

STUDENTS LEARNING STYLE BY USING NEIL FLEMING'S VARK
MODEL AND INVENTORY

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: April 27, 2022 Revised: April 29, 2022 Accepted: May 12, 2022 Published: June 30, 2022</p> <p>Keywords: VARK Learning Style Visual Auditory Read/Write Kinesthetic</p>	<p>This study looks at the language learning styles of first-graders at SMP Neheri 3 Bontomarannu. (1) Which language learning approach is most commonly employed by first-grade pupils at SMP Negeri 3 Bontomarannu? (2) Do the students' learning approaches have an impact on their English proficiency? The goal of this study is to determine the most common language learning style among first-graders at SMP Negeri 3 Bonromarannu. (2) To determine the impact of students' learning styles on their English achievement at SMP Negeri 3 Bontomarannu. The study is descriptive quantitative in nature. A total of 26 students were included in the study.. Then, using a learning style test, they were divided into four groups: visual, auditory, read/write, and kinesthetic. The researcher employed a questionnaire as well as the students' score achievement to gather information.</p>
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INTRODUCTION

English is a language that can be used to communicate both orally and in writing. Understanding and expressing communication entails comprehending the significance of information, thoughts, and feelings, as well as using language to advance science, technology, and culture. It is critical to study and comprehend English in order to keep up with international events. Language, according to Siahaan, is a system of norms that is used as a means of communication. It's utilized to express thoughts, sentiments, and bargain with people. 1 It signifies that language is extremely vital in human life; language is inextricably linked to humans since they use it to communicate.

One of the features that influences the success of learning a language, particularly a second language, is learning style. In a class with a variety of learning styles, language teachers must continually acknowledge, accept, and focus on the diversity of the learners' differences. (Arifin and colleagues, 2015).

Garcia is a well-known figure in (2007: 249) Some students can learn basic facts even if their learning styles and the learning material or resources are mismatched, but they can do it more efficiently and rapidly if the learning content matches their learning type strengths. As a result, an increasing number of educators and academics are concerned about individual learning discrepancies. There are numerous reasons why a language instructor should be aware of. It makes reasonable to research learning styles.

Everyone learns in their own unique way. Academics claim that adapting our learning styles can enhance our attitudes toward learning and increase productivity. (1991, Griggs) In reality, students, instructors, and researchers may benefit greatly from discovering the link between learning style and language acquisition achievement.

Despite these efforts, there is growing concern that students are not making as much progress as they should be. Gender, age, social status, motivation, attitude, aptitude, culture, and other characteristics all have an impact on language learning, so what works for one learner may not work for another. As a result, no successful method or tactic has been identified. Harris (Harris, 1999).

According to Green (1995), students' learning styles should impact their assessment and teaching. Assessment is a never-ending procedure. Assisting students with their individual interests and ways of thinking is one end of the learning chain. At the other end of the learning chain are the more standardized ways of knowing and doing things that society has deemed significant. In the middle of the chain is an individualized style of comprehending and communicating knowledge. (1999, Grenfell).

Students have a variety of learning styles during their studies, which might influence how they learn. The strategies of gathering, processing, interpreting, organizing, and thinking about knowledge are referred to as learning styles. Students have various learning styles, which are reflected in the various ways in which they gain material in the classroom. Miller et al., 2001) There are a variety of learning style inventories available, however this study used the VARK inventory to learn about students' learning styles. The VARK inventory collects data based on a model of instructional preferences (Fleming, 1998).

At SMP Negeri 3 Bontomarannu, students' motivation in learning English is still low, especially in the second year, because they believe it is monotonous and difficult. Students are also unaware of the learning styles that must be employed in order to develop their learning styles, and the environment generates changes in the learning process that affect their learning style. Although the researcher highlighted that the students' English skills are fairly strong, several students said that their peers and surroundings discouraged them from learning English. Several pupils, on the other hand, felt the teaching-learning class to be tedious because the teacher did not employ a range of teaching techniques. By utilizing Neil Fleming's VARK Model in the second grades of SMP Negeri 3 Bontomarannu, the researcher hopes to determine the most prevalent language learning style. Based on the previous description, the researcher interested in carrying out research entitled "Students Learning Style by Using Neil Fleming's VARK Model and Inventory."

RESEARCH METHOD

In this investigation, quantitative methodologies were used. A quantitative strategy, according to Arikunto, is one in which numbers are used throughout the research process, from data collection to data interpretation to conclusions. According to Jalaluddin Rahmat, descriptive research is a study that aims to describe or explore facts relating to certain facts or fields that are exact and accurate, but does not seek or explain correlations, generate hypotheses, or make predictions. A

questionnaire was used to collect quantitative data on the students' language learning styles.

Students in class VII C at SMP Negeri 3 Bontomarannu are the focus of this study. In this study, the researcher collected data using a questionnaire as the first instrument and students' score achievement as the second instrument. To obtain the first problem statement, the researcher utilized a questionnaire with twenty-five questions, and to obtain the data and solve the second problem statement, the researcher used the students' score achievement.

To gather data, the researcher performed a face-to-face survey with students at SMP Negeri 3 Bontomarannu. Also, the researcher receives the data on the students' achievement directly from the English teacher. The researcher employed Likert Scale data analysis methodologies in this study.

RESULT AND DISCUSSION

The simplest approach for someone in a meeting to receive varied new knowledge is to use his learning style. A student will have his own manner of studying so that he understands and always does provide the material gained. "An individual's qualities and preferred techniques of gathering, organizing, and thinking about information," according to Fleming (2001). Because it works with perceptual modes, VARK falls into the instructional preference group" (p.1). Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K) are the acronyms for Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K) (K). Visual learners enjoy maps, charts, graphs, diagrams, highlighters, varied colors, photographs, word pictures, and different spatial layouts, according to Fleming (2001). Aural learners enjoy explaining new ideas to others, discussing issues with other students and teachers, recording lectures, and participating in discussion groups that employ humor.

Read/write learners favor lists, essays, reports, textbooks, definitions, printed handouts, readings, webpages, and taking notes. Kinesthetic learners appreciate field trips, trial and error, doing things to understand them, laboratories, recipes, and

answers to issues, hands-on procedures, using their senses, and collections and samples.

Visual Learning Style percentage of 42.30 percent or 11 students in the medium category, Auditory Learning Style percentage of 19.23 percent or 5 students in the medium category, Read/Write learning style percentage of 23.07 percent or 6 students in the medium category, and Kinesthetic Learning Style percentage of 15.38 percent or 4 students in the medium category, according to the findings of a study. With a frequency of 1.786, visual learning style is the most commonly used learning type.

These data imply that multiple learning styles exist in the classroom. In this study, the highest score of four types of elements of each learning style was used to define the kind of learning style, which was done by a questionnaire. Each average style's score selection was not statistically different, demonstrating that each student can absorb knowledge through a variety of learning styles, but one is more prominent. So, while a student can absorb content presented by the teacher using any approach, the results will be less than ideal if the method utilized does not correspond to the students' dominant learning style. The results, on the other hand, will be more leveraged if the teacher's strategy is in accordance with each student's dominant learning type. As a result, it can be deduced that Visual learning methods, which account for 42.30 percent or 26 students in SMP Negeri 3 Bontomarannu, are the most prevalent learning styles used by first-grade students.

There have been adjustments within the organization as a result of the learning achievement. a person as a result of a learning activity Their findings show that the majority of the children have good marks, with a few exceptions. Visual learners made up all of the students who had excellent English learning results, and 11 of the 26 students who had good English learning results were also visual learners.

The VARK learning style categories are the result of the influence of students' learning styles on their English achievement, according to $T = 4.275$. It means that the visual learning approaches of kids influence their English performance.

Furthermore, the constant score equals 49.103. The aggregate score for pupils' learning styles is 49.103 if their learning styles (visual, aural, read/write, and kinesthetic) remain consistent or do not change.

$F = 5.807$ indicates that the VARK learning style groups differ considerably based on their grade point average, according to the results of the ANOVA. It means that students' learning methods have an impact on their English learning achievement in semester value. As a result, students' learning styles are cooperating to boost student accomplishment.

The approach for learning English is still based on classics that do not fully accommodate the learning styles of students. The traditional method, which relies solely on the use of a chalkboard. Students with a visual, auditory, read/write, and kinesthetic learning style can benefit from this strategy.

Each student's proof of achievement is unique. Students who perform well will be surrounded by those who do not. The difference between the pure semester value results and the value created from the pure semester value results is also sufficient. One of the reasons for this is the capacity of the teacher to adopt ways that are flexible to the students' learning styles.

CONCLUSION

Based on the findings of the research provided in Chapter IV about the language learning style of first-graders at SMP Negeri 3 Bontomarannu. The VARK model's student learning styles include visual, auditory, reading/writing, and kinesthetic, with 11 students (42.30 percent) using visual learning styles. The researcher discovered that the most common language learning technique is visual learning, which is employed by 11 pupils or 42.30 percent of the population. The kids' language learning technique has an impact on their accomplishment in SMP Negeri 3 Bontomarannu's first grade. Students' achievement is influenced by their learning styles. Their findings show that the majority of the children have good marks, with a few exceptions. All of the students who had exceptional English

learning achievements employed the visual learning style, including 11 of the 26 students who had the best and highest value in English learning style achievement.

Furthermore, the findings show that students' learning styles have an impact on their English learning achievement, with the visual learning style being the most popular. As a result, it can be deduced that students at SMP Negeri 3 Bontomarannu's 11th grade have a dominant visual learning style.

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