

THE ROLE OF LEARNING STYLE TOWARDS STUDENT'S ACHIEVEMENT: A
CASE STUDY OF A STUDENT OF SENIOR HIGH SCHOOL

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Abstrak. Bahasa adalah jenis keterampilan yang sulit dipelajari siswa. Tidak ada cara mudah untuk menguasai suatu bahasa, terutama bahasa yang bukan bahasa pertama kita. Dalam proses pembelajaran bahasa khususnya bahasa kedua, banyak faktor yang menentukan keberhasilan pembelajaran; salah satu faktornya adalah gaya belajar. Makalah ini berfokus untuk mempelajari siswa kelas sebelas di sekolah menengah kejuruan. Inti dari penelitian ini adalah untuk mengetahui gaya belajar siswa ketika dia belajar dan memperoleh pengetahuan, khususnya dalam belajar bahasa Inggris. Penelitian ini juga berkontribusi untuk mengungkap peran gaya belajar yang dimainkan dalam proses pembelajaran dan menemukan faktor-faktor yang membuat siswa berprestasi lebih baik dalam belajar bahasa Inggris. Instrumen yang digunakan untuk mengumpulkan data adalah wawancara, catatan lapangan, dan laporan siswa. Untuk menganalisis data yang dikumpulkan dari pengumpulan data, saya menggunakan triangulasi. Temuan menunjukkan bahwa siswa akan berprestasi lebih baik ketika dia merasa nyaman untuk belajar, tanpa paksaan dan intervensi di luar konteks materi. Di sisi lain, untuk belajar bahasa Inggris, kemampuan siswa tidak hanya diperoleh dari penjelasan guru di kelas, tetapi juga dari media lain. Dengan mempertimbangkan temuan ini, saya menyarankan agar para guru harus menyadari gaya belajar siswa mereka, dan bagi siswa yang mengalami kesulitan dalam belajar bahasa Inggris, mencoba mencari cara yang berbeda dalam belajar untuk mendapatkan pengetahuan dan kemampuan dalam bahasa Inggris.

Kata Kunci: gaya belajar, prestasi siswa

Abstract. Language is kind of the difficult set of skills that students are able to learn. There is no easy way to master a language, particularly a language which is not our first language. In the process of learning a language particularly a second language, there are many factors that determine the success of learning; one of the factors is learning styles. This paper focuses to study an eleventh grader student in vocational high school. The main point of the research was to determine the learning style of student when she is learning and gaining knowledge, especially in learning English. This research also contributes to reveal the role of learning style that played in the learning process and find the factors that make student achieve better in learning English. Instruments used to collect data were interviews, field notes, and student's report. To analyze the data gathered from the data collection, I used triangulation. The findings shown that student will achieve better when she feel comfortable to study, without compulsion and intervention outside the context of the material. At the side of other aspect, to learn English, student's ability is not only gained from teachers' explanation in classroom, but also from other media. By considering these findings, I suggest that teachers have to aware about the learning style of their students, and for the students who have difficulties in learning English, try to find different ways in learning to gain the knowledge and ability in English language.

Keywords: role of learning, teacher's achievement

INTRODUCTION

English The observation in this research was conducted because of the habit and achievement of my sister seems the contrary things. She is in eleventh grader in a vocational high school, in Fashion and Design department. But, I focus on her achievement in learning English. During her study from junior and senior high school, I noticed that she learn in different ways. She prefers to access her cellular phone than opening books to study. That is what I see in her daily activities. Regarding her daily activities, it is far from the possibility to her to achieve

better than her classmate in learning English. However, she is able to achieve higher than her classmates not only in English but also in other subjects. So, I need the terms of her different learning style, it became necessary to use certain activities. I expect that this research could give advantage for teachers, by considering students' learning style to create an environment which can be comfortable for learning in classroom. For the students who have difficulties in learning, this paper might give advantage to help them find her passion in learning English. The main focus of this paper was

to detect the learning styles of my sister with high academic performance which used when learning a foreign language and subsequently give an explanation of the role she used in the learning process in addition to the factors that set her to discover her learning styles.

Beside the fact about the participant, this research also observing the fact that there is still lack of awareness of learning style in teaching and learning process. That statement is supported by the result of previous research which stated that, it is clear that in the Nigerian context, teachers still lack of awareness about students' learning style. The researcher found that the teacher still using conventional technique in delivering the material (Cornelius, 2019). By considering this fact, I expect that teachers and students increase the awareness of learning style preferred by students and give impact to teaching style.

There are some factors which influence language learning achievement. They are, intelligence, environment, metacognitive, and many other factors. The metacognitive element is included learning style. As stated from a research, the learner preferences (learning styles) could be one of contribution assembled as the division of learning necessary. This metcognitive element considered as the factor for arranging the context to improve the users' experience (Shanthipriya, 2014: 3). Everyone has blended learning styles. But, some people have dominant preference in learning in different cycle. If the teachers understand learners' learning style, they could be able to design the technique which used to teach better (Ntombekhaya, 2015). Another research stated, between male and female students found that there was no difference in learning style. In sequence with the findings of the research, the previous researcher give suggestion that teachers have to teach in techniques which are suitable with the students' learning style (Arifin, 2015). It is also supported by this research statement, regarding to the advantages of language learning techniques which become language teaching and learning instrument, the researcher of this previous study, he would try to put the would like to try to put learning style to some kind of perspective (Carol, 2004). Learning style

considered as some various ways of learning. They included education methodology, in common with personal which are supposed to consent which way the best individual in learning context (Rahmani, 2012).

According to Fleming, has told that when learners gain information from the environment, included the information that as the necessary for learning, the learners will use the sense of learning style. Some of learners, however, utilize one sense more than others. The system of V-A-R-K reviews how far people depend on: visual, auditory, reading, or kinesthetic (Alan, 2009). They have their own preferences, where, visual learners prefer to learn by seeing; auditory learners prefer to learn by listening, kinesthetic learners prefer to learn by doing something.

After identifying the previous study about learning style, it is also important to put the research design explained in this research. I use case study to conduct the research. Case studies are commonly found in applied linguistics research. Case study is research method that used generally in applied linguistics research nowadays. Particularly in second language learning, teaching, and utilize (Patricia, 2007). A case study is conducted to observe persons (individual or group), phenomenon, events, or other thing which researchers are interested in. Formerly the phenomenon of concentration is explained, the researches could choose a case to be observed intensively. A case is in common a kind of the phenomena (Perry, 2008)

RESEARCH METHOD

In conducting this research, case study was selected to observe the participant. The benefit in doing case study is "generates chances for the researchers to discover supplementary questions by the act of investigating a topic in detail" (Hancock, 2006). After identifying my sister whose academic progress was fast, the teacher give me permission to do observation the in the classroom, and during the observation, I took field note. After this process, some interviews to my sister's friends and teachers about her habits at school, essentially during the teaching and learning process. The interview also addressed to my sister about how she learn

English. After collect the data from observation and interviews, I ask help to the teacher to take data from students' report to compare my sister's score with her friends.

A. Context and Participants

The research project was included a classroom situation in vocational high school located in Mojokerto. The observation was focused on one student who had many other activities beside study at school (i.e Paskibraka, Pramuka, and OSIS). She often join activities outside, sometime she had to ask her friend to explain the material delivered by the teacher in classroom which she left. To develop this case study, I asked help of five students (my sister's friends) which were chosen by the intensity in communicating with my sister and two English teachers who taught my sister in tenth and eleventh grader.

B. Instruments for Data Collection

The instruments that used for collecting data were interview, field note, and student's report. Each of the instruments has its function related to the observation. Interview: I observed my sister by interviewing her friends and English teachers about her habits in classroom and what activities doing by my sister while the teacher deliver the material in front of classroom, Field notes: I observed the activities doing by my sister in the classroom and at home, and notes were written on a recording sheet, student's report: to compare score in English subject among my sister and her friends.

C. Data Analysis

The process of collecting data by using the instruments already mentioned, I started the process of data analysis. The interview was focused on my sister's friends opinions, statements and perceptions which taken into account as the main unit of analysis. Based on those units from the notes and data were analyzed. The internal validity of this research was ensured through triangulation. Triangulation is defined as "influential technique which technique that facilitates validation of data through cross verification from two or more sources" (Johnson, 2017). The three instruments -interviews, notes and student's report were contrasted with one

another to find common aspects. Such aspects were interpreted in light of the research questions.

FINDINGS AND DISCUSSION

I had interviewed five classmates of my sister. The first is a student who sitting beside my sister, and the four students are the ones who have more intensive communication with my sister in the classroom and outside the classroom, my questions are about my sister's habit during teaching and learning process in particular English subject, how does she cover the material that she had left when she joined activities outside, and how does she response the material delivered by teachers. I wrote their answers, some answers were in the same context. So, I put the brief answer in this paper to sum up the statements:

Some friends stated that, my sister sometimes feel asleep in a classroom, she often slept in the classroom during the teacher's explanation. She asked her friends to write the teacher's explanation. But, her friends curious about how could my sister get the better score than others in doing the exam.

When I interviewed the teachers, how they teach English in classroom and ask their opinion about my sister during the class. The two English teachers answered the similar statement. They teach in common way. Both of them delivered the material by explaining, give example, then they instruct the students to do some exercises and home work. About my sister, they stated that she is not a prominent student, she often asking permission to leave the class to join activities outside the classroom. Overall, there is no problem with the academic achievement of my sister. The score in her report of every subject had good scores. Even, she is better than her friends' score.

I observed the classroom situation, unfortunately it was only one day I have the chance to join English class at the vocational high school where my sister study. I took filed notes. During the class, I give more attention to my sister and the teacher in the way of teaching. I found that only a few students who have enthusiastic to interact with the teacher but not my sister. I saw her seems like not interested in learning English.

To confirm the statement, I interviewed my sister whether she often feels asleep in the classroom or not, does she like English class? And how does she do the exam well, since I never see her study. And here is her answer,

I do feels asleep and often sleep in the classroom, because I am really tired in paskibraka and other activities that I have joined, so I feel asleep. But, I still hear what the teacher explained. Sometimes I ask my friend to record the explanation, then, I watch or hear my teachers' explanation in my cellular phone. When I find something unclear, I try to find it in website and any other media. I don't like writing or reading. I prefer to watch and hear the explanation in order to I understand the material.

It is clear that my sister has preference in hearing something. It is related to Auditory learning style where the learners prefer to hear something to be explained. The different way of learning in my sister also influenced by some other factors, she is an introvert person. So, she seldom interacts with the teacher in the classroom. But, she has high sense of study. It could be relevant with the term self-efficacy. It's proven, although she was sleepy, she still has desire to study by herself using the record of the explanation and find other media to study the material which she didn't understand.

Based on the findings on this study, the dominant learning style preferences of my sister is Auditory. She explained that she will understand well if she hears the material. It is relevant with the theory of learning style "Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example, they like sequence, repetition and summary, and when recalling memories tend to lean their head and use level eye movements" (Alan, 2009). It has supported by the statement of her friends and teachers which have explained on the findings of this paper. For answering the first research, the roles of learning style in learning process has the essential role. It has connection to this statement "learning style awareness should make an impact on pedagogy – the ways in which teachers choose to teach – and should help teachers to a better understanding of the needs of

learners, as well as to an awareness of the need to differentiate materials, not only by level of difficulty but also by learning style" (Alan, 2009). It will support teacher to broaden their way to teach by knowing the learning style of their students. The second research question is about the other factors which influence students' high achievement. I do believe that self-efficacy is one of the factors. Because if she doesn't have self-efficacy and motivation in her study, she will not ask her friend to record the teachers' explanation and try to find other media to make her understand the material, as stated by Paris in Lawrence. Et al. "The self-regulation process consists of cognitive, motivational, and affective components" (Lawrence, et.al, 2019).

CONCLUSIONS

Concerning to learning styles that play role in the learning process, I can conclude that the learning style contribute to the learning process. It also help student so encourage them to find the comfortable way in learning process. The different ways of learning might cause the different result. Regarding to the factors that influence students to find their learning style, I wrap up that student who has self-efficacy to study will achieve better than the students who don't have self-efficacy. Teaching English, a teacher must put up with some parameters for a more effective and motivating class for students. Awareness of students' condition especially learning style must be the consideration for the teacher to create new environment in teaching and learning process.

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