

The Teachers' Teaching Strategies In Facing Students' Different Learning Style In Smpn 1 Lembang Jaya

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Abstrak

Penelitian ini bertujuan untuk mengetahui strategi pengajaran guru dalam menghadapi berbagai gaya belajar siswa. Desain penelitian ini adalah deskriptif. Subjek penelitian adalah 30 siswa dari tiga kelas (VII.2, VIII.2, dan VIII.3) serta 3 guru bahasa Inggris di SMPN 1 Lembang Jaya. Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah kuesioner dan studi rencana pelajaran. Kuesioner digunakan untuk menganalisis gaya belajar siswa, sedangkan studi rencana pelajaran digunakan untuk menganalisis strategi pengajaran guru. Dari hasil penelitian, ditemukan bahwa siswa memiliki tiga gaya belajar (gaya visual, gaya auditori, dan gaya kinestetik). Dari ketiga gaya belajar tersebut, gaya visual adalah gaya belajar dominan siswa di SMPN 1 Lembang Jaya. Selanjutnya, untuk strategi pengajaran guru, guru menggunakan gambar, teks, dan video selama proses pembelajaran.

Kata kunci: Strategi Pengajaran Guru, Berbagai Gaya Belajar Siswa

Abstract

This research was aimed to find out the teachers' teaching strategies in facing students different learning styles. The design of research was descriptive. The subject of the research was the 30 students from three classes (VII.2, VIII.2 and VIII.3) and 3 English teachers in SMPN 1 Lembang Jaya. Instruments used to collect the data in this research were questionnaire and study of lesson plan. The questionnaire used to analyze students learning styles, and study of lesson plan used to analyze teachers teaching strategy. From the result of the research, the research found that students has three learning styles (visual style, auditory style and kinesthetic style), from the three learning styles above in SMPN 1 Lembang Jaya, visual learner as dominant students learning styles. Furthermore, as for teachers teaching strategy the teacher used picture, text and video during teaching process.

Keywords : Teachers' Teaching Strategies, Students Different Learning Style

INTRODUCTION

The English teaching and learning process will be successful if there is enough knowledge about the characteristic and behavior of students. In this case, as a person who delivers the knowledge to the students. The teacher should aware about things that influence the learning such as as students learning styles, methodology in teaching by teacher and technique in teaching English. The aim of using certain methodology is to help students in achieving the goal of language learning. As stated by Fromkin, Rodman, and Hyams (2011) that all methods have something to offer, and virtually any method can succeed with a gifted teacher who is a native or near-native speaker, motivated students, and appropriate teaching

materials. Properly, teachers become more creative in teaching English in order to get more enthusiasm of students in learning process. The using of proper strategies for teaching also makes them easy in English as a Foreign Language (EFL) learning. But in fact, teacher sometimes still use one way direction in teaching English, particularly the teacher's strategy in teaching to students who have different learning styles.

Actually, every student has different style in language learning. But, mostly teacher in school give an equal approach in the language teaching, whereas every student may has are different styles in the learning. Some students who is typically visual learner are more interested to learn English through picture, or may some students who typically auditory learner more interest to learn English through song. But, for this case, there are many teachers do not take more attention about it. "Furthermore, the research investigates the strategies which are used by teacher, based on the teacher's awareness towards differences of students' learning styles in English teaching and learning in the classroom. The research conducted this research by analyzing some strategies which are used by teacher in teaching English in the classroom.

METHODOLOGY

This research was conducted using qualitative method with doing observation, questionnaire, interview, documentation for collecting data. Then to know how the teacher formulates the strategies the researchers conducted the documentation lesson plan. Then to know the implementation of teaching strategies the researcher did the observation in the class. This research was carried out for four week starting 1st May – 1st Jun 23rd at SMPN 1 Lembang Jaya Danau Bawah, Solok Regency, West Sumatra. The sources data of this research is taken from the participants. The researcher chooses the students of three classes and three English teachers as participants. The students are analyzed their learning styles based on their preferences in English learning. In this research, the researcher conducts the research with using observation, questionnaire, interview, and documentation. The questionnaire is used for analyzing the students' learning style. The questionnaire sheet is provided in ten question refers to the characteristics of visual learners, auditory learners, and kinesthetic learners. Besides of giving questionnaire for students, the researchers will conducting interview with three English teachers for collecting data about the strategies are used by teachers in his/ her teaching English in the classroom regarding to the different students' learning styles. In this research, the researcher collected data through observation, questionnaire, and lesson plan. The data analyzed based on the results of the observation and questionnaire that was examined in three steps (Miles and Huberman in Ahyar et al., 2020), which are as follows: Data reduction, data display, conclusion drawing and data verification

RESULTS AND DISCUSSION

A. Data Description

Data presentation was done as result of the research that has been carried out the subject of the research. The subject of the research was 3 English teachers and 30 students at class VII.2, VIII.2, and VIII.3 of SMPN 1 Lembang Jaya. The data was gathered on May 31 to June 6, 2023. There were two kinds of data that was obtained from study of lesson plan, and students' questionnaire.

From three teachers as respondent of this research, lesson plan were obtained to be analyzed. The three lesson plan show case the strategy of teacher applied visual teaching. In the seventh grade there are 5 learning materials, from five of these materials teacher

use several strategy, but the teachers used dominant strategy used visual. This is evidenced in the explanation of the core in the teaching process in which it always demands students to pay attention to picture, symbols, text, and write the text that matches the material that is in discussion. As for the eighth grade in which there are two learning materials are also more dominant using the visual teaching. And for the eighth class other teachers are also more dominant using the way of visual teaching in the learning process.

No	Class	Learning Styles	Learning Styles	Learning Styles	Dominant
		Visual	Auditory	Kinesthetic	
1.	VII.2	8	1	1	Visual Learners
2.	VIII.2	7	2	1	Visual Learners
3.	VIII.3	7	1	2	Visual Learners
	Jumlah	22	4	4	Visual Learners

Table 1. Student Different Learning Styles

The table 1 above show the result of students different learning styles at SMPN 1 Lembang Jaya. After giving the questionnaire for students and asking the students to fill out it, researcher got the data from 30 students who were 10 students from class VII.2, there were 10 students from class VIII.2, and there were 10 students from class VIII.3. Out of 30 students researchers eventually sequenced the student's most dominant learning styles through students questionnaire. From the 30 students who fill out it, 22 students are visual learners, 4 students are auditory learners, and 4 students kinesthetic learners.

B. Data Analysis

To answer of the research question, the research analyzed the data from study of lesson plan and students' questionnaire. To analyze the data some step important were conducted. First preparing instruments. Second, classifying and categorized the teacher teaching strategies. Third, classifying and categorized the students different learning styles in to three categories of learning (visual, auditory, and kinesthetic). Finally presenting teacher teaching strategies in facing students different learning styles.

In addition, teachers also allow room for students to discuss each other, and then students are able to write down the results of the discussion and are also asked to read them. This is provide in some of the activities that also exist during the teaching process. **Mrs. Ferry Sulastri S.Pd** is an English teacher from seven grade of SMPN 1 Lembang Jaya. In the teacher lesson plan each teacher should achieve the target for one semester, for example :

First, topic "About Me". In this topic the teacher provides some hidden text with material. Through the text, of the teacher invite the students to determine the generic structure of the text. In addition to teaching process, teacher also form small group of students to be able to discuss generic structure on different text, after which students are

asked to write the result of the discussion and make presentation. Second, topic “Culinary and Me”. In this topic the teacher showed a video of a conversation related to the material, after which students were asked to understand the content of the conversation. Students are also asked to write difficult words that they do not know, after which the teacher asks students to write about themselves and things that they enjoy.

Third, topic “My Schedule”. In this topic the teacher gives stimulus on the structure text, and the teacher asks the students to analyze the structure. Fourth, topic “Descriptive Text”. In this topic the teacher gives stimulus to the students on the structure text and then students were asked to discuss to get information from the text. Fifth, topic “Place and its Location”. In this topic the teacher showed some pictures of the place, and students were asked to write a hard word that they didn’t know. Afterward the teacher invited the students to discuss the name of the place that corresponds to the picture showed.

Mrs. Afniwati S.Pd was an English teacher from eighth grade (VIII.2) of SMPN 1 Lembang Jaya. In the teacher lesson plan each teacher should achieve the target. For example :

First, “Greeting Card”. In this topic the teacher gives stimulus with one text about recount text, after which the teacher will write the structure in the text. After understanding the material, the teacher asked the students to write a recount text according to the structure that was written. Second, “Obligation”. In this topic the teacher showed a picture that corresponds with the related material, after which students are asked to understand the meaning of the written phrase “notice or obligation”. After understanding it the teacher asks students to write phrases that corresponds to the picture or symbols indicated. Then learners are asked to practice the use of themselves to the front of the class.

Mrs. Erlinda, S.Pd was an English teacher from eighth grade (VIII.2) of SMPN 1 Lembang Jaya. In the teacher lesson plan each teacher should achieve the target, during one semester there are two topics on which there are teaching steps that have been drafted and implemented for one semester, the materials are :

First, “Greeting Card”. In this topic the teacher showed some pictures containing the text, after which the teacher would explain the type of the text and the pictures shown. After understanding it, students are asked to answer the question according to the content of the picture that has already been observed.

Second, “Obligation”. In this topic the teacher showed a picture that corresponds with the related material, after which students are asked to understand the meaning of the written phrase “notice or obligation”. After understanding it the teacher asks students to write phrases that corresponds to the picture or symbols indicated. Then learners are asked to practice the use of themselves to the front of the class.

No	Students	Class	Option			Note	Analysis
			A	B	C		
1.	MA	VII.2	4	1	5	Kinesthetic	Visual=4 Auditory =1 Kinesthetic =5
2.	NAZ	VII.2	8	1	1	Visual	Visual =8 Auditory 1 Kinesthetic 1
3.	NR	VII.2	6	1	3	Visual	Visual = 6 Auditory= 1

							Kinesthetic =3
4.	NKN	VII.2	8	0	2	Visual	Visual = 8 Auditory=0 Kinesthetic=2
5.	RAD	VII.2	7	2	1	Visual	Visual=7 Auditory=2 Kinesthetic=1
6.	CR	VII.2	7	1	2	Visual	Visual=7 Auditory=1 Kinesthetic=1
7.	RJW	VII.2	5	4	1	Visual	Visual=5 Auditory=4 Kinesthetic=1
8.	GM	VII.2	7	1	2	Visual	Visual=7 Auditory=1 Kinesthetic=2
9.	RK	VII.2	1	7	2	Auditory	Visual=1 Auditory=7 Kinesthetic=2
10	TS	VII.2	2	3	5	Kinesthetic	Visual=2 Auditory=3 Kinesthetic=5
11	MZI	VIII.2	2	5	3	Auditory	Visual=2 Auditory=5 Kinesthetic=3
12	ZJ	VIII.2	4	5	1	Auditory	Visual=4 Auditory=5 Kinesthetic=1
13	SA	VIII.2	4	3	3	Visual	Visual=4 Auditory=3 Kinesthetic=3
14	SPA	VIII.2	8	1	1	Visual	Visual=8 Auditory=1 Kinesthetic=1
15	RNH	VIII.2	4	3	3	Visual	Visual=4 Auditory=3 Kinesthetic=3
16	RO	VIII.2	5	2	3	Visual	Visual=5 Auditory=2 Kinesthetic=3
17	RA	VIII.2	5	3	2	Visual	Visual=5 Auditory=3 Kinesthetic=2
18	AHA	VIII.2	5	1	4	Visual	Visual=5 Auditory=1 Kinesthetic=1
19.	SO	VIII.2	7	3	0	Visual	Visual=7 Auditory=3

							Kinesthetic=0
20	RRP	VIII.2	3	3	4	Kinesthetic	Visual=3 Auditory=3 Kinesthetic=4
21	NA	VIII.3	3	4	3	Auditory	Visual=3 Auditory=4 Kinesthetic=3
22	GW	VIII.3	4	1	5	Kinesthetic	Visual=4 Auditory=1 Kinesthetic=5
23	KPS	VIII.3	3	3	4	Kinesthetic	Visual=3 Auditory=3 Kinesthetic=4
24	ARS	VIII.3	5	4	1	Visual	Visual=5 Auditory=4 Kinesthetic=1
25	RA	VIII.3	5	2	3	Visual	Visual=5 Auditory=2 Kinesthetic=3
26	UR	VIII.3	5	1	4	Visual	Visual=5 Auditory=1 Kinesthetic=4
27	B	VIII.3	4	3	2	Visual	Visual=4 Auditory=3 Kinesthetic=2
28	HS	VIII.3	4	3	3	Visual	Visual=4 Auditory=3 Kinesthetic=3
29	ZS	VIII.3	6	2	2	Visual	Visual=6 Auditory=2 Kinesthetic=2
30	DM	VIII.3	4	3	3	Visual	Visual=4 Auditory=3 Kinesthetic=3

Table 2. Classifying Students Different Learning Styles at SMPN 1 Lembang Jaya

Based on table 4.6 above, it can described about students different learning styles. Students had fulfilled up 10 questions contained each question has three option for the relevant answer. If a students chose option A, it could be clasified as a visual learner,if chose option B could be clasified as a interpreted auditory learner, and if chose option C could be clasified as a kinesthetic learners. In class VII.2 there were ten students had already filled out the questionnaire, seven of the students answered 10 questions by choosing option A, two of the students answered option B, and one other of the students selected option C. Of the largest number of option selected by students can define that VII.2 students have a more refined learning styles that is visual. Seven students of ten students who fill out data primarily enjoy classes relating to music, art, illustrated books, studying while watching learning videos, remembering symbols or pictures, writing to remember something, and reading notes before performing the test. From the answer selected by the VII.2 students it could be conclude that the majority of the learning styles of the students are visual learners, that is learning styles that favorite the things of

pictures, symbols, interesting colors and activities that can help to enhance their memory such as writing and reading.

Beside on class VII.2, there were describes about students different learning styles at class VIII.2. Students had 10 questions contained three option that if a students chose option A could be interpreted as a visual learner, chose option B could be as a interpreted auditory learner, and chose option C could be as a kinesthetic learners. In class VIII.2 there were ten students had already filled out the questionnaire, seven of the students answered 10 questions by choosing option A, two of the students answered option B, and one other of the students selected option C. Of the largest number of choices selected by students can define that VIII.2 students have a more refined learning styles that is visual. Seven students of ten students who fill out data primarily enjoy classes relating to music, art, illustrated books, studying while watching learning videos, remembering symbols or pictures, writing to remember something, and reading notes before performing the test. From the answer selected by the VIII.2 students it could be said that the majority of the learning styles of the students are visual learners, that is learning styles that favorite the things of pictures, symbols, interesting colors and activities that can help to enhance their memory such as writing and reading.

Based on class VIII.2, there were describes about students different learning styles at class VIII.3. Students had 10 questions contained three option that if a students chose option A could be interpreted as a visual learner, chose option B could be as a interpreted auditory learner, and chose option C could be interpreting as a kinesthetic learners. In class VIII.3 there were ten students had already filled out the questionnaire, seventh of the students answered 10 questions by choosing option A, one of the students answered option B, and two other of the students selected option C. Of the largest number of choices selected by students can define that VIII.3 students have a more refined learning styles that is visual. Seventh students of ten students who fill out data primarily enjoy classes relating to music, art, illustrated books, studying while watching learning videos, remembering symbols or pictures, writing to remember something, and reading notes before performing the test. From the answer selected by the VIII.2 students it could be concluded that the majority of the learning styles of the students are visual learners, because students is learning styles that favorite the things of pictures, symbols, interesting colors and activities that can help to enhance their memory such as writing and reading.

In order to get the complete data, from the 3 English teacher dominant used the visual strategy during teaching process, and the filling of questionnaire was done by 30 students. From the 30 students, 22 students a visual learners, 4 students a auditory learners, and 4 students a kinesthetic learners. They said that the teachers strategy in the teaching process is consistent or matching with the students learning styles in three class (VII.2, VIII.2, and VIII.3).

No	Teacher's Name	Class	Strategy in Teaching	Students Learning Styles	Note
1.	Ferry Sulastri S.Pd	VII.2	Visual Strategy	Visual Learners	Matching
2.	Afniwati S.Pd	VIII.2	Visual Strategy	Visual Learners	Matching
3.	Erlinda S.Pd	VIII.3	Visual Strategy	Visual Learners	Matching

Table 2. Matching Teachers' Teaching Strategies In Facing Students Different Learning Styles

Based on the data description, the researcher presented discussion directed to answer the two questions. The discussion was directed to the answer to relate the research question which consist of two questions. The first one is what the teacher's teaching strategy in facing different learning styles at SMPN 1 Lembang Jaya?. The second is what the student's learning styles at SMPN 1 Lembang Jaya?. Then, additional points was alternative solution to overcome the teacher's teaching strategies in facing students different learning styles at SMPN 1 Lembang Jaya. All of those points were presented and discussed in the following part.

1. The Teacher's Teaching Strategy

In this findings, there are three teachers in class (VII.2, VIII.2, and VIII.3) are chooses visual strategy. Analyzing from lesson plan, there were five indicators which were used to achieve the goal during teaching process. Those indicators were ability of reading, writing, speaking, discussion, and presenting. There were some indicators in teaching process at different class (VII.2, VIII.2 and VIII.3) of SMPN 1 Lembang Jaya, some teachers have not been able teaching according the students different learning styles.. After a study lesson plan, the researcher result the teachers were three strategy during teaching process, the are :

First dominant is visual strategy. Visual strategy focuses on the picture,symbols and text. Study is three lesson plan, it was found, there are three of five indicators were applied by relevant teachers visual strategy. This indicator focuses on reading, writing and listening. From three indicator above, the researcher description the teacher used visual strategy.

Second dominant is auditory strategy. Auditory strategy focused on the learn or discussion. During teaching process the teacher want the students learn with discussion method during the learning process with another students. Auditory strategy were good memory and benefits from discussion. From the indicator above, the researcher description the teacher used auditory strategy.

Third dominant is kinesthetic strategy. Kinesthetic strategy focused on the doing. During teaching process the teacher want the students enjoy physical activity or other practical. Kinesthetic strategy it's good strategy for students was practice a skill.

2. Students Learning Styles

Students had different learning styles in learning process. They must be found a way to teach according what they need during learning process, so they could understand the meaning of every learning material. There were three kind dominant of learning styles at SMPN 1 Lembang Jaya, the are :

First dominant is Visual Learners. Visual Learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually. Visual learner focuses ob picture, text, and graph.

Second dominant is Auditory learners. Auditory learners prefer to learn by listening. They have good auditory memory and benefits from discussion, interview, hearing stories, and audio tapes. Auditory learners often talk to themselves. They also may move their lips and read out loudly. They may have difficulty with reading and writing tasks.

Third dominant is Kinesthetic Learners. Kinesthetic learners prefer to learn by doing. They enjoy physical activities, field trips, manipulating objects, and other practical. Kinesthetic Learners who prefer this styles can through of as "hands on"

learners, that is they need to do an activity, practice a skill or manipulate material physically in order to learn most effectively.

Based on the discussion above, it could be stated that the teachers teaching strategy used visual strategy and the students as a visual learners.

3. Interpretation

Dealing to the data description and data analysis, the researcher interpreted that all of the teacher at class VII.2, VIII.2, and VIII.3 had a visual strategy in teaching process. From 30 students, there are 22 students performed as a visual learners, there are 4 students as a auditory learners, and there are 4 students as a kinesthetic learners. The data above were obtained from study lesson plan and student's questionnaire.

The researcher was obtained the data about the teachers teaching strategy in facing students different learning styles. The researcher found the teacher teaching as a visual strategy during teaching process and students as a visual learners during teaching process.

CONCLUSION

In this research, the researcher wants to analyse about teachers teaching strategies in facing students different learning styles at SMPN 1 Lembang Jaya in academic 2022/2023. The sample of this research is three English teachers and thirty students from three class (VII.2, VIII.2, VIII.3) at SMPN 1 Lembang Jaya. This research was conducted from May 31 st - June 6 st, 2023. The purpose of this research are to know how the English teacher formulate and implement the teacher's teaching strategy in a learning process regarding to students' different learning styles at SMPN 1 Lembang Jaya.

Based on the finding above, there are two things that can be concluded. *Firstly*, there are the teacher teaching strategy. Their strategy from the most dominant range used visual strategy, because the teacher focused used wrote, read, and listened method. *Secondly*, the students had a visual learners, because they are very fond of the way the learning relates by pictures, symbols, graphs, poster and text. *Third*, is the teacher strategy suitable with students learning styles. After discovered students learning styles and teacher teaching strategy in SMPN 1 Lembang Jaya. This research could compared whether the teacher's strategy with students different learning styles. So the researcher conclude the research, the teacher teaching strategy suitable or appropriate with students learning styles at SMPN 1 Lembang Jaya.

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