ISLAMIC BOARDING SCHOOL STUDENTS' LEARNING STYLES IN EFL CLASS

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Abstract:
The students sometimes get confused with the English material because their learning style does not match with the presentation of the teacher. the learning styles need be known by teachers involved in teaching and learning process. This research aims to disclose students' needs for learning English based on their learning styles. This research used quantitative research with survey research methods. The research was conducted on second grade students of MA in three Islamic boarding schools in the city of Parepare, South Sulawesi, Indonesia. The instrument in this study is a questionnaire containing the Perceptual Learning Style Preferences Questionnaire consisting of Visual, Auditory. Kinesthetics, Tactile, Group and Individual Styles. This research discloses that students have more kinesthetics, auditory, visual, and group learning styles. It found that students' learning styles are major in visual, auditory, kinesthetics, and group learning styles. Meanwhile, some of the students in Boarding School of Parepare are minor in tactile and individual learning styles. Therefore, the teacher should make teaching materials based on the learning style of each student.

INTRODUCTION

A learning style is one of the vital things to be considered in

designing the students learning environment (Davidman, 1981). Instruction and the teaching material content are urgent part to be constructed based on the learners need to gain the students achievement in learning the process. Learning style itself, as their most important uses aim to make the teachers easy incorporate in their teaching. The reason is that by knowing the students learning style, the teacher could help the learners in understanding their material and solve the multiple problems which rise in their process of gaining knowledge. When students make all their senses active to look for information, they may own attempts to learn the best way and think the solution.

Learning style refers to the habit of acquiring knowledge (McLoughlin, 1999) and serves as attitudes and behaviors indicating a person's most preferred way of learning (Honey & Mumford, 1992). Teachers need to help students learn and obtain preferences as possible. Teachers can mix and bland this learning style in their curriculum activities to then construct their best material to be used in their teaching process to facilitate all these vary with student's style in learning to succeed them in their classrooms.

In the field of practicing, the various students' learning style in the way to make them understand the material given by the teacher sometimes did not find the happy ending point in the case that the maximum and minimum target of the students result in the final test in the end of the semester didn't catch the target point. It is making the learning goals of the English subject getting worst day by day.

The students sometimes confused with the material given that hardly to understand. They feel force and not interesting any way with the material and they cannot communicate their problem with the teachers. They choose to run away from the class instead of looking for solving or the way out of trouble. The students complained that they are really hard to enjoy and understand the subject in which the teacher explains in the classroom. This problem becomes more and

more complicated because the teachers also did not realize the problem source.

From all the statement above its clear to assume that the learning styles are really playing an importance role to be understood by the teacher or the one who involved in teaching and learning process. The data show that the student achievement improves significantly by knowing their learning style.

There are several types of learning style traits that are classified into three types of learners, namely visual, auditory and kinesthetic (De Porter & Hernacki, 1992). The types of visual learners tend to be neat and organized, speak quickly, good spellers and can see the actual word in their mind, usually unperturbed by commotion, preferring to read than read, often answering briefly, preferring art over music. Auditory learners, easily distracted by commotion, can repeat and imitate the tone, rhythm and color of sound. They are difficult to write, but great at storytelling, are better at spelling aloud than writing them, preferring verbal jokes than reading comics. Kinesthetic types of learners speak slowly, touch people for attention, are always physically oriented and have a lot of motion, memorize by walking and seeing, use fingers as clues we read, use many body cues.

In this research the researcher tries to look for the need of the student's English material toward learning style. This research is different from above research because the research focuses in "English Material" as the subject of the research. We want to analyze the needs of the English material toward students learning style. Why English material? Because the researcher found that the subject of English always becomes a nigh mare for students to be studied in school. They are not feeling comfort with the subject at all. They cannot stand for the material given because the way the material given does not suit them. In this research, we can construct the English material that represents the students learning style to skyrocket their potency in English.

Some research relates to this topic of English material toward learning style. In the research of Arifin, he analyzed the learning style of Junior High School Students and the implication to English teaching and found that there were some differences of the student's high, middle, and low level of competences in using learning styles (Arifin, 2015). In addition, his research also indicates the differences of the way male and female using learning styles. That's way, teachers is necessary to be aware of the style for the learning because the teaching learning process will success to bring the students in level of understanding if both learning style and the teaching method are match. In another research, scholars found that teachers need to improve their way to making the lesson plan to serving the students with various learning style (Razawi et al., 2011). In addition, scholars found that there was significant relation both all over the student's achievement in their academic and their learning styles (Abidin et al., 2011). Besides, they found that the three level achievements such the high, middle, and lower achievement is just the same predilection design of learning in all type of learning styles. Over all, the character of the learning style did not change at all with subject, where it has vital roles across the entire subject.

The level of vocabulary and presentation are the need of the analysis of students in increasing their ability (Kaur et al., 2009). Meanwhile, the teaching goals, the selection of book references and methods are the need of analysis for teachers in the class ((Li, 2014).

Taking deep insights and aiding students in achieving the learning goals, needs analysis English should be undertaken by teachers. (Al-Hamlan & Abdelrahman, 2015). The learnings style preferences describe students' preferential focuses. Students who share a learning style that is attuned with the teacher remember information longer and are more optimistic about learning(Lohri-Posey, 2003). Meanwhile teachers can show problem-solving skills (Fatt, 2000;

Poon Teng Fatt, 2000). If they understand the students' attitude, it can be declined (Manochehri & Young, 2006). Thus, students enable to obtain a better understanding in the classroom. (Cegielski et al., 2011)

The researcher seeks to investigate the teaching material as the one target case that blocking the learners understanding in mastering the subject. The researcher wants to analyze the need of English material for students toward the students learning style as first primary step to solving this problem. We want to know the problem from the root deeply and hope we can find the best way to overcome it. This study would analyze students answer of their learning styles in which they are auditory, visual, or kinesthetic connects to the English material given in the class. The researcher wants to analyze that is the teaching material of the teacher in the classroom suitable enough and help the students with their different learning style. We take the Islamic boarding students. Scholars found that schools in boarding environments have better social aspects compared to public schools (Harefa & Indrawati, 2014). The curriculum imposed on public educational institutions only pays attention to the dimension of knowledge and religious subjects only two hours per week. Madrasah schools studied more religious education (Ismail, 2009). Besides, in Madrasah Aliyah School Students, the learning students' model has a behavioristic pattern using habitations in language skills (Zainal Abidin et al., 2020).

Related to the problem above, the research objectives are to explore the students' learning styles and to investigate the student's need of English teaching material based on the students' learning style. This research focuses on the teacher's English material. Also, in learning style, the research focuses on students' learning style such as visual, auditory and kinesthetic.

METHOD

The type of this research is quantitative using a descriptive

approach. We analyze the needs of English material teaching under the learning style of students. The sample in this research is Islamic boarding students in Parepare. There are three total numbers of Islamic boarding school which divided into three different places. In this present study, the sample population consists of EFL students. They will choose randomly. The participants are 40 both female and male of the 11th grade students of selected school of Islamic boarding school which become the sample during the academic year of 2019-2020.

Table 1. Selection of Respondents

No.	Respondent	Amount
1	MA Lil-Banat	37
2	MA Al-Badar	23
3	MA Al-Mustaqim	16
Total		76

This research follows prior studies (Abdollahzadeh & Naser, 2010; Reid, 1987). The questionnaire is distributed to generate the data regarding students' learning styles. It contains 30 self-report questions presenting visual learning style, auditory learning style, kinesthetic learning style, tactile learning style, group learning style, and individual learning style.

This research used the scale of 1 to 4 for each learning style preferences with strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The value of self-report questions was scored into 28-40 with the category of major, 15-27 with the category minor, and 0-14 with negligible.

Table 2. The Description of Score Range

Score Category Range	Description Analysis
1.00 – 1.75	Strongly Low
1.76 – 2.50	Low
2.51 – 3.35	High
3.26 – 4.00	Strongly High

Reid (1987) stated that major in learning styles is preferred learning style, while minor relates to the zone in which we act well as a learner, and preferences is negligible when we attempt to have struggles in such ways of learning. The category of learning styles is shown as follows.

Table 3. The Category of Learning Style

Category	Value
Major learning style preferences	28 - 40
Minor learning style preferences	15 - 27
Negligible learning style preferences	0 - 14

Data were analyzed using descriptive statistics showing total samples (N), minimum and maximum values, total scores ($\sum X$), as well as mean value. The percentage of perceptual learning style preferences was also analyzed using a pie chart.

FINDINGS AND DISCUSSION

Descriptive Statistics

This research has 76 total respondents (N), minimum and maximum values, and average value as shown in Table 4.

Table 4. Descriptive Statistics

Name	N	Min	Max	Amount	Average
Visual Style	76	10	20	1141	15.0
Auditory Style	76	11	20	1150	15.1
Kinesthetic Style	76	7	20	1177	15.5
Tactile Style	76	8	20	1088	14.3
Group Style	76	9	20	1160	15.3
Individual Style	76	6	20	1058	13.9

Total respondents were 76 students of boarding school. At the highest minimum value, visual learning style obtains 10 with average value of 15.0, meanwhile auditory style obtains 6 at the lowest minimum value with the average value of 13.9.

The result of Self-Scoring

The data presented the score of categories of students in each learning style preferences. The data are shown as below:
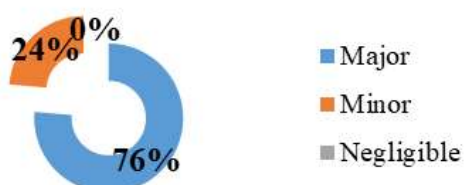
Visual Learning Style

Figure 1. Students' Percentage of Visual Learning Style

Figure 1 shows that in visual learning style, most of the students are in Major Category, that is about 76%. Meanwhile 24% are in Minor Category. No students in the Negligible Category.
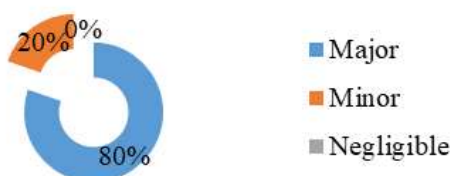
Auditory Learning Style

Figure 2. Students' Percentage of Auditory Learning Style

As shown in Figure 2, auditory learning style has most of students in the Major category with the value of 80%, meanwhile 20% are in Minor Category. No students in the Negligible Category.
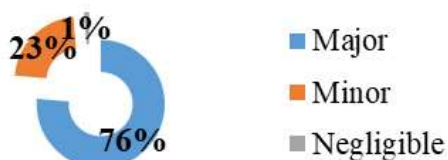
Kinesthetic Learning Style

Figure 3. Students' Percentage of Kinesthetic Learning Style

Figure 3 shows that in kinesthetic learning style, most of the

students are in Major Category, that is about 76%. Meanwhile 23% are in Minor Category. 1% students in Negligible Category.
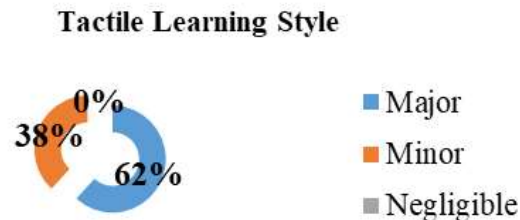
Tactile Learning Style

Figure 4. Students' Percentage of Tactile Learning Style

Figure 4 shows that in tactile learning style, most of the students are in Major Category, that is about 62%. Meanwhile 38% are in Minor Category. No students in Negligible Category.
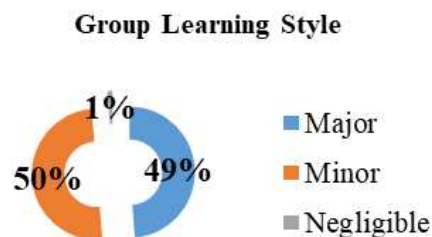
Group Learning Style

Figure 5. Students' Percentage of Group Learning Style

Figure 5 shows that in group learning style, most of the students are in Minor Category, that is about 50%. Meanwhile 49% are in Major Category. 1% students in Negligible Category.
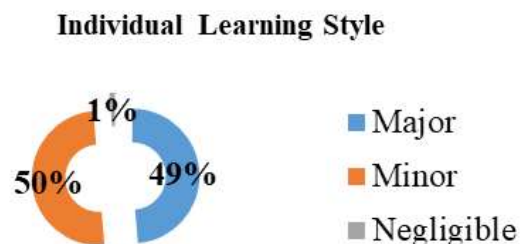
Individual Learning Style

Figure 6. Students' Percentage of Individual Learning Style

Figure 6 shows that in individual learning style, most of the students are in Minor Category, that is about 50%. Meanwhile 49% are in Major Category. 1% students in Negligible Category.

Students' Learning Style

Based on the result, the boarding students of Parepare are categorized into six categories of learning style. They are (1) visual learning style, (2) Auditory learning style, (3) Kinesthetic learning style, (4) Tactile learning style, (5) Group learning style, and (6) Individual learning style. The learning style can be sorted from major to minor learning style. The data shows visual, auditory, kinesthetic, and individual and group style , and minor in tactile.

To sum up, the most preferred learning style according to the descriptive analysis are visual learning style, followed by auditory, kinesthetic and group learning style at major level. Besides that, tactile and individual learning styles are at the minor level. This result is similar to Peacock's research that revealed that the learners favored kinesthetic and auditory learning style. According to Jones, the research proved that kinesthetic, tactile and group are major preferred learning styles.

Suitable English Teaching Material Based on Learning Style

Visual Learning Style

Students should be encouraged to learn English suitable with the nice style. They with the great visuality have various characteristics including visual memory, keeping the display, being passionate with the reading. In this regard, the teacher may use some tips such as:

1) Watch: The students will take in spoken information better if it is accompanied with visual aids. Video is a great learning tool for students.

2) Visualize: Try to visualize that the student hears. This will help the students remember them better.

3) Write it down: Write down key words, ideas or instructions, particularly if the students are only being given orally.

4) Draw: Consider using drawings, mind maps and flow charts to help explain and remember new concepts.

5) Color: Use color, color code, highlight, circle and underline words in teacher's note

Visual learners tend to learn best through seeing. Pictures, diagrams, concept maps, symbolism, videos and other visual presentations are just a few of the things that work well in a visual learner's education toolbox.

To support the teacher in the teaching process, here are some educational tools that can help the teacher to make visual learners more understanding in the class. Some tools used is MindMesiter, Bubbl.us, Thinkature, Visuword, Teachertube, Mylearningtube, Picture History, and Kartoo. In Mindmesiter, it is a tool used to map the information in the form of graphic. Another word is mind mapping device. People can visualize their learning online or offline. Students can use the application of Thinkature to chat in a visual workplace. They can draw, colour code, make the diagram, as well as the editing of ideas. In Teachertube, teachers can use it like Youtube as long as they are lecturing.

Auditory Learning Style

Highly auditory learners can be easily to care, to talk in a rhythmic tone, to study through practice. Teachers can use tips to achieve auditory learning styles by doing Watch, Say Repeat, Discuss, and Avoid the noise. Some devices used in helping teachers encourage auditory learners are Free Audio Books, Audacity, Wavepad, ReadPlease, NaturalReader, Project Playlist, Midomi, PodOMatic, PodcastDirectory, and ProfCast.

Kinesthetic Learning Style

Kinesthetic learning style leads the ability of students to use physics to express their ideas as well as their feelings. It is used to generate multi-sensory learning. Some tips for the learner are the use of Examples while learning, doing the Discussion and getting Active,

moving while studying, and taking breaks where doing something physical in your breaks. In the implementation of Kinesthetic, some educational devices are, Interactives, Google SketchUp, MynoteIT, NoteMesh, Flashcard Exchange, Quizlet, ClassMarker, Quia, SparkNotes, Education Place.

CONCLUSION

This research demonstrates that students' learning styles are found that most students in Boarding School of Parepare are major in visual (mean=15.0), auditory (mean=15.1), kinesthetics (mean=15.5), and group (15.3) learning style. Some of the students in Boarding School of Parepare are minor in tactile (14.3) and individual (13.9) learning style. Besides, students of Boarding School of Parepare have different learning style. The teachers should be aware of students' learning styles in order to make sure that the students can understand the learning better. The researcher also identifies the suitable material for different students' learning styles. The teachers should design material that is suitable for students' learning style and be aware of students' characteristic of learning style. Otherwise, the students should understand their learning style in order to know their learning tips. In addition, the curriculum designer should design the English textbook or school material according to each students' learning characteristics. For future studies, the researcher should analyze the suitable material for each learning characteristic.

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