

Learning styles performed by the vocational high school students of SMKN 1 Rantepao

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Abstract

This research intended to find out the comprehensive description about learning styles performed by the Vocational high school students at SMKN 1 Rantepao. The instrument of this research was questionnaire. The population in the study involved 30 students consisting of 10 students in each grade level. The result of the research showed that the dominant learning style of 30 students was Auditory learning style.

Keywords: learning styles, vocational high school students. SMKN 1 Rantepao

Introduction

Learning includes social process in which learners construct new ideas and concepts based on their background knowledge. In learning process, there are many goals that must be achieved. To attain goal of the learning, there are many ways that have to be considered. Other factors that give contribution for the students' success in learning activities are learning strategies and learning styles (Haryanto: 1999, Reid, 1987; Celce Murcia, 2001,Collier1988, Carrol 1981, Ushioda, 2008:19, Richard, 2005: 286, Zhang 2008: 58, Hannell: 2008: 8, Beeching: 2002: 6 – 9, Leaver, 2005:70, Mahdavy , 2008: 109 - 126, Dunlap and Weisman , 2006: 27).

Learning style can be defined as a separate way that each student has in absorbing and processing information (Richard, 2002: 85; Celcia, 2001; Brown, 2000: 113; Griggs 2005: 49). This learning style is very important and must be considered in the teaching and learning process because students have different ways to process information or material in the teaching and learning process, so that when a teacher teaches students in the same or identical way, there will be some students who do not will be able to process or ^{understand} teaching

material equally well. By not fulfilling or facilitating the learning needs of these students, it will cause students not to be able to absorb the material to the maximum so that the goals to be achieved are far from expectations. But on the contrary, when students learn in a favored way, then the information obtained will be more maximal and purpose learning will also be more quickly achieved (Pritchard, 2009: 41) Therefore, in order to achieve effective and maximum learning goals, it is necessary to consider, know and reveal dominant learning styles performed by the Vocational high school students particularly students of SMKN 1 Rantepao . It is hoped that the findings of this research may be used to enrich the theory particularly in terms of learning style in learning activities.

Literature review

Learning Style

Leaver (2005: 65) argues that learning styles are habitual patterns of perceiving, processing, or reacting to information. Brown (2000: 113) believes that learning styles as the manner in which individuals perceives and process information in learning situations. Griggs (2005: 49) fits out learning style is the way in which each person begins to concentrate on, process, and retain new and difficult information. Complete all the definitions above, Pritchard (2009: 41) defined variously as a particular way in which an individual learns; a mode of learning an individual's preferred or best manner in which to think, process information and demonstrate learning; an individual's preferred means of acquiring knowledge and skills; habits, strategies, or regular mental behaviours concerning learning, particularly deliberate educational learning, that an individual displays.

Kinds of learning style

Honey and Mumford in Pritchard (2009: 42) divided learning style into four parts:

- a. Activists, an Activists learner elects to learn by doing rather than, for example, by reading or listening.
- b. Reflectors, Reflectors are the types of learners who love to observe and analyzing something before doing.

- c. Theorists, learner prefer to make a framework so they are able to adapt and integrate all of their observations, thus they can see how one theory is related to other.
- d. Pragmatists, these learners, before making a judgment, try to look for the practical implications of any new ideas or theories.

Leaver (1998: 67 - 69) categorized learning style into three parts from point of view namely sensory preferences. Those parts are still divided into sub categories:

a. Visual learning

Visual learners acquire new vocabulary primarily through sight. Leaver divided visual learners into two sub categories called: imagists and verbalists.

Imagists easily understand through that image, and they typically store the information in their memory as an image.

Verbalists store the letters, and when they have difficulty remembering a word, they can usually remember the initial letter or some of the letters in it.

b. Auditory learner

Auditory learners acquire new information through sound. The sub categories of this learning style name aural learners and oral learners.

Aural learners learn by listening to others. The students who includes in this styles tend not to take notes in class because they usually remember what they hear.

Oral learners prefer to talk, and hear themselves. Talk is often essential to their ability to comprehend information and store it in memory.

c. Motor learning

Motor learning is sometimes called kinesthetic learning. Kinesthetic preferences are the part of motor learning. Motor learners get new information through movement or practicing. They (Bieber, 2010: 3) use their entire body for learning.

Research Methodology

The type of research used in this study is quantitative descriptive which is the aim is to describe learning styles the learning styles of students in SMKN 1 Rantepao. This research has been carried out at SMK 1 Rantepao, the population in the study involved 30 students consisting of 10 students in each grade level. Each student selected by using the Stratified

Random Sampling method (Sugiono, 2011). The instrument in this study was a questionnaire. Questionnaire was used to identify learning styles that performed by the students in SMKN 1 Rantepao. To analyze the data, the writer put the students' answer in www.educationplanner.org then analyzed automatically.

Result and discussion

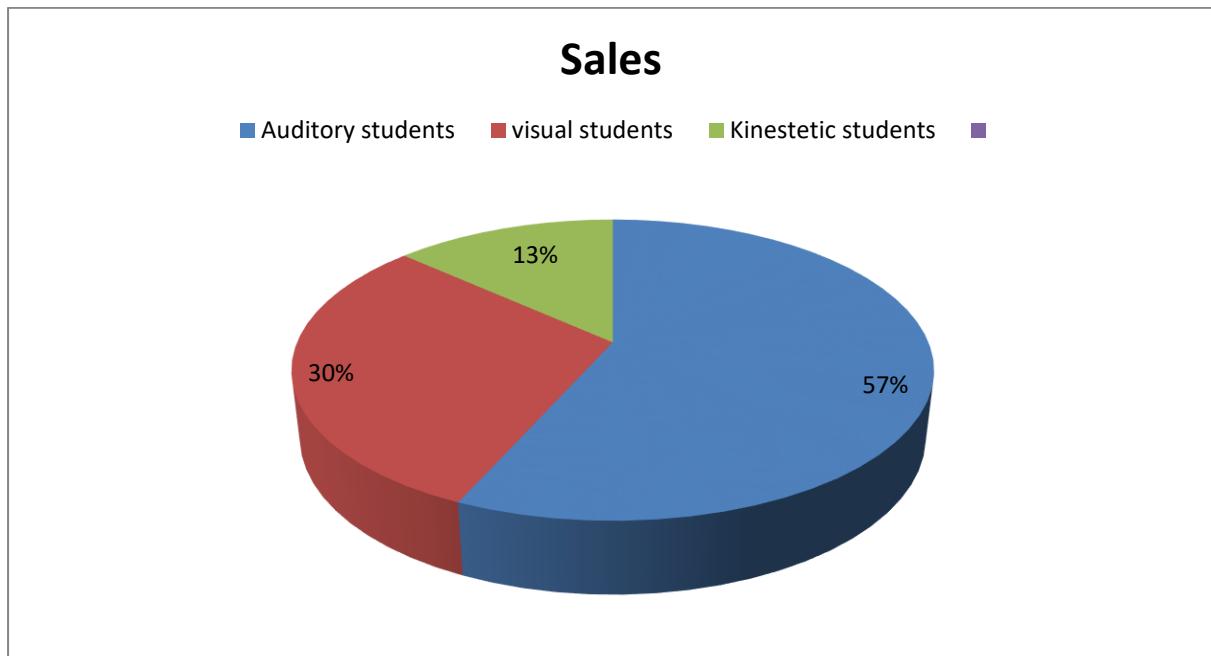
After completing the questionnaires and calculating, the writer reported the learning style performed in the following table:

Table: Student's learning style

Student's No	Learning style %			RESULT
	A	V	K/ T	
S1	Auditory: 50%	Visual: 35%	Tactile: 15%	Auditory
S2	Auditory: 60%	Visual: 20%	Tactile: 20%	Auditory
S3	Auditory: 40%	Visual: 10%	Tactile: 50%	Tactile
S4	Auditory: 40%	Visual: 10%	Tactile: 50%	Tactile
S5	Auditory: 25%	Visual: 15%	: 60% Tactile	Tactile
S6	Auditory: 30%	Visual: 50%	Tactile: 20%	Visual
S7	Auditory: 40%	Visual: 55%	Tactile: 5%	Visual
S8	Auditory: 45%	Visual: 40%	Tactile: 15%	Auditory
S9	Auditory: 55%	Visual: 15%	Tactile: 30%	Auditory
S10	Auditory: 45%	Visual: 20%	Tactile: 35%	Auditory
S11	Auditory: 30%	Visual: 25%	Tactile: 45%	Tactile
S12	Auditory: 55%	Visual: 35%	Tactile: 10%	Auditory

S13	Auditory: 50%	Visual: 40%	Tactile: 10%	Auditory
S14	Auditory: 50%	Visual: 40%	Tactile: 10%	Auditory
S15	Auditory: 55%	Visual: 10%	Tactile: 35%	Auditory
S16	Auditory: 20%	Visual: 45%	Tactile: 35%	Visual
S17	Auditory: 50%	Visual: 45%	Tactile: 5%	Auditory
S18	Auditory: 35%	Visual: 45%	Tactile: 20%	Visual
S19	Auditory: 40%	Visual: 45%	Tactile: 15%	Visual
S20	Auditory: 30%	Visual: 40%	Tactile: 30%	Visual
S21	Auditory: 45%	Visual: 30%	Tactile: 25%	Auditory
S22	Auditory: 45%	Visual: 35%	Tactile: 20%	Auditory
S23	Auditory: 40%	Visual: 30%	Tactile: 30%	Auditory
S24	Auditory: 35%	Visual: 50%	Tactile: 15%	Visual
S25	Auditory: 45%	Visual: 35%	Tactile: 20%	Auditory
S26	Auditory: 45%	Visual: 35%	Tactile: 20%	Auditory
S27	Auditory: 45%	Visual: 30%	Tactile: 25%	Auditory

In order to know what are the dominant learning style performed by the students, then it present in percentage diagram as follows:



From diagram present above it can be interpreted that of 30 students that joint the learning style inventory, 30 % or 9 of them are categorized visual students, 13% or 4 students performed kinesthetic and 57% or 17 students included in auditory learning style.

a visual learner learn by reading or seeing pictures. They understand and remember things by sight. They also can picture what they are learning in their head, and learn best by using methods that are primarily visual. As a visual learner, they dress neat and clean. They sometimes close their eyes in order to visualize or remember something, and will find something to watch if they become bored. A visual learner may have difficulty with spoken directions and may be easily distracted by sounds. They prefer color and to spoken language (like stories) that is rich in imagery.

a kinesthetic / tactile learner learn by touching and doing, understand and remember things through physical movement. They are a "hands-on" learner who prefers to touch, move, build, or draw what they learn, and tend to learn better when some type of physical activity is involved. A learner who categorized as kinesthetic need to be active and take

frequent breaks, they often speak with hands and with gestures, and may have difficulty sitting still.

If a student is an auditory learner, they learn by hearing and listening, understand and remember things they have heard, store information by the way it sounds, and have an easier time understanding spoken instructions than written ones. Visual learner often learn by reading out loud because you have to hear it or speak it in order to know it. As an auditory learner, they probably hum or talk to others if they become bored. People may think they are not paying attention, even though this learner may be hearing and understanding everything being said.

Conclusion

From the analysis and the discussion in the previous chapter, the writer concluded that the dominant learning style performed by the students at SMKN 1 Rantepao is Auditory.

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