A STUDY OF ESP STUDENTS LEARNING STYLE AT DAYANU IKHSANUDDIN UNIVERSITY

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ABSTACT

The title of this research is A study of ESP Students Learning Style at Dayanu Ikhsanuddin University. The objective of the research is find out the ESP student learning style to be informed to the lecturers in order to used the match teaching style with the students' learning style, and also informed to the students about their learning style.

This research applied descriptive method and percentage analysis to classify ESP students learning styles at Dayanu Ikhsanuddin University in academic year 2018/2019. The sample of this Research was 53 students that taken randomly from the population. The instrument of this Research was questionnaire. In analyzing the students' responses, the writer implemented the Likers Scale and the descriptive statistics was analyzed by using SPSS 21.

The result of the research showed that most of ESP Students' Learning Style at Dayanu Ikhsanuddin University were major in field Dependence and Reflective learning style preference and only a few students applied Independence, Analytic, global, and Impulsive.

Keywords: English, learning, and learning style

INTRODUCTION

The status of English as a “global language” consequently, after the year 1950, leads more and more people in the world studying it for various reason (documentary, cultural or education). The continuous growing interest in the study of English has led to the expansion of the domain of English language teaching (ELT) which is mainly concerned with the teaching of General English (GE). Nevertheless, new world factors brought about a particular (professional, occupational or vocation) in the study of particular domain of the English language. This background of interests resulted in the needs of a new

methodological field, the study of English for particular or specific purpose, known as *English for Specific Purposes* (ESP) (Una, 2018: 2).

English is taught at non-English major in Dayanu Ikhsanuddin University falls under the category ESP for example Economic English is studied in Accounting and Management Study Program, English for mining is studied in Mining Study Program. ESP students from those study programs still have low English proficiency. It is line with Una. et.al (2017), Una (2007), Hamra (1996), and Kwelju (2003) state that the students' achievement or English skills at non-English majors in university level are still relatively low.

Based on description above, there are several problems that usually influence the ESP students in mastering English, First, the problems may come from the teacher. They feel that teacher do not create good atmosphere in learning and teaching process, sometimes the teacher does not have sense of humor, only focus how to achieve the target of instructional material without concerning about the student's condition. Second, students may have different interest, learning style, and strategy in learning English. These problem should be soon become consideration to be solved as soon as possible.

From the problems; the researcher assumes that the learning style become the main point of these problem. Therefore, the writer attends to investigate about the students' style in learning English, because every student has different style in learning English. So that it may influence their performance in mastering English.

There are many learning style that probably the students have such as independence, Dependence, Reflective, Analytic, Global and impulsive. Knowing the students' learning style is very important in order to know what style that they presented in learning English. Reid (1995) says that by knowing learning style the students, can identify their preference in learning the material. so that, the result of their learning will be better. Besides that Una (2016: 4) explains that by knowing the students learning style and interest, the lecturers can use various teaching styles, methods, techniques, instruments and materials in order to make the better teaching and learning.

So, based on the explanations above the writer is interested in conducting the research about ESP student learning style at Dayanu Ikhsanuddin University. It is aimed to find out the ESP student learning style to be informed to the lecturers in order to used the match teaching style with the students' learning style, and also informed to the students about their learning style.

RESEARCH METHOD

This research applied descriptive method and percentage analysis to classify ESP students learning styles at Dayanu Ikhsanuddin University into six categories introduced by Reid (1995), they were dependence, independence, Analytic, Global, Reflective, Impulsive Learning Styles. The Population of this Research was all of the ESP students of Dayanu Ikhsanuddin University who studied English in academic year 2018/2019. The sample of this Research was 53 students that taken randomly from the population. The instrument of this Research was questionnaire. In analyzing the students' responses the writer implemented the Likers Scale and the descriptive statistics was analyzed by using SPSS 21.

FINDINGS AND DISCUSSIONS

A. ESP Student's Learning styles

Based on the finding of the present study showed. The ESP students learning styles at Dayanu Ikhsanuddin University Academic year 2018/2019 in generally showed, the same learning styles preference, for more detail information about the data of the students learning styles scores can below.

Below will be showed the students classification. Whether the students have major, minor or perhaps negligible for each learning styles.

Table 1 The students' Classification on Dependence Style

Group	Dependence Learning Styles			Total
	Major	Minor	Negligible	
Student	39 (74 %)	14 (26 %)	0 (0%)	53 (100%)

Based on the table 1 above, we can see that 39 students (74 %) from the total were classified at Major for dependence learning style preference, meanwhile 14 students (26 %) from the total were classified at minor learning style preference, and 0 (0 %) were classified at negligible. Therefore, from the table above, in generally students have major at dependence learning style preference.

Table 2 The Students' Classification on Independence Learning Style

Group	Independence Learning Styles			Total
	Major	Minor	Negligible	
Student	16 (30%)	35 (66%)	2 (4%)	53 (100%)

Based on the table 2 above, we can see that 16 students (30 %) from the total were classified at Major for independence learning styles preference, meanwhile 35 students (66 %) from the total were classified at minor learning style preference and 2 (4 %) were classified at negligible. Therefore, from the table above, in generally students have minor at independence learning style preference.

Table 3 The Students' Classification on Analytic Learning Style

Group	Independence Learning Styles			Total
	Major	Minor	Negligible	
Student	24 (45%)	27 (51%)	2 (4%)	53 (100%)

Based on the table 3 above, we can see that 24 students (45 %) from the total were classified at Major for independence learning styles preference, meanwhile 27 students (51 %) from the total were classified at minor learning style preference, and 2 (4 %) were classified at negligible. Therefore, from the table above, in generally students have minor at analytic learning style preference.

Table 4 The Students' Classification on Global Learning Style

Group	Global Learning Styles			Total
	Major	Minor	Negligible	
Student	23 (43 %)	28 (53 %)	2 (4%)	53 (100%)

Based on the table 4 above, we can see that 23 students (43 %) from the total were classified at Major for independence learning styles preference, meanwhile 28 students (53 %) from the total were classified at minor learning style preference, and 2 (4 %) were classified at negligible. Therefore, from the table above, in generally students have minor at global learning style preference.

Table 5 The Students' Classification on Reflective Learning Style

Group	Reflective Learning Styles			Total
	Major	Minor	Negligible	
Student	36 (68 %)	15 (28 %)	2 (4%)	53 (100%)

Based on the table 5 above, we can see that 36 students (68 %) from the total were classified at Major for independence learning styles preference, meanwhile 15 students (28 %) from the total were classified at minor learning style preference, and 2 (4 %) were classified at negligible. Therefore, from the table above, in generally students have minor at Reflective learning style preference.

Table 6 The Students' Classification on Impulsive Learning Style

Group	Impulsive Learning Styles			Total
	Major	Minor	Negligible	
Student	10 (19 %)	30 (57 %)	13 (24%)	53 (100%)

Based on the table 6 above, we can see that 10 students (19 %) from the total were classified at Major for independence learning styles preference, meanwhile 30 students (57 %) from the total were classified at minor learning style preference, and 13 (24 %) were classified at negligible. Therefore, from the table above, in generally students have minor at Impulsive learning style preference.

Table 7 The Summary of the Average Score of the Students' Learning Style Preference

Group	Learning Styles					
	Dependence	Independence	Analytic	Global	Reflective	Impulsive
Student	30.75	27.43	28.83	27.58	30.54	23.54

Based on the result above, showed that students tends to Major at dependence and reflective learning style preference and meanwhile independence, analytic, global and impulsive for minor learning style preference,

B.Discussion

1. ESP Students' Learning style

The result of the students learning styles indicated that Dependence and Reflective preference were mostly found at the third ESP students of Dayanu Ikhsanuddin University. These results were based on the score analysis of the students' knowledge style preference, that shown Dependence 74 %, Reflective 68 % for major classification meanwhile independence 30 %, Analytic 45 %, Global 45 %, and impulsive 19 % for minor learning style preference.

These result were supported by the others researchers such (Reid, 1995: 13), they found out that Chinese and Japanese students used field Dependence and reflective Learning styles. It is means that the person tends to learn more effectively in context and need more time to think about responses. Teachers need to give Reflective learners enough time to write or to think their responses.

In conjunction with the result of this research showed that not only one learning style preference, but also found more than one learning style preference ; they are field Dependence and Reflective learning style preference.

2. Teaching Implication of the study

Based on the result of this study that the ESP students at Dayanu Ikhsanuddin University applied field Dependence and reflective learning style. Therefore, it becomes a basis consideration to the teacher when they want to

conduct learning and teaching process, there are some advantages of knowing students' learning style. Two of them will be discussed below:

- a. Being identified of student learning style preference, the teacher will have meaningful information to select appropriate instruction methods and material to maximize student learning knowledge of student style profiles can be used to guide instruction organization for individuals or for groups of students with the same style preferences
- b. Being identified of their own style preferences, it may facilitate student learning by more closely matching student preferences with teacher practice because the teachers often unknowingly favor the styles that matches their own students with a different modality preferences than the teacher can be at disadvantage both in task orientation and in interaction with the teachers by being a ware of their own preferences, teachers can ensure that they are addressing all relevant students modalities and not favoring their own style inclinations.

Finally, the teacher should plan lesson to match students learning styles, because if a mismatch occur between the students, learning styles and the teaching style of the teacher the students tend to bored and in attentive, do poorly test, get discourage about the cause and may conclude they are not good at the subject of the course are given.

1. Tips What The Students and Teachers will do in teaching and Learning Process Each Learning Styles

a. Dependence Learning Styles Preference

Suggestions:

For students; If you are dependence learning style preference, you are future oriented, able to seek out the major principles of the topic, like to speculate about possibilities, enjoy abstract thinks, avoid step by step introduction, creative, new directions, designing and flexible way.

For teachers; The teachers should ask the students practice their reading by giving them active and interesting reading tasks. Asking the students

speaking with other students in natural setting, provide interactive communicative for them.

b. Independence Learning Style Preference

Suggestions:

For students; If you are independence learning style preference, you are present oriented, prefer one step at a time activities and want to know where you are going in your learning at every moment, you have highly organized, prefer step by step, work procedures and controlled.

For teachers; The teacher should explain the material for the students step by step or sequentially, beginning with analyzing facts and proceeding to ideas, beside that the teacher should control the students activities

c. Analysis Learning Style Preference

Suggestions:

For students, If you are analytic learning style preference, you are focus more on details in your activities and have logical analysis.

For teacher; In explain the material, the teacher should presented the material step by step.

d. Global Learning Style Preference

Suggestions:

For students; If you are global learning style preference, you are enjoy getting the main idea, guessing meaning, communicating and you are as not concerned about details and you might need to use analysis and logic.

For teacher; The teacher should explain the material by giving concrete experience and by make interactions among students.

e. Reflective Learning Style Preference

Suggestions:

For students; If you are reflective learning style preference, you are learn best when you have time to consider options before you responding.

For teacher; The teacher should give the students more time to think about responses. For example, in reading classes, instead of moving from the

reading of a text to the discussions of a text, teachers can first ask students to write down answer questions. Teacher need to give reflective learners enough time to write their responses. If the teacher wants students to talk about what they have written, it is better for students to call on them by name rather than to issue an open invitation to the class and expect someone to volunteer a response.

f. **Impulsive Learning Style Preference**

Suggestions:

For students; If You are impulsive learning style preference, you are learns best the material by respond the material immediately and often to take a risk.

For teacher; The teacher should explain the material by immediately because the students often have more fluent language learners.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the result study, it can be concluded that the ESP Students' Learning Style at Dayanu Ikhsanuddin University were major in field Dependence and Reflective learning style preference. They seemed to learn more effectively in context, holistically, intuitively, sensitive to human relationships and interactions. In addition, they learn more effectively when she or he has time to consider options before responding.

Even through the students seemed to learn more familiar by Dependence and reflective, but they can also learn for any times through step by step or sequentially (Independence), They may learn by prefer setting own goals (Analytic), through concrete experience and relational (global), and they can also learn by respond immediately (Impulsive).

B. Suggestion

What this study, the writer suggests the following

- a. The students are expected to know their own learning style because by know their own learning style their self confidence will be built up and beside that it can be easy to accept the knowledge
- b. The teachers are hoped design good teaching and learning process in the classroom.
- c. Both students and teachers are expected to know about learning style information.

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