

# TEACHING IN LEARNING STYLE STRATEGIES OF SECOND LANGUAGE ACQUISITION (SLA) LEARNERS

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## ABSTRACT

The purpose of this study is to determine how the level of learners learning style strategies and what types of learning style strategies are dominantly chosen by learners during the learning process. In addition, this study aims to determine whether the learning style strategies applied by teachers in the learning process affect students' understanding abilities.

This research used qualitative research methods. The population of this study were students of eighth grade students MTs. Ibrahim Uluale Sidrap of the period 2020-2021. The total population is 87 students consisting of four classes. Class VIII.A was taken as a sample, with a total sample of 22 students. The instrument used in this study was a closed questionnaire.

The result of this research indicate that at the level of learning style strategies, students are able to understand the material presented if the teachers uses more than one type of learning strategy. And in the case of this study, students are more dominant in choosing the type of kinesthetics learning style strategy. Based on the result of the questionnaire data, there 16 students (74%) strongly agree that the learning strategies applied in the learning process affect students' understanding. Of the four types of learning strategies, the types kinesthetics learning strategy is a learning strategy that helps understanding in the learning process.

**Keyword : Level of learning style , dominant of learning style .**

## INTRODUCTION

English as International language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sectors of life, such as trading, bilateral relationship, politic, science, tech-

nology and many others. In fact, people use the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

Humans include living things in which they have special abilities and make them so special. They can adapt, survive and analyse natural phenomena that have made their quality of life better since the first. They are capable of thinking, because God has given them the brain to think. And their curiosity is so great that they learn even more. In addition, what makes them more special is that they can express their feelings, thoughts and emotions.

Each learner's has a learning style strategies expressed in accordance with their respective habits and preoccupations. Some of them do learning styles through something they listen to, some learn by reading, and some learn by movement. Each individual can not only learn with one learning style, but many individuals have more than one learning style, but in this case to focus. and the learning style of an individual is only one, according to the individual's ability to understand the learning process. The tendency of students to adapt certain learning strategy styles by actively seeking and trying, so that students later get the right learning approach.

This study shows that teachers are not able to accurately assess the learning styles of their students. Keefe & Ferrell in Moenika and Zahed (2010) Learning styles are several interrelated characteristics where the general is greater than the specific, namely the Gestalt learning model that comes from individual neurological biology in internal and external operations, which in this case combines personality. and growth as behaviour.

To clarify the notion of learning style strategy we can discuss some of the learning style strategy put forward by some expert. Anderson & Elloumi in Moenika and Zahed (2010), In addition, identifying learners' learning styles helps educational planners and teachers provide support and educational tools needed by leaners.

Furthermore, Moenika and Zahed (2010) learning styles are a factor. that affects lean learning. Individuals acquire learning styles and techniques to suit individual differences like other abilities through experience.

Likewise, Shelton (2017) Learning styles in general can be described about the tendency to have in disconnecting as a problem that can be resolved, or sensitivity in certain learning situations faced. Another definition states that Sarcella & Oxford in Shelton (2017) Learning strategies , has been defined as "specific actions, behaviours, steps or techniques used by leaners to improve the learning of each individual" Fleming in Widharyanto (2020) Preference of visual, aural, reading / writing, and kinesthetic learning styles (VARK) since 1987.

This style is a new development that is guided by the existing VARK (Visual, Aural, Read / Write and Kinesthetics) learning style preference models. Learning is an activity in gaining knowledge or abilities by learning, practicing, being taught, or experiencing something (Merriam-Webster's dictionary). Learning is something that is done by a learner. In this case, every learner uses several types of language learning strategy models, with specific actions and behaviours so that a learner is able to learn effectively.

Each person's different strategies for their general learning styles vary greatly (in studying the whole environment through an approach). Recent research (Ehrman & Oxford, 1988, 1989; Oxford & Ehrman, 1988) shows that learning styles have a significant influence on students' choice of learning strategies, and that both style and strategy influence learning outcomes. Cohen in Hong shi (2017) Learning strategy is a special approach or technique used by learners in learning second language

The acquisition of a second language is a learning process in learning a second language. in this case it also refers to a scientific discipline which is defined as the process of learning by referring to a language learned other than one's first language, conceptually it is called second language acquisition, it can be a third, fourth, or subsequent language and is also related to what learners do in language learning. (practice in language teaching). Second language acquisition (SLA) refers to the teaching and learning of other second languages, Talking about language teaching and learning.

Learning strategies to be applied by teachers become determinants of student success in the learning process. The learning strategy applied by the teacher must be in accordance with the understanding ability of each student. Learning style strategies are an important thing that cannot be separated in learning English, a person needs a way that he considers suitable, appropriate and comfortable with what he is doing, during this process the learning style strategy is the key to developing performance in learning, in the classroom and the researcher is very interested in conducting research on effective learning style strategies of second language acquisition in teaching for English department, where the application is as expected, so the teaching process is more effective.

## **METHOD**

In this section, the researcher was systematically explain several things including research design, variable of the research, the population and samples, procedure of collecting data, instrument of the research, technique of data analysis and data validity.

### **A. Research Design**

A research design is the set of the methods and procedures used in collecting and analyzing measure of the variable specified in the research problem. In this research, the researcher used a qualitative research method. Qualitative research is a type of research whose findings are not obtained through statistical

procedures or other forms of calculation and seeks to understand and interpret the meaning of an event of human behaviour interaction in certain situations according to the researcher's own perspective.

Qualitative research is research that is descriptive and tends to use analysis. Process and meaning (subject perspective) are more highlighted in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts on the ground.

According to Saryono (2010), qualitative research is research that is used to investigate, find, describe, and explain the quality or privilege of social influences that cannot be explained, measured or described through a quantitative approach.

## **B. Variable of the Research**

The research variable is the object under stud has varied values. Thus, something that has only one value (does not have a variable value) cannot be declared as a variable, but constant. Independent variable, is a variable that effect other variable (dependent variable). And dependent variable is variables that are influenced by other variables (independent variable).

## **C. Population and Sample**

### 1. The population

The population is the whole subject of the study. If one wishes to examine all the element present in the study area, the research is a population study or population study census ( Sabar, 2007) .

Sugiyono (2016) "*populasi adalah wilayah generalisasi yang terdiri atas: objek/subjek yang mempunyai kuanitas dan krakteristik tertentu yang tetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya*"

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by the researcher to study and then draw conclusions. In this research, the population is the students of this research in the students at eight grade of MTs Ibrahim in academic year 2021-2022 is consist of four class that include of VIII.A, VIII.B, VIII.C and VIII.D, so the total member of students are 87 students.

The population as follow:

Table 1 Population at Eight Grade of MTs Ibrahim

No.	CLASS	POPULATION
	VIII.A	22

	VIII. B	23
	VIII.C	23
	VIII.D	22
SUM		90

Source data : (English teacher of MTs Ibrahim Uluale Sidrap)

## 2. The sample

The sample is part of the subject in the population, which is certainly capable of representing the population representation. Sample is the selected elements (people or object) chosen for participation in a study, people are referred to as subject or participant. Sampling is the process of selecting a group of people, behavior, place or certain things to represent several things, sampling to represent a particular research population.

(Sugiyono 2016) “*sample adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi*”

In this research, the researcher applied cluster sampling technique the researcher chooses one class sample. Cluster sampling is a method of sampling based on certain clusters. Some clusters are then randomly chosen as representatives of the population, then all elements in the selected cluster are used as research samples. This class is VIII.A which consist of 22 students.

Table 2 Sample at Eighth Grade of MTs Ibrahim

No.	CLASS	Sample
	VIII.A	22
SUM		22

(Source data : English teacher of MTs Ibrahim Uluale Sidrap )

## D.Procedure of Collecting Data

The most important aspect in the achievement of a research lies in the

techniques and methods used in research. This study uses several techniques in collecting data, including:

### 1. Observations

Observations is the activity of recording an event with the tools used by researchers to achieve scientific goals. Researchers use as much as possible to obtain detailed information data. The data obtained by interacting directly, the observations made know the learning style strategies used where these observations are carried out online through social media. Data collection is carried out based on statements from participants about learning style strategies used.

At the observation stage, the researcher was observed the learning process in the classroom, the researcher detected what type of learning the teacher uses during the process of presenting the material. And after that, the researcher was provided a clearer explanation of the type of learning to students in this case VARK (Visual, Auditory, Reading/ writing and Kinaesthetic).

### 2. Questionnaire

After observation, the next step that was taken by the researcher is to provide a list of questions or questionnaires. Questionnaires are a list of questions that are sent to the respondent either directly or in directly. Questionnaires in general can take form of question or statement that can be answered in the form a questionnaire.

The list of questionnaires that was given is related to the habits of students in the learning process, the ability of students to understand the material provided by the teacher and which type of learning helps students more in understanding the material during the learning process.

### 3. Documentation

The next stage is documentation. Documentation is the activity of collecting information or data obtained from notes, books and agendas. Documentation can be in the form of written material or videos that are intentionally made by researchers, such as perpetuating an interview activity using the WhatsApp application which is then screen shotted. The documentation method aims to obtain data information carried out by researchers in the form of documents and books as well as a collection of several observations made online at the research location. The document can be a photo, video, or the like.

In this study, documentation was obtained through a research instrument in the form of a questionnaire where the questionnaire was given to the respondent. A notebook was used to record the results of the questionnaire with the respondent, in this case the researcher used the WhatsApp application to retrieve data from correspondents. Meanwhile, the camera was useful for capturing activities with correspondents. as documentary evidence that he has taken data

## **E. Instrument of the Research**

In this research, the researcher was used of questionnaire. Closed questionnaire, which is a questionnaire in which the respondent is not given the opportunity to answer. The answers to the questionnaire of questions have been provided by the researcher, so that respondents simply choose one of the most appropri-

ate/closest answer options by affixing a check list (√).

The researcher used 10 positive statements and 10 negative statement. Therefore, the highest score 100 and lowest 20.

### F. Technique of Data Analysis

Data analysis includes interactive model analysis. Miles and Huberman (1984) There are three types of this model , namely:

#### 1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, raw data. Therefore, the data reduction took place during the research activity. This means that data reduction has been carried out before data collection in the field, namely at the time of preparation of proposals, when determining the conceptual framework, location, determining research questions, and selecting approaches in data collection such as making conclusions, coding, creating themes, making clusters make separations and writing memos.

Data reduction is continued after field work, until the final research report was completed and completed. Reduction is a form of systematic analysis so that final conclusions can be drawn or verified.

#### 2. Data display

Then display data, display data is defined as things that are done to find meaningful patterns and provide the possibility of drawing conclusions and providing action

#### 3. Verification (drawing conclusions)

The last part about Conclusion Drawing (verification) is the drawing of a conclusion and verification in qualitative research is a new finding that has never existed before. The data obtained in this study are in the form of observations, interviews and field notes.

In this researcher, the research will provide a closed questionnaire whose answer has been provided by the researcher. The researcher will measure students learning style strategy according to the students answer choice.

- a. Analyzing the data from the questionnaire to see the students learning style strategy through Likert's scale.

Table 3 Likert's Scale (Category Score)

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly Agree	5	Strongly Disagree	1

Agree	4	Disagree	2
Undecided	3	Undecided	3
Disagree	2	Agree	4
Strongly Disagree	1	Strongly Agree	5

(Sugiyono, 2010)

- b. Classifying of the students' learning style strategy based on score classification, as follows:

Table 3.4. Classification Score

Score	Classification
85-100	Strongly Agree
69-84	Agree
51-68	Moderate
36-50	Disagree
20-35	Strongly Disagree

(Sugiyono, 2010)

## **RISULT AND DISCUSSION**

This chapter deals with the findings of the research and the discussions of the findings. The findings are in line with the problem statements stated in the introduction part. The findings of the research present the description of the result of data collected through analyzes and list questionnaire. In the discussions section, the researcher describes further explanation and interpretation of the findings given.

In addition, in this chapter, the researcher analyzed the data obtained from the students through a list of questions. The data consists of the results of the



analysis and the results of filling out the questionnaire. The analysis is intended to measure learning styles and types of learning strategy models that make it easier for students to understand learning, while filling out questionnaires is intended to determine the dominant learning model to help students in the learning process.

## A. Findings

This section discusses the analysis of the student learning process. In addition, it was also discuss how the results of the students' list questionnaire regarding the style learning strategy will be discussed.

### 1. Students Agreement

Before the explanation of the types of learning style strategies, the learning process applied by the teacher is more dominant using the reading/writer learning style. In this study, besides aiming to analyse students' learning styles, researchers also want to explain about the types of learning strategies. The following is a table of the percentage of student questionnaire results.

Table 5 The percentage of student's Agreement

NO	Clasification	Score	Students' Agreement	
			F	%
1	Strongly Agree	85-100	16	74
2	Agree	69-84	3	13
3	Undecided	51-68	3	13
4	Disagree	36-50	0	0
5	Strongly Disagree	20-35	0	0
<b>TOTAL</b>			<b>22</b>	<b>100</b>

The table above shows that 16 (74%) strongly agree that this type of learning strategy, 3 (13%) agree with this, 3 (13%) in the moderate category. And not students in the category of disagree and strongly disagree.

That means students strongly agree that the type of learning strategy greatly affects the learning process and student understanding.

## CONCLUSION

This chapter consists of two sections; one is conclusion which based on the research finding and the conclusion the other one is suggestion which based on the conclusion proposed.

### 1. Students level Learning Style Level

The level of student learning styles becomes an important point in the learning process, the learning styles used by teachers become the main component in the success level of the learning process.

### 2. Students dominant of Learning style strategies

In the analysis process, the dominant type of learning strategy applied by most teachers is the reading learning style and based on the results of the questionnaire, the dominant type of learning strategy that is chosen by students is the kinesthetics style.

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