LEARNING STYLES OF ENGLISH STUDY PROGRAM STUDENT OF JAMBI UNIVERSITY

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Abstract: This paper is about students learning styles. Every student has their own learning style, these diversities cause the classroom conflict and make the process of teaching and learning target cannot be achieved. The purposes of paper were to identify the students’ learning styles of English Study Program of Jambi University. The research was a descriptive research. The subject of the research was the second and fourth semester students of English Study Program of Jambi University. Then, the instrument of this paper was questionnaires. Based on the analysis, it was found that the students’ learning styles were collaborative, competitive, dependent, participant, independent and avoidant.

INTRODUCTION
One of the efforts to improve the quality of education is by increasing the quality of learning for each student. If students are more active in learning, the quality of human resources will also increase. However, one thing should be noted, that we can not force others to learn by imitating our learning style. Let the students learn by their own style, as long as their learning style can be used to understand the material being studied. Usually that everyone has his own learning style and can not be forced to use the same learning style.

In generally students have their own learning styles depend on the way they prefer to use, some of them prefer their lecturer teach them by writing everything on the board, so that they can read and then try to understand it. But, some other students prefer their lecturer teach them verbally or orally, and they listen in other to understand it. And the other students who prefer to make a small group to discuss questions that regarding with the lessons.

METHODOLOGY
The subject of this paper was second and fourth semester of English Study Program, Faculty of Teacher Training and Education Jambi University. The numbers of subject are 166 students, the following tables below:

<table>
<thead>
<tr>
<th>No</th>
<th>Semester</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Second Semester Students</td>
<td>32</td>
<td>54</td>
<td>86</td>
</tr>
<tr>
<td>2</td>
<td>Fourth Semester Students</td>
<td>12</td>
<td>68</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44</td>
<td>122</td>
<td>166</td>
</tr>
</tbody>
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The questionnaire consists of 60 items, each item also provides five options: option one is if student strongly disagree with the statement, option two is if student moderately disagree with the statement, option three is if student undecided, option four is if student are moderately agree with the statement, and the last option is if student are strongly agree with the statement.

FINDINGS AND DISCUSSION
Second Semester Students’ Learning Styles
From 86 students that completed the questionnaires, thirty two students (37%) were identified as collaborative learning style. Meanwhile, twenty two students (26%) were identified as competitive learning style. Next, fifteen students (17.4%) were identified as participant learning style; eight students (9%) were identified as dependent learning style; eight students (9%) were identified as independent learning style; and one student (1%) was identified as avoidant learning style.

Fourth Semester Students’ Learning Styles
Of 80 students that completed the questionnaires, twenty nine students (36.3 %) were identified as collaborative learning style; nineteen students (23.8%) were identified as dependent learning style; thirteen students (16.3%) were identified as competitive learning style; ten students (12.5%) were identified as independent learning style; eight students (10%) were identified as participant learning style; and one student (1.3%) was identified as avoidant learning style.

Collaborative Learning Style

The data analysis has shown that the most of the students (36.7%) prefer collaborative learning style. Collaborative students like sharing their ideas and studying with their teachers and classmates. These students expand their knowledge in group and team work, and they are more successful when they are in a group work. (Grasha, 2002:169). Johnso and Johnson (1999) also stated that the work the group is to complete a common goal. They see the output as a benefit for all members of the group.

Competitive Learning Style

This learning style was the second preferred learning style (21.1%) of the students. According to Grasha (2002), competitive students focus on learning as “I should be better than others”. They compete for the award. Competitive students see their fellow students as competitors. They have the motivation to do better than others, enjoy competing, and see the classroom as a win-lose situation. They like to attract attraction, and they want to be remembered by their success in the class. These students have problems with other students and with cooperative learning environments.

Dependent Learning Style

Dependent learning style was used by 16.3% of the students that took part in the questionnaire. According to Grasha (2002:169), dependent students are seldom inquisitive, and they only learn what is needed. They like the structures their teacher develop and see teacher as the authority. These students may overcome their anxiety, and they wait clear instructions from teachers. Moreover, they have problems in learning alone, and they cannot handle uncertain situations and learn on their own. Dependent students see their teacher as the source of information and structure. They want to be told what to do by authorities and learn only what is required.

Participant Learning Style

This learning style was also used by 13.9% of the students. The students having the participant learning style are defined as good individuals. They like going to classroom and taking part in activities. Characteristically, they are more willing to do more than expected, and they give priority to the needs of other students (Grasha, 2002:169). Students who adopt a participant learning style desire to learn the course content and enjoy attending the class. They take the responsibility for their own learning and enjoy participating in learning activities.

Independent Learning Style

This type of learning style was used by 10.8% of students. Grasha’s (2002:169) studies illustrated that independent students liked studying alone and that their learning abilities are enough. These students consider learning the subject independently important. They build up their knowledge on their own. They may have problems in getting help from others. Independent learners are characterized as confident and curious learners. They prefer to think for themselves and work on their own.

Avoidant Learning Style

A very low percentage 1.2% of the students preferred the avoidant learning style. The avoidant students are not so enthusiastic about learning and taking part in classroom activities. Generally, they do not join their teachers and other students. they are indifferent to what is happening in the classroom (Grasha, 2002:169). Students who adopt an avoidant learning style do not like to learn and do not enjoy attending the class. They also do not take responsibility for their learning and avoid taking part in the course activities.

CONCLUSION

Second Semester Students
From 86 students that completed the questionnaires, thirty two students were identified as collaborative learning style. Meanwhile, twenty two students were identified as competitive learning style. Next, fifteen students were identified as participant learning style; eight students were identified as dependent learning style; eight students were identified as independent learning style; and one student was identified as avoidant learning style.

**Fourth Semester Students**

Of 80 students that completed the questionnaires, twenty nine students were identified as collaborative learning style; nineteen students were identified as dependent learning style; thirteen students were identified as competitive learning style; ten students were identified as independent learning style; eight student were identified as participant learning style; and one student was identified as avoidant learning style.

**REFERENCES**


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