

TEACHERS' TEACHING STYLES TO MATCH STUDENTS' LEARNING STYLES OF IAIN PADANGSIDIMPUAN

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Abstract

The aim of this research was to see how the teachers' match their teaching styles to students' learning. The research was a type of qualitative research investigating and describing the phenomenon of teachers' styles in matching students' learning styles. It was conducted in IAIN Padangsidimpuan toward 10 classes of respondents consisting of 222 students and 10 teachers. To collect the data, questioners was given to students, interview and observation were given to teachers. Then, descriptive data analysis was implemented in analyzing the data that were collected. The research found that from the 222 students, 57 students are visual learners, 46 students are audio learners, 29 students are verbal learners and 90 students are kinesthetic learners. In relation to teachers' teaching styles, it was seen that almost all of the teachers were regarded as apprenticeship teachers which means that teachers like to ask students to make authentic task and give the examples related to students' real life context. Furthermore, to match kinesthetic learners, the teachers provided lots of games, to match visual learners the teachers used many pictures, to match audio learners the teachers also provided spoken explanation, at last to match verbal learners the teachers gave written explanation on the board. Finally, it can be concluded that teachers have tried to match their teaching styles to students' learning styles. However, there is a need for the next researchers to investigate teaching styles in relation to students' achievement.

Key words: *learning styles, teaching styles, matching styles*

Abstrak

Tujuan dari penelitian ini adalah untuk melihat bagaimana para guru mencocokkan gaya mengajar mereka dengan gaya belajar siswa. Penelitian ini adalah jenis penelitian kualitatif yang menyelidiki dan menggambarkan fenomena gaya guru dalam mencocokkan gaya belajar siswa. Penelitian ini dilakukan di IAIN Padangsidimpuan terhadap 10 kelas sebagai responden yang terdiri dari 222 siswa dan 10 guru. Untuk mengumpulkan data, kuesioner diberikan kepada siswa, wawancara dan observasi diberikan kepada guru. Kemudian, analisis data deskriptif diimplementasikan dalam menganalisis data yang dikumpulkan. Penelitian ini menemukan bahwa dari 222 siswa, 57 siswa adalah pelajar visual, 46 siswa adalah pelajar audio, 29 siswa adalah pelajar verbal dan 90 siswa adalah pelajar kinestetik. Sehubungan dengan gaya mengajar guru, terlihat bahwa hampir semua guru dianggap sebagai guru yang suka menyuruh siswa untuk membuat tugas otentik dan memberikan contoh terkait dengan konteks kehidupan nyata siswa. Selanjutnya, untuk

mencocokkan gaya peserta didik kinestetik, para guru menyediakan banyak permainan, untuk mencocokkan peserta didik visual para guru menggunakan banyak gambar, untuk mencocokkan peserta didik audio guru juga memberikan penjelasan lisan, akhirnya untuk mencocokkan peserta didik verbal para guru memberikan penjelasan tertulis di papan tulis. Akhirnya, dapat disimpulkan bahwa guru telah mencoba mencocokkan gaya mengajar mereka dengan gaya belajar siswa. Namun, sangat dianjurkan bagi para peneliti berikutnya untuk menyelidiki gaya mengajar guru dan kaitannya dengan prestasi siswa.

Kata kunci: *gaya mengajar, gaya belajar, dan mencocokkan gaya*

INTRODUCTION

It is very crucial for teachers to identify and know their students' learning styles, to match their teaching styles to students' learning styles, to provide lots of activities and teaching styles that match and help students' learning styles preferences. Related to this issue Reid thinks that the students will achieve the learning better if there is a match between teachers' teaching style and student's learning style, and there will be positive attitude toward education and learning if the students feel interested in learning.¹ So, teaching style will support the students' learning.

In relation to the recent case in the State Institute for Islamic Studies (IAIN) Padangsidimpuan. There are still lots of problems happen in teaching and learning process. English has been an obligation to be taught to all students of first semester since 2015. It includes all first semester students from all faculties. All students learn English for one year in which they attend one and a half hour learning English every day. It is assumed that they get boredom during the lesson. Also it is predicted that the students face lots of problems during the lesson such as lack of motivation and interest, laziness and difficulties to adapt the English atmosphere.

To avoid this phenomenon, the rector of IAIN Padangsidimpuan invited IALF i.e. Indonesia Australia Language Foundation to supervise and train the English teachers for about 2 months. This is in order to prepare the teachers to have better quality in teaching and add their experiences in the classroom. One of the aspects that the IALF has trained is the ways to vary teaching styles to facilitate students' learning differences in learning English and of course to increase their motivations and interest as well as to avoid their boredom in learning English.

¹Reid, J. (1995). *Learning Styles in the EFL/ESL Classroom*. Heinle & Heinle publisher.

Taking a look at the previous description, this study was conducted as a need to analyze the variations of teaching styles of teachers to match learning styles of students. To achieve the goal of this study four research questions were provided namely (1) What are learning styles that students prefer dominantly in the process of learning (2) What are the teaching styles that the teachers prefer dominantly in teaching process? (3) How do the teachers vary their teaching styles to match students' learning styles? (4) What are the variations of teachers' teaching styles in teaching process?

METHODS

This study was done based on the concept of qualitative and quantitative principles. Quantitative research paradigm was applied in analyzing data related to the categorizations and percentages of students' learning styles, and qualitative principles was applied in analyzing and elaborating the variations of teacher's actions or styles in matching students' learning behaviors.

Related to the population, the research was held in the context of first year students' of IAIN Padangsidimpuan. Then, the samples or the participants of the research were ten classes chosen from the first year students of IAIN Padangsidimpuan. There were about 22-24 students in each class with an English teacher who teaches them. Therefore, the samples were about 222 students and 10 English teachers.

The data collected were students' and teachers' perceptions and actions related to teaching and learning styles. In terms of data collection technique, this study applied three types of method of data collection. They were: survey, observation, and interview. When the data have been collected, then it was analyzed and elaborated based on the quantitative and qualitative principles of analyzing data.

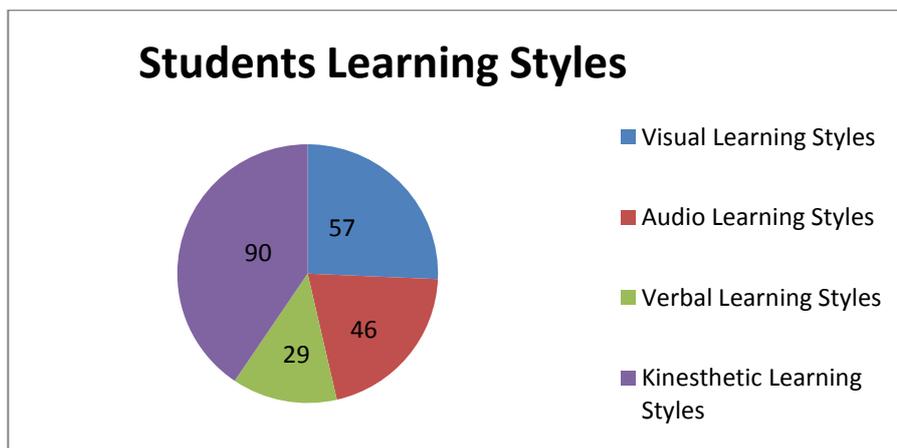
RESULTS AND DISCUSSION

There are three types of data that are elaborated in this section. They are data about types of students' learning styles, teachers' teaching styles, and teachers' ways in matching students' learning styles. To get those types of data, three types of data collection technique were used; questionnaires, observation, and interview. To know types of students' learning styles, questionnaires were given

to students, and to know teachers' teaching styles, observation and interview were given to teachers. Finally, to know the ways to match, observation and interview were also used. The descriptions of data taken from the 10 classrooms as respondents are elaborated below.

1. What are learning styles that students prefer dominantly in learning process?

This study found that from all numbers of students i.e. 222 students, 57 students are visual learners, 46 students are audio learners, 29 students are verbal learners and 90 students are kinesthetic learners. The percentage of students' learning styles can be seen in the chart below.



If this finding is related to the other research findings, it is seen that this study has the same finding with what Juris² found in his research saying that the most favorable learning style chosen by students is kinesthetic which means the students like to learn by practicing, doing experiment, moving around, and relating the lesson to the real contexts of their lives.

2. What are teachers' teaching styles in teaching process?

² Juris, M.F. (2009). Learning and Teaching Crossroads. *Institute for Learning Styles Journal*, Volume 1.

This study also found that from the ten teachers, all of them were regarded as personal models which means that the teachers like to teach by always giving the examples of materials and the examples were related to students' real life context. Then, from ten teachers observed, it was found that eight of them were seen as good facilitators which mean the teachers liked to facilitate the teaching with lots of interesting activities such as using games, and interesting learning media such as pictures, colored papers, cards, and realia. In addition, only one of the ten teachers was seen as expert that means like to explain and give lots of theories rather than examples and practices. Furthermore, all teachers were seen as delegators who teach students by asking them to work in groups and pairs. The short description of data related to teachers' teaching styles are elaborated in the table below.

Table.1. The description of teachers' teaching styles

| NO | RESPONDENTS | TEACHERS' TEACHING STYLES | | | | |
|----|-------------|---------------------------|------------------|----------------|-------------|-----------|
| | | Expert | Formal Authority | Personal Model | Facilitator | Delegator |
| 1 | Teacher 1 | | | v | v | v |
| 2 | Teacher 2 | | | v | v | v |
| 3 | Teacher 3 | | | v | | v |
| 4 | Teacher 4 | | | v | v | v |
| 5 | Teacher 5 | | | v | v | v |
| 6 | Teacher 6 | v | | v | v | v |
| 7 | Teacher 7 | | | v | v | v |
| 8 | Teacher 8 | | | v | | v |
| 9 | Teacher 9 | | | v | v | v |
| 10 | Teacher 10 | | | v | v | v |

3. How do the teachers vary their teaching styles to match students' learning styles?

In facilitating the students' learning styles differences which have been elaborated in the previous paragraph, the teachers could vary their teaching styles. Those teaching styles are found from the observation technique of data

collection as well as from the interview. The data are described in detail description below.

In transferring the knowledge and explaining theories, many of the teachers preferred lots of spoken explanation that were followed with some illustration written on the board. Then, the teachers tended to asks students to discuss certain definition or theories in form of group working discussion which means the teacher asked the students to work in pairs and groups to discuss some theories related to tenses and other concepts. Moreover, some of the teachers also liked to write some detailed explanations on the board together with showing the timeline of the tenses.

In relation to personal model types of teaching styles, many teachers tended to brainstorm the concepts (e.g. transportation) orally by asking students to mention some examples and write them on the board or asking students to write the examples on the board. Then, in giving and providing the examples, the teacher would write his own examples on the board before asking students to write their own example on their notebooks. Teachers also implemented some interactive games which forced students to move and interact with their friends such as True/False games, Translation games, and guessing games. For example, in Guessing game, the teachers asked students to work in groups in which one of the group members mimed a sentence related to house obligation and the other groups member would guess what was the sentence.

Regarding the media, the teacher often used pictures and cards. In term of students' learning interaction, the teacher always asked students to attain the activity in pairs or groups. However, the teacher also let the students to work alone, for example, when the students were asked to write sentences based on their own experiences.

From the interview, there are also some findings derived. In assigning the students, the teacher asked students to work in groups more than individual. Then, in using the media, the teacher tended to use lots of pictures and drawings.

In explaining the concepts, many examples during the explanation were given, and the examples were in forms of written examples on the board. In giving the instructions, the teacher gave the instructions orally followed with concept checking. In giving the feedback, the teacher provided times at the end of the teaching for giving spoken feedback.

DISCUSSION

From the data that are described in the previous sections, there are several parts that need to be discussed. First, it is implied that most of students are regarded as kinesthetic learners. It means that they like learning by doing and practicing the actions in real context. From this case, it also can be interpreted that most of the students prefer doing something meaningful for their real lives. In contrast, few of the students like learning from written and printed expression. It means that reading is probably too boring for most of the students. Related to the other studies, this study has the same finding with Juris³ who found kinesthetic as the most favorable styles by the students.

The second discussion is related to teachers' teaching styles. Regarding Pratt's types of teaching styles elaborated in chapter 2 previously, it is seen that almost all of the teachers are regarded as apprenticeship teachers. From the finding, it seems that almost all teachers like to ask students to make authentic task and give the examples related to students' real life context. Thus, it seems that there is an effort given by the teachers to match students' learning styles with teachers' teaching styles. In fact, there is a match between them and this is regarded as one of characteristics in successful teaching. Teachers' style and learning style will influence the students' result in learning, it has been proved⁴.

³Juris, M.F. (2009). Learning and Teaching Crossroads. *Institute for Learning Styles Journal*, Volume 1.

⁴Eka Sustri Harida, Fitri Rayani Siregar, and Rina, "The Correlation between Learning Style and Students' Achievement in Reading Comprehension at Grade XI SMA N Tambangan," *English Education Journal* 5, no. 1 (2017): 126–39.

It is known that there has been the correlation between students' and teacher's style to the students' learning ability. Based on this explanation, it is clearly enough that the teachers' style and learning styles influenced one another.

Then, from the finding, it can be seen that all teachers like to explain materials using lots of spoken explanations with some examples written on the board and this is the way to match audio learning styles. Then, most of the examples are given in forms of visual and written examples related to their daily lives contexts and this is to match visual and verbal learning styles. Moreover, in assigning the students, all teachers like asking students to work in groups rather than individual. This group work could be in forms of pairs or groups consisting of 3 to 5 students or big groups. The students are asked to work in groups to do certain activities such as doing games, mingling, groups talk or discussion, and role plays and this is suitable for kinesthetic learning styles. Furthermore, in terms of giving instructions to students, spoken instructions are favorable comparing to other types of instructions, yet there are also few teachers who like to rewrite the instructions if the students seem to have difficulties in understanding the instructions given.

Taking a look at the types of students' learning styles which is favored by most of students i.e. kinesthetic learning styles, it seems that there is a match between students learning styles and teachers' teaching styles. It is due to the fact that students' like kinesthetic styles and teachers like apprenticeship. This is similar to other research findings conducted by Kara⁵ and Ghada⁶ and Rambe⁷.

⁵ Kara, S. (2009). Learning Styles and Teaching Styles: A Case Study In Foreign Language Classroom. *International Journal of Arts and Science*. http://www.openaccesslibrary.org/images/BOS134_Selma_Kara.pf

⁶Ghada, S. et al. (2011). A Match or a Mismatch Between Students and Teachers' Learning Style Preferences. *International Journal of English Linguistic*. https://www.researchgate.net/publication/272805401_A_Match_or_a_Mismatch_between_Student_and_Teacher_Learning_Style_Preferences

⁷ Sokhira Linda Vinde, "Match and Mismatch between Students' Learning Styles and Teachers' Teaching Styles related to Students' English Proficiency." *English Education : English Journal for Teaching and Learning* 3, no. 01 (June 30, 2015): 78–92, <http://jurnal.iain-padangsampung.ac.id/index.php/EEJ/article/view/1288/1089>.

Therefore, it is seen that the teachers have tried hard to match the students' learning differences by varying their teaching styles including spoken explanation, visual and written examples, kinesthetic practices or real life context of exercises.

CONCLUSIONS

Due to the variety of students' styles in learning, it is impossible for teachers to apply all styles that students have in the classroom, yet it is important to match students' learning styles to teachers' teaching styles. Matching here can be said as an action of knowing students' learning styles differences by giving instruments, provide as well as vary teaching activities to overcome the styles differences. This research has found some finding which one of the finding is the fact that most of the students are regarded as kinesthetic which means that they like learning by doing direct actions and practices in context of real life. Then, they also like moving around from their seats, and like learning together with their groups rather than individual learning.

To match the students' learning styles, it is seen that the teachers try hard to match them by applying various types of teaching styles such as becoming a good facilitator, role model, delegator, and experts. In fact, the teachers tend to match the kinesthetic learning styles in which they like to provide the learning with lots of authentic task related to students' real life context.

This research has some weaknesses that can not cover all things related to students' learning styles, teachers' teaching styles, and ways to match them. One of the suggestions derived from this research is the fact that there is a need to analyze the effect of match or mismatch toward students' achievement. This is in order to see whether the match or mismatches will influences students' learning outcomes.

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