

Awareness of their learning styles is important education essay

[Education](#), [Learning](#)



Introduction

Background of the Study

In English learning procedure, pupils' consciousness of their acquisition manners is important for several grounds. First is because there are differences in ways of pupils learn which is called as acquisition manners. Second is that learning manners is an important factor in English learning due to the activation of pupils' senses such as eyes (seeing) , ears (hearing) , touch (touching) and organic structure (touching and traveling) which one of them is more dominant in each person. Therefore, pupils' consciousness of their acquisition manners can besides assist them to understand their own failings and strengths in learning procedure. In other words, they will recognize what sort of learning activities make understanding lesson easier or vice versa. Third is because pupils' consciousness of their acquisition manners can assist them fit their acquisition manners with appropriate learning schemes in English acquisition in order to accomplish effective acquisition. This matching is so really important for pupils because it can assist to make interesting and motivational acquisition procedure. Based on the above grounds, it can be said that pupils' consciousness of their own propensity manners is really important as it can increase pupils' learning accomplishment in English acquisition.

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Teaching English to non English pupils can be hard due to pupils' limited interaction to the English in their day-to-day life Therefore, to happen out

most appropriate instruction and acquisition manners in English acquisition, instructors should hold the cognition of their pupils' manners in acquisition.

Teachers who know their pupils' preferred acquisition manners can fit their instruction manners with pupils learning manners. This is really of import as it consequence greatly to the effectivity of the instruction and acquisition procedure. Students' preferred acquisition manners can assist instructors to fix lesson program and make up one's mind acquisition activities and learning schemes based on consideration of assortment of their pupils' acquisition manners in a peculiar schoolroom. Teachers' consciousness of their pupils' acquisition manners, hence, can be an effectual base in order to make effectual, actuating and interesting learning environment for pupils.

In short, the above account shows the importance of carry oning a survey on pupils' preferred acquisition manners in learning English. The survey is of import in order to acquire intended informations sing sort of acquisition manners preferred by pupils in their acquisition in English lessons.

2. Problem Statement

Based on the above accounts about learning manners, job

statement of this survey is stated as follow:

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What are twelvemonth 2 pupils of SMPN 27 Bekasi acquisition manners penchants in English acquisition?

3. Method of the Study

Sing the research question/problem, this survey has been designed to be a descriptive qualitative 1. A study has been employed as the technique for roll uping the required informations. A set of questionnaire has been used with some SMPN pupils. Aninterviewwas besides done to some SMPN pupils. The instruments were aimed at obtaining informations about pupils ' larning hordeolums penchants in English acquisition.

4. Purpose of the Study

This survey chiefly aims at look intoing larning manners in English acquisition preferred by twelvemonth 2 pupils of SMPN 27 Bekasi. The acquisition manners are classified into the four sensory modes (ocular, audile, haptic and kinaesthetic) . This survey focuses on roll uping informations about pupils ' preferred acquisition manner in English lesson.

5. Benefit of the Study

Information about acquisition manners which preferred by twelvemonth 2 pupils of SMPN 27 Bekasi will be utile for instructors of SvWN 27 Bekasi to assist them to advance appropnate interesting, effectual and actuating learning environment which are antiphonal to stuGents neeas

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because it is based on assortment of pupils ' acquisition manners prefererees in their categories. In pattern, instructors of twelvemonth 2 pupils of SMPN 27 Bekasi can make learning activities in their lesson programs based on infonnation about pupils ' preferred acquisition manners. Furthermore,

twelvemonth 2 pupils of SMPN 27 Bekasi may besides profit from the consequence of this survey as they can

happen out their strengths and failings in learning so that they can happen two

ways to learn best in any sort of learning state of affairs.

Finally, it is hoped that by utilizing the information about acquisition manners penchants of pupils, both pupils and instructors can hold an effectual relationship in instruction and learning procedure as they can collaborate to accomplish effectual learning based on pupils ' preferred acquisition manners.

Chapter II

LITERATURE REVIEW

Learning Styles in English Learning

1. 1. Learning Manners

The term " learning manner " was defined in many different ways. Kinsella (1995) described a learning manner as an person 's natural, accustomed, and preferable ways of absorbing, processing, and retaining new information and accomplishments which persist regardless of learning methods or content country (p. 171) . In another manner, Ellis (1985, cited in Vester, 2006) suggests a learning manner as the more or less consistent manner in which a individual perceives, conceptualizes, organizes and recalls information (available: hypertext transfer protocol: //TEC. candem. rutgers.

edu JALT) . In add-on, Jester and Miller (2000) stated that 1s larning manners are the manner they prefer to larn. It does non hold anything to make with how intelligent they are or what skills they have learned. It has to make with how the encephalon works most expeditiously to larn new information. (available:

<http://www.metamath.com/isweb/dvclearn.htm>) . Then, larning manners, for the intent of this survey can be defined as a natural manner in which a individual preferred to larn best. It can be more consistent in grownups and less consistent in kids due to the consequence of some factors. Learning manners are ways of larning which include the procedure of absorbing and perceiving,

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processing (conceptualized assistance organized) , and retaining or remember nw information and accomplishments. Learning manners are non affected by how intelligent the individual is, nevertheless, it is about how person 's encephalon can work dominantly and most efficaciously and expeditiously when larning new information or accomplishments.

The original plants refering the engagement of senses which occur in larning procedure was developed by John Grindler and Richard Bandler in 1970 from the filed of Neurolinguistic Programming (NLP) . There are four rules of Neurolinguistic Programmng which are stated as follows (O'Connor and McDermott 1996 ; Revell and Norman 1997) :

1. Results: the ends or terminals. NLP claims that cognizing exactly what you want helps you achieve it. This rule can be expressed as `` cognize what you want. "

2. Rapport: a factor that is indispensable for effectual communication- maximizing similarities and minimising differences between people at a non-witting degree. This rule can be expressed as `` set up resonance with yourself and so with others. "

3. Sensory sharp-sightedness: noticing what another individual is passing, consciously and non-verbally. This can be expressed as `` Use your senses. Look at, listen to and experience what is really going, "

4. Flexibility: making things otherwise if what you are making is non-working: holding a scope of accomplishments to make something different. This can

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be expressed as `` Keep altering what you do until you get what you want.

Types of acquisition manners used in this survey were drawn from rule 3.

The look `` Use your senses such as `` expression at " was meant as ocular (seeing) , `` listen to " was meant as auditory (hearing) and `` experience " what is really going meant as tactile and kinaesthetic (touch and move) . "

hi linguistic communication acquisition, the consciousness of the activation of senses has been developed by Dunn, Dunn and Prices (1975) . This theoretical account is categorized into four centripetal modes: (1) visual (seeing) , (2) auditory (hearing) , haptic (touching or hands-on activities) and (4) kinesthetic (whole organic structure motions) which classified under physiological stimulations in larning. Ocular scholars learn best though their eyes while audile scholars learn best when they hear them. Tactile scholars learn though their custodies and kinaesthetic scholars learn best through their organic structure motions (custodies and organic structure) .

1. 2. The Importance of Students ' Awareness of Their Preferred Learning Styles

When larning English, pupils besides need to be cognizant of their preferable acquisition manners. Knowledge of larning manners preferred by their ain can assist them to larn English easier. Students who realize their preferable acquisition manners will cognize their ain strengths and failings in

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larning. Then, they ' will be able to larn efficaciously. Students who are cognizant of their acquisition manners will fell more comfy and motivated in larning through their preferable manners and may seek to other manners in order to get the better of their failings. They can seek other manners of larning in order to develop their acquisition manners. However, in order to be cognizant of their ain acquisition manner penchants, foremost their instructor should aware of his/her pupils larning manners penchants.

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Teacher demands to present the being of single acquisition manners penchants to his/her pupils. It is hoped, by making so, instructors can raise pupils ' consciousness of their ain acquisition manners penchants. Kang (2005) suggests that instructor should assist pupils detect their ain acquisition penchants and supply constructive thoughts about the advantages and disadvantages of assorted manners. Besides, instructors should esteem the acquisition manners penchants and encourages their development, while at the same clip making chances from experiment with different ways of acquisition. (p. 7) Fro the above accounts, it can be concluded that, pupils can be cognizant of their ain preferable acquisition manners through instructors ' consciousness of his/her pupils preferred acquisition manners

1. 3. Learning Styles-Based English Learning

To provide with pupils ' acquisition manners. teacher can fit acquisition activities with acquisition manners penchants features. For illustration, in reading accomplishment, visuat pupils who learn best from what they see can utilize

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high visible radiation to assist them to read chief thought in each paragraph or they may utilize images as larning AIDSs in larning all linguistic communication accomplishments. Auditory scholars can larn linguistic communication accomplishments if there is much account and (or) unwritten direction from instructor. Tactile scholars can utilize method such

as Entire Physical Response or they may utilize games on the board or pulling. Kinesthetic scholars need to travel out of schoolroom to learn speech production and composing accomplishment in English learning based on pupils' mode strengths are aimed at easing effectual and interesting acquisition environment for pupils. In add-on, illustrations of English learning based on learning

manners are as follows (available:

hypertext transfer protocol: //members. aoLcomlChineseLLC/style3. htm) :

1. In reading and authorship, ocular scholars may learn new vocabulary by rewriting them in notebook and divided them into subject countries, so they can see and read them. In reading, usage colourss to foreground the chief thoughts in text edition. To beef up listening accomplishment, when learning duologues and new vocabulary, seek to utilize both text book cassette tape at the same clip and so merely listen to the tape.

2. In listening and speech production, audile scholars may learn duologues and drills by declaiming them out loud or taping them and play them back. In tinkle and reading, instructors can play softmusic to attach to them.

3. in listening and reading, tactile and kinaesthetic pupils can utilize whilelistening and reading activities. For illustration, instructors can inquire pupils

to make full in a tabular array while listening to a talk, or to label a diagram while

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reading In speech production, pupils can hold presentation so that at the same clip they can talk and used their custodies. In composing, they can rewrite the paragraph.

The suggestions of larning styles-based English acquisition above are designed to fit with each centripetal perceptual experience. The purposes of them are to make effectual linguistic communication acquisition.

2. Features of Junior High School Students.

In general, junior high school pupils are adolescents which aged between 12-15 old ages pld. When they were at simple degree, they have ability to prosecute in many activities which required organic structure activation (games, drama, dance, etc) . Beyond simple degrees, nevertheless, they have more abilities which developed due to their age. In acquisition, these pupils have characteristic such as they begin to hold the ability to listen to instructors and go more comprehend to instructors ' direction and account. Price (1980, cited in Kinsella, 1995) suggest that seemingly, the ability to retrieve three-fourthss of what pupils ' hear in a 50- minute period does non develop among many immature scholars before the 6th class, and among under winners non until high school and sometimes non at all (p. 173) . Therefore, in general. pupils at secondary degrees have the ability to

remember what they hear. This is the ability that they do not hold at simple degrees.

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Based on Bruner's theories of acquisition, stated from age 8 old ages old, kids have some abilities. On Bruner's phases, pupils above 8 twelvemonth old have the ability to understand and to utilize symbols to stand for people, topographic points, and things ([hypertext transfer protocol: //tiger. towson. edu/jclingl/Learningtheor. htm](http://tiger.towson.edu/jclingl/Learningtheor.htm)) . At junior high school, these abilities are still exist. They can be seen in signifier of ocular ability.

In decision, junior high school pupils have abilities which they have had since they were at the simple degrees. In add-on, they besides have some other abilities i. e. the ability to remember and grok what they hear. All abilities above are integrated at the degree of junior high school.

3. Learning Styles and Junior High School Students

In general, Junior high pupils have develop all four centripetal modes at the clip they start rate 7. The four modes develop in sequence. When they were at first degree of simple school, they largely learn best through tactile and kinaesthetic acquisition manners. At the 2nd class, they start to develop ocular acquisition manners. Finally at the 6th class of simple school, most pupils have developed the ability to grok lessons through their hearing

(auditory) . Price (1980, cited in Kinsella, 1995) stated that modes of learning evolve and by and large go more incorporate the age. Children are basically more haptic and kinaesthetic in the primary classes but with time their preferences evolve

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from psychomotor (learning through touching and experimenting) to ocular at about 2nd class and eventually auditory at the terminal of primary school. Apparently, the ability to retrieve three-fourths of what pupils ' hear in a 50-minute period does not develop among many immature scholars before the 6th class, and among under achievers not until high school and sometimes not at all (p. 173) . In fact, kinaesthetic, haptic, ocular and auditory acquisition manners have developed wholly at junior high school. Although, for some underperformers, auditory learning manner does not develop at junior high school degrees. For them, the ability to learn through their hearing seems to be extended or may not be developed even until they finish high school.

Chapter 1

Methodology

This survey focuses on pupils ' preferred acquisition manners in English acquisition. It aims at providing replies to the undermentioned research inquiries:

What are the preferred learning manners of 2 pupils of SMPN 27 Bekasi in English

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acquisition?

To happen reply to the inquiries, this descriptive qualitative survey employed a study as the technique of informations aggregation.

1. Population and Sample

Population of this survey covers all twelvemonth 2 pupils of SMPN 27

Bekasi. 92 twelvemonth 2 pupils from two categories (VIII1-I and VIIU-2) in SMP (c

27 Bekasi were involved as samples of this survey.

2. Time and Topographic point of The Study

The research was conducted on 24 November 2006 until 15 December 2006 at SMPN 27 Bekasi.

3. Data Collection

1. Instruments

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For informations aggregation intents, a set of questionnaire has been developed with mention to Learning Style Analysis, Junior Version taken from website hypertext transfer protocol: //www. creativelearning. com. In add-on, interviews were besides done to six pupils from category VIII1 and VIIU-2.

The questionnaire has two parts. Part I, consists of three inquiries aims at arousing information on respondents ' background i. e ; . (1) name (2) age and (3) degree of instruction and name of category. Part II consists of 20 inquiries about larning manners in four linguistic communication accomplishment. Questions figure I to 5 represented ocular acquisition manner, figure 6 to 10 are for audile learning manner while figure 11 to 15 are for haptic learning manner and the last five inquiries are for kinaesthetic acquisition manner.

The questionnaire has been designed in Indonesian to avoid respondents ' misconstruing inquiries related to concept which is possible due to the limited exposures to English in their mundane acquisition. It is expected that this scheme will increase the dependability of the obtained responses.

The 90 two transcripts of questionnaires which were distributed to respondents through their instructor were all returned to the research worker. Based on the consequence, some interesting and utile informations can be observed.

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Interview to stiidents were besides done in order to happen out pupils ' acquisition manners penchants in four linguistic communication accomplishments in English acquisition. They were asked 20 inquiries which were same as the inquiries on the quesiiionnaire. Based on the interview, some interesting findings were besides can be observed.

3. Datas Analysis

Simple frequency analysis has been employed to treat informations.

Obtained information was tabulated and per centum value of each class was calculated. The consequences were so analyzed and interpreted with regard to the research inquiries.

The following are Numberss of specific stairss of the analysis:

1. Distributing questionnaires to pupils.
2. Interviewing the pupils.
3. Tabling Numberss of responses from questionnaire and interview. Then, ciphering them in per centum value.
4. Showing the per centum values in signifier of tabular arraies.
5. Synchronized the consequence of each per centum value.
6. Describing pupils ' acquisition manners penchants qualitatively.