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Bandar Lampung
University, Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

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SCANNING OF STUDENTS' LEARNING STYLE AT SMA NEGRI 7 LUBUKLINGGAU IN ACADEMIC YEARS 2015/2016

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Abstract

This research aims to know students' learning style in mastery English at SMA Negri 7 Lubuklinggau, the researcher took an observation several students to know type of learning style that can be used by teacher in teaching English in the classroom. The researcher took 18 students as the subject of the research where is representative from the whole of student at SMA Negri 7 Lubuklinggau. The objectives at this research are to know the student in learning style in mastery English and the students' learning strategies to improve their English proficiency. In this research, the researcher used qualitative research which focuses on naturalistic approach, because the researcher wants to know students' condition in naturally when they learn English. The result show that from eighteen students that chooses, seven students used kinaesthetic in learning English, six students used Auditory and five students used read and write. the result at this research as an inform to the teachers in teaching especially in English, they must understand the characteristic of their students and use mix strategies in teaching in the classroom, so students will understand all of the material well by their learning style.

Keywords: Students, Learning Style, English

1. INTRODUCTION

Language be one of facilitated to create relationship for someone to others, without language, people can not do interaction or communication. In Indonesia especially at south of Sumatra there are several languages which use to do communication by society in particular place namely: col, penesak, pasemah, and others. All of them sometime can not be received by other people in different district so need Indonesia as bridge to do communicate between them, so it can be says that Indonesia is one of lingua franca in Indonesia.

Students at south of Sumatra especially at Lubuklinggau come from several district that consist from several mother tongue background, so need Indonesia as language communication at SMA NEGRI 7 Lubuklinggau. English is one of foreign language that teaches at senior high school, at this research the researcher to know students' learning style at SMA NEGRI 7 in learning English, remember that English and Indonesia have differences from meaning, pronunciation, grammatical and written. The researcher used qualitative descriptive that focused on naturalistic study to know the student's learning style directly. The data collected by given a questionnaire that consists of several questions which show kinds of learning style, than they choice one of learning style that suitable with themselves. After chosen it, students asked to write their reason about their option. The subject of this research has students grade nine. After the data collected, researcher read carefully about students' questionnaire, than analyzed them and categorised it based on the student's learning style.

2. THEORITICAL REVIEW

2.1 Definition of Learning

Learning is one of process to improve someone knowledge that gaining from reading books, internet, and from teacher. All of them usually done to deeper someone's knowledge. According to oxford dictionary state that "The acquisition of knowledge or skills through study, experience, or being taught: these children experienced difficulties in learning". Experience can be learn and reflected from past and do future, Measurable and relatively permanent change in behavior through experience, instruction, or study. Whereas individual learning is selective, group learning is essentially political its outcomes depend largely on power playing in the group.

2.2 Language Learning Strategies

Learning strategies have been in the centre of attention and they have gained great importance in the teaching-learning environment. Oxford (1990) defines learning strategies as the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations. According to O' Malley and Chamot (1999) learning strategies are "the special thoughts or behaviors that individuals use to help them comprehend, learn or retrain new information"

Language learning strategies are strategies used by learners to mastery a language perfectly as fast as that suitable to the learners' them selves. Each learner has strategy and method that different with other learner where is each one to other sometime never be imitate. According to Oxford (1991) state that language learning strategies are defined as steps taken by students to enhance their own learning. Thus strategies are for benefits of autonomous learning out of the teachers' control. The strategies can be done inside or outside of the class, as far as it is carried out by the learners independently from the class instructions.

Oxford (1991) classifies Language learning strategies into direct and indirect strategies. The category of direct strategies consists of memory strategies, cognitive strategies and compensation strategies while indirect strategies comprise meta cognitive strategies, affective strategies and social strategies.

Direct strategies

1. Memory Strategies

- A. Creating mental linkages: grouping, associating/elaborating, placing words into context.
- B. Applying images and sound : using imagery, semantic mapping using keywords, representing sound in memory.
- C. Reviewing well: structured review
- D. Employing action: using physical response or sensation, using mechanical technique.

2. Cognitive strategies:

- A. Practicing: repeating, formally practicing with sound and writing system, recognizing and using formulas and patterns, recombining, practicing naturalistically.
- B. Receiving and sending messages: getting the idea quickly, using resources for receiving and sending message.
- C. Analyzing and reasoning: reasoning deductively, analyzing expressions, analyzing contrastively (across language), translating, transferring.
- D. Creating structure for input and output: talking notes, summarizing, highlighting.

3. Compensation strategies

- A. Guessing intelligently: using linguistic clues, using other clues.
- B. Overcoming limitations in speaking and writing: switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym.

Indirect strategies

1. Metacognitive Strategies

- A. Centering your learning: over viewing and linking with already known material, paying attention, delaying speech production.
- B. Arranging and planning your learning: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task, planning for language task, seeking practice opportunities.
- C. Evaluating your learning: self- monitoring and self-evaluation.

2. Affective Strategies

- A. Lowering your anxiety: using progressive relaxation, deep breathing or meditation, using music, using laughter.
- B. Encouraging yourself: making positive statements, taking risks wisely, rewording yourself.
- C. Talking your emotion temperature: listening to your body, using checklist, writing a language learning diary, discussing your feeling with someone else.

3. Social Strategies

- A. Asking question: asking for clarification or verification and asking for correction.
- B. Cooperating with others: cooperating with peers, cooperating with proficient users of the new language.
- C. Empathizing with others: developing cultural understanding, becoming aware of others' thought and feeling.

The strategies above are two part that able uses by learners in learning a language. There are some uses of LLS (a) to enhance language learning, (b). to perform specific task, (c) to solve specific problems in language learning, (d) to make learning easier, faster and more enjoyable, (e) to compensate for a deficit in learning (Cohen,2007)

2.3 Type of Learning Style

Every student have differences learning style to improve his/her knowledge, it happenn caused one student to other has situation and condition in their life, so it one of causes a diffrences in learning style. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another. Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

Celcia-Murcia (2001) defines learning styles as the general approaches for example, global oranalytic, auditory orvisual—that students use in acquiring a new language or in learningany other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment. Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relativelystable indicators of how learners perceive, interact with, and respond to the learning environment” (MacKeracher, 2004, p. 71). According to (Gilakjani:2012) said that there are three main learning styles; visual, auditory, and kinaesthetic. The definitions of these learning styles are as follows:

1. Visual

Visual learners think in pictures and learn best in visualimages. They depend on the instructor’s or facilitator’s non-verbal cues such as body language to help with understanding.

Sometimes, visual learners favoursitting in the front of the classroom. They also take descriptive notes over the materialbeing presented

2. Auditory

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written

3. Kinaesthetic learner

Individuals that are kinaesthetic learn best with and active “hands-on” approach. These learners favour interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly

According to Terry Farwell in <http://school.familyeducation.com/> stated that Students that have learning disabilities have one commonality, a processing deficit that interferes with their learning. Nevertheless, it is important to remember that every individual learns differently and thus has a unique learning style. **Auditory learners** tend to benefit most from traditional teaching techniques. Many teachers use a lecture-style forum, presenting information by talking to their students. Regulating voice tone, inflection, and body language will help all students maintain interest and attention. Auditory learners succeed when directions are read aloud, speeches are required, or information is presented and requested verbally.

Visual Learners Some students rely upon a visual learning style: "Show me and I'll understand." Visual learners benefit from diagrams, charts, pictures, films, and written directions. These students will value to-do lists, assignment logs, and written notes. Many of these techniques, however, also benefit kinesthetic learners.**Kinesthetic Learners** Most of the school population excels through kinesthetic means: touching, feeling, experiencing the material at hand.

Learning strategy Read & Write Learners make good traditional studiers. They fit in with the conventional, school-taught study method of reading textbooks and writing notes. One of the most accepted understandings of learning styles is that student learning styles fall into three “categories:” Visual Learners. Auditory Learners and Kinesthetic Learners. These learning styles are found within educational theorist Neil Fleming’s VARK model of Student Learning. VARK is an acronym that refers to the four types of learning styles: Visual, Auditory, Reading/Writing Preference, and Kinesthetic. (The VARK model is also referred to as the VAK model, eliminating Reading/Writing as a category of preferential learning.) The VARK model acknowledges that students have different approaches to how they process information, referred to as “preferred learning modes.

Based on Fleming & Baume, 2006) in www.teach.com said that Referred to as SWOT (“Study Without Tears”), Flemings provides advice on how students can use their learning modalities and skills to their advantage when studying for an upcoming test or assignment.

- Visual SWOT Strategies
- Utilize graphic organizers such as charts, graphs and diagrams.
- Redraw your pages from memory.
- Replace important words with symbols or initials.
- Highlight important key terms in corresponding colours.
- Aural SWOT Strategies
- Record your summarized notes and listen to them on tape.
- Talk it out. Have a discussion with others to expand upon your understanding of a topic.
- Reread your notes and/or assignment out loud.
- Explain your notes to your peers/fellow “aural” learners.
- Read/Write SWOT Strategies
- Write, write and rewrite your words and notes.
- Reword main ideas and principles to gain a deeper understanding.
- Organize diagrams, charts, and graphic organizers into statements.
- Kinaesthetic SWOT Strategies
- Use real life examples, applications and case studies in your summary to help with abstract concepts.
- Redo lab experiments or projects.
- Utilize pictures and photographs that illustrate your idea.

If we show and understanding VARK, it adds new learning style model, that is read and write, it different with Kinaesthetic.

3. RESEARCH METHOD

In this research, the researcher uses descriptive, qualitative, case study approach. Case study is primarily a form of qualitative and interpretative research (Lier,2005). case study is about individual, a case study can provide rich information about individual learner, they can inform us about process and strategies that individual L2 learns use to communicate and learn, how the personalities, attitudes linguistics growth(Johnson in Lier,2005) and goal interact with the learning enviorement and about the preciese nature of their personality.

Descriptive : the result of this research is description from the whole of the data that take from in dept interview, than call qualitative because it presents the form of data and messege that conveyed in research. Qualitative research is a process of inquiry aimed at understanding human behaviour by building complex,holistic picture of social and cultural setting in which such behaviour occures(Angrosino, 2007:1). Qualitative research does not require measurment or cannot be measures because the reality they present can only be approximated.

4. DISCUSSION

In this research, the researcher described kinds of students learning style based on the group which consist of auditory, kinaesthetic and read and write the result as bellow

1. kinaesthetic in learning English

Based on the analysis at the students respond in their learning style, the students who choose kinaesthetic learning style are seven students, they are: koko, Bambang, Eodi, Neisi, iqbal, Jawa, Ocha. Their statement as bellow:

Koko

“ I feel easy to understand material by practice than listen”

Bambang

“by practice directly, I feel understanding and receive material easily”

Eodi

I prefer practice directly than listening to much the teacher’s explanation

Neisi

Practice directly makes me easy to understanding material.

Iqbal

I feel get understanding material vastly by practice after material given by my teacher

Jawa

I like practicing the material than listening more from my teacher

Ocha

By practice directly, I able to understand, by practice not only material that I getting but I feel confident to speak in English.

The statement above are students' reason why practice prefer do than reading or listening teacher' explanation to much. It meant that they preferred practice after given instruction from his teacher, they feel bored and less spirit to learn if jus listening from their teacher. They need to practice more before find the real life in the social so they do not afraid make mistake in practice in the society. Their learning style categories in direct strategy, it's suitable in Cognitive strategies.

2. Auditory in learning English

This style was having by six students; they are Halimah, Imelia, Gladis, Dian, Ayu, Iwan. Their statements can be seen bellow:

Halimah

I feel enjoy and easy to understand material by listening from Mr. Romandoni in explanation at the classroom than I read myself material from book. \

Imeliah

Easy to get the material that given by my teacher in the class by listening him

Gladis

By listening from teacher explanation I prefer easy to understand the material, so able to do several tasks given by teacher

Dina

Listen the teacher explanation more easy to me in understand the material than practice

Iwan

I understand the material well if I listen carefully from teacher explanation

From the statement above, they will understanding material that convey by their teacher in front of classroom. Listening teacher's voice and act in explanation. This style also able used by students in mastering new knowledge by listening cd interactive, it needs high memories so teacher must clear in explanation and intonation in speaking in front of the classroom. Based on oxford about language learning strategy, it categories indirect strategy that focuses at memory strategy.

3. Read and write in learning style

Based on the analyzing the data, found four students categorized in type of learning style read and write, they are Kurniawan, Andriyanti, ,rico and Ayu. Their explanation about their learning style below:

Kurniawan

He said that" By reading and writing material myself, my brain will catch and memorize the material, so I will easy to remain the meters that was I done

Andriyani

She said "because read and write method I felt easily to understand the material, by reading i increase lot of knowledge and writing as expression my understanding.

Rico

He said "by reading my self, I will enrich my knowledge and writing what were I read represented or measure how deep my understanding about material.

Ayu indah

She said "I prefer understanding material well after read and re write my self"

Based on their explanation above, they felt enjoy and understanding all of the material that was reading and re wrote, they able to memories all of think that was done, enlarge their knowledge and able to memories quickly. Their learning strategies were reading the material and rewriting. Their entire read and make a note based on their understanding the text or material. These learning strategies was categorising in direct strategy that focused on cognitive strategy based on Oxford.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the analysis above can be concluded that students have different learning style to improve their ability to mastery new knowledge, from the eighteen subject at this research, seven students use kinaesthetic in learning English, six students use Auditory and five students uses read and write. It as an evident the diversity of learning style at student found at student of SMK NEGERI 7 LUBUKLINGGAU South of Sumatra Indonesia.

5.2 Suggestion

Student has different learning style one to other, so teacher must understand and more closely with students to know the characteristic each student to decide which one teaching strategy that suitable used in the classroom. But after know from the result from this research, teacher must use mix teaching strategy to reach the goal in teaching and learning process.

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