture expression5. When inactive, they tend to fidget6. When angry, they clench their first, grit their teeth and storm off
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In addition, D’Amico and Kate (2008: 17) argue that learning styles is designed to help students define various special needs as well as learning strength and weakness. Moreover, students learning styles fall into three main groups: visual, auditory and kinesthetic. The first learning style is visual. Visual learners learn best in seeing information. They will work well when they can copy information in the notebook, and use it with their own way. Then, they like to use map, diagram and chart. After that, they will be good listener if they have eye contact. Moreover, there are good strategies for visual learners. They are advance organizers or planner, graphic, organizer, which map information in a brief format, review guides and highlighting. The second learning style is auditory. Auditory learners learn best in listening. Unlike visual learners, printed information such as book and map are not enough until they explain to them. Body language, voice inflection, tone rhythm and rate of a speaker are easier for them. In addition, the effective strategies for them are reading aloud, sub vocalization or whispering in silent reading, studying

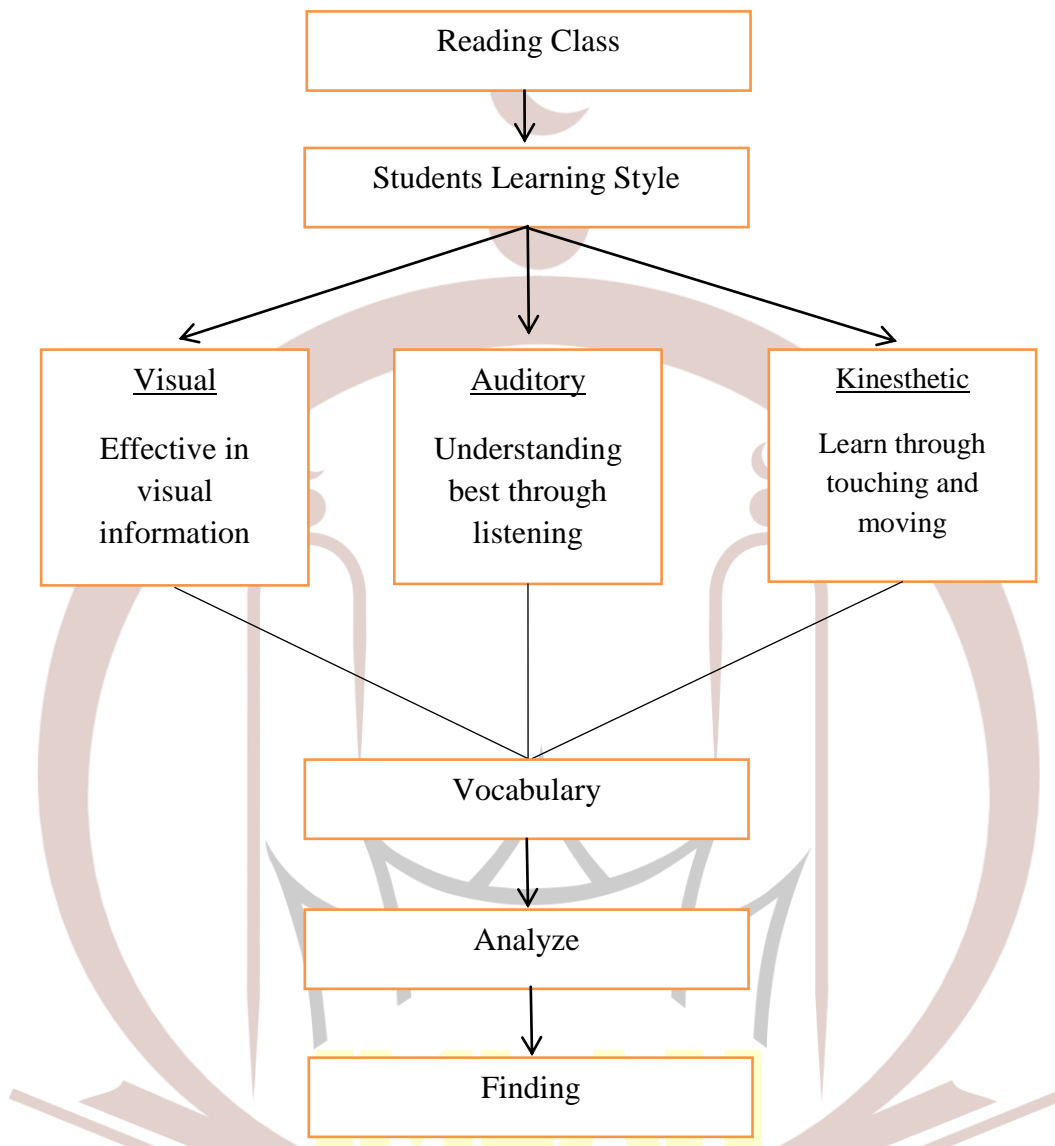
with tutor, family member or friend discussion and mnemonic devices. The last learning style is kinesthetic. These students are better to use multisensory strategy or hands-on approach. It make them can interpret information with their sense of self in touching and moving.

Associate with all quotation, learning styles were divided on three models, and they are called VAK (Visual, Auditory and Kinethetic). Each of models had different ways in application, and they gave different advantages for the student, especially in learning process. Learning styles are as a tool for students to comprehend the entire lesson.

Based on explanation above, learning styles was important for students in process of learning. Teacher could use various strategies in learning, but students learning style became determiner for their achievement in the end of study. If the students did not aware with their learning styles, it would be impossible for them to understand the subjects.

The goal of this research was describing and investigating students learning style in vocabulary class.

Therefore, the researcher wrote the conceptual of this research below.



2. METHODS

The design of this research was descriptive, because the researcher investigated students learning styles in vocabulary at reading class in UIN Imam Bonjol Padang. Mack et.al

(2005: 3) add descriptive qualitative research commonly uses to explore the phenomena with semi structure method such as in-depth interviews, focus groups, and participant observation, shortly this study more flexible. In this

research, the researcher tried to describe what are student's learning style and investigate the dominant student's learning strategy in vocabulary at reading class.

In this research, the researcher needs participants to investigated students learning style in vocabulary in UIN Imam Bonjol Padang. The students who were chosen as participants they had already learned about reading in previous semester. The researcher chosen students who registered in 2018/2019 in English Department at UIN Imam Bonjol Padang.

To investigated the student's learning styles in reading especially in vocabulary, the researcher needed some data. To collect the data, the researcher needed instruments that related with design was help of this research. Gay and Airasian (2000: 145) say an instrument is tool or something that are used in collecting the data. In this research, questionnaire and interview were as the instrumentation. The first instrument was interview. Interview could help the researcher in observe the participant. In this interview, the researcher asked some questions that related with student's learning styles. The second instrument was questionnaire. The questionnaire was randomly given to the students who passed in reading subject at English Department. Questionnaire was used to help the researcher to collect and analyze the data. This

questionnaire included some characteristic of student's learning styles. The questionnaire variables were effective to examine student's attitude, because student's attitude were relevant with students learning style in learning reading.

The data of the research got from student's learning style questionnaire and interview. There were some participants who were interviewed to get the data about their learning styles. In interview process, the researcher used record to collecting the data. In other hand, the participants were also gave questionnaire sheets. After that the participants collected the questionnaire sheets to the researcher. Finally the reseracher would collect the data from the questionnaire sheets.

Moreover, Gay and Airisian (2000; 239) will be reference for the researcher in theory of analyzing the data. There are some steps in analyzing qualitative descriptive research data. They are data managing, reading/memoing, describing, classifying, interpreting and representing the finding. In the data managing, the researcher tried to predict what were the data from questionnaire looks like. after that, the researcher read and revised the questionnaire to make it clear. As a result, the data that were gotten by researcher were not bias. Then, the researcher tried to describe the place, setting and event from the data. It made the readers more understanding about

the context of study. Next, the researcher was classifying the data based on the variable, level and categories. Last, the researcher was interpreting and writing the data.

The data analyzed by scoring the questionnaire. The researcher measured the attitude by using Likert Scale. Score of students on the questionnaire were gotten in percentage and this questionnaire was formulated in statistic data to find its percentage generally by using formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Sample

3. RESULT AND DISCUSSION

The researcher started to know the answer by analyzing all questionnaire sheets of learning styles that have been given to the participant and tabulating the participant's answer for each learning style: visual, auditory and kinesthetic. Moreover, in this questionnaire there were thirty questions and ten questions for each learning style types. This questionnaire conducted in Indonesia. This questionnaire also used Likert Scale.

The participants had five choices. The choices were selalu (SL), sering (SR), kadang-kadang (KD), jarang (JR), tidak pernah (TP). each choice had different point. The purpose of this questionnaire was to help the researcher in collecting the data.

Based on data analysis, the researcher explained the result of the research. In visual type, there were 10 items. the score of visual learning styles students revolved around 10 was as the lowest score and 50 was the highest score. For the first item, it was these students learned vocabulary through remembering the words and spelling them repeatedly. As a result, most of the students learned through remembering the words and spelling them repeatedly, because no students fill in rarely and never in this questionnaire. Second, item number two was about how the students learned about vocabulary through seeing. These students were easier in learning vocabulary through seeing the words than listening them. As a result, these students were almost always easier in learning vocabulary through seeing the words than listening them.

Third, item number three told about how they learned vocabulary if they faced external problem such as crowded. These students could not learn vocabulary if there were crowded around them. This situation did not influence them in learning. Fourth, item number four talked about how they managing the words they used. These students had too much trouble in selecting the word. Fifth, item number five told about how to process the words that they were gotten. These students always write the words that they found. Sixth, item number six told about how process the words that they were gotten. These students always draw the words that they found. Seventh, item number seven told about how to process the words that they were gotten. These students always make the design about the words that they found. Eighth, item number eight told about how to process the words that they were gotten. These students always write neatly the words that they found in their notebook. Ninth, item number nine told about students respond about teacher explanation. These students fell sleepy when they are listening long explanation from the teacher. Tenth, item number ten told about student' s way in remembering the words. These students usually imagine the words that they found to make them easier in remembering.

The score of auditory learning styles students revolved around 10 was as the lowest score and 50 was the highest score. There were 10 items for auditory type. The first item was item number eleven. It told about how the way of the students in remembering the words. These students always repeat the words that they found loudly if they want to remember those words. The second item was number twelve. It was about how the students remember the words through listening. These students are very effectively in remembering the words that they listen than they see. The third item was number thirteen. It was about how the way students in remembering the words. These students listen the teacher's explanation in effective way to remember the words. The fourth item was item number fourteen. It was about dominant activity that prefer to be used by the students. These students are appropriate with discussion strategy in reading class to rich their vocabulary.

The fifth item was item number fifteen. It was about how to get new words. These students always get new words with tell story to other. The sixth, item was item number sixteen. It was about how to get new words. These students always get new words with debate with others. The seventh item was item number seventeen. It was about how to get new words. These students almost get the new words with listening the music. The eighth item was item number eighteen. It was about how the students arrange their note. These students are good writer. the ninth item was item number nineteen. It was about what are students favorite activities in reading especially in enrich of vocabulary. Sometimes these students increase their vocabulary knowledge with following lecture or seminary. the tenth item was item number twenty. It was about student's ability in learning new vocabulary. These students are almost easy to finding main idea when lecturer explain the material to enrich their vocabulary.

The score kinesthetic learning style students revolved around 10 was the lowest score and 50 was the highest score. There were 10 items in this indicator. The first item was item number twenty-one. It was about what another activities that used by the students to help them in catching the material. These students almost always need other activity in getting vocabulary to make them easier in understanding material. The second item was item number twenty-two. It meant that these students always get new words by dancing or doing sport. These students get new words by dancing or doing sport. The third item was item number twenty-three. It meant that these students can remember the words when they are walking and saying words. These students almost always remember the words when they are walking and saying the words. The forth item was item number twenty-four. It was about the students practice their words. These students sometimes practice the new words that they found. The fifth item was item number twenty-five. It told about how students express them selves. Sometimes these students are expressively when they spell the words. The sixth item was item number twenty-six. It told about students activity that always do in learning

vocabulary. These students are difficult to silent in long period when they learn about vocabulary. The seventh item was item number twenty-seven. It told about student's ability in learning vocabulary. These students remember the word through practicing and acting. The eighth item was item number twenty-eight. It told about student's way in practicing the material. These students always remember the words if they practicing or acting them by them by their own self. The ninth item was item number twenty-nine. It told about the activities that help the students in remembering the words. The last item was item number thirty. It told about student's way in remembering the words. These students always work individually in enrich vocabulary.

Moreover, in interview process, the researcher used Indonesian and English because most of the students could not speak English very well. In this section the researcher used filed notes to interview the participant interview was done to give information for the researcher about participant's knowledge related with learning styles.

As result of this research, the researcher found the types of learning

styles in vocabulary. Based on questionnaire result, 31,1% participants learned vocabulary by using visual, 26,2% participants learned vocabulary by using auditory and 21,3% participants learned vocabulary by using kinethetic. The others students learned by combining two or three of them, 21,3%.

4. CONCLUSION AND RECOMMENDATION

Vocabulary is important component in reading. There are several reason why vocabulary is important. First, vocabulary is the basic thing to begin language learning. It is a tool for students to express their ideas. Second, vocabulary helps the students to understand written and oral language. Last, vocabulary can improve student's confidence in learning English.

Generally, learning style are the ways for students in process of learning. Learning styles were very important for students in processing the information. It improve students ability and proficiency. But in fact, only a few students know about learning styles. It can be seen from the result of the interview that had been done before. As a result, the researcher investigated

this problem by using questionnaire. The purpose of this questionnaire that was given to the participant is to identify students learning styles in vocabulary. As a result of this research, the dominant learning styles in vocabulary were visual. It was used by 31,1% from the total participant.

Moreover, lecturers should know the student's learning styles. By knowing different learning styles of students, lecturer can use media that appropriate with students in learning. First, if the students use visual in learning, the lecturer can use strategy such as, use illustration that related with text. Second, if the students are auditory students, the lecturer can use strategy such as language game. Last, if the students are kinestethic, the lecturer can use strategy such as, touch games, spatial games or craft games. In addition, to know about students learning styles, the lecturer can use placement test. This test conducts to divided students based on their type of learning. As a result, the lecturer is not difficult in managing the class. For students, they should realize with their own way in learning. They should know about their learning styles to

improve themselves especially in vocabulary. Students can fill in the learning styles questionnaire to know about their learning styles.

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