LEARNING AND PERSONALITY STYLES IN SECOND LANGUAGE ACQUISITION

Gaya belajar dan gaya kepribadian dalam perolehan bahasa kedua

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ABSTRAK

Penelitian ini mengungkapkan hubungan variabel gaya belajar dan gaya kepribadian dengan pencapaian hasil belajar dalam perolehan bahasa kedua. Memakai tipe penelitian kuasi-eksperimental dengan populasi mahasiswa jurusan bahasa Inggris FBSS UNM Ujung Pandang (414 mahasiswa). Gaya belajar dan gaya keperibadian responden dibagi atas enam kelompok yaitu visual direktor, visual sosializer, visual relator, visual thinker, auditory relator, dan auditori thinker. Semua kelompok diberi perlakuan yang sama di mana gaya mengajar guru disesuaikan dengan gaya belajar dan gaya keperibadian pembelajar. Hasilnya menunjukkan bahwa (1) semua kelompok mempunyai pencapaian yang sama yang dinyatakan dengan perbedaan yang tidak signifikan dalam taraf 0,05. Hal ini diuji dengan ANOVA yang menunjukan F-test = 0,844 p = 0,5317, dimana *p* lebih besar dari taraf singnifikan 0.05, (2) kelompok visual relator tidak memperoleh pencapaian belajar yang lebih baik dari kelompok yang lain, (3) mahasiswa yang diajar dengan menyesuaikan gaya mengajar dosen dengan gaya belajar dan gaya keperibadian mahasiswa akan memperoleh hasil belajar yang lebih baik. Hal ini dibuktikan dengan menggunakan analisis uji-t. Hasil uji-t = - 10.815 ini berarti hasil uji t lebih kecil dari taraf signifikan 0.05.
Akhirnya studi ini menyimpulkan bahwa mengidentifikasi gaya belajar dan gaya keperibadian mahasiswa adalah hal yang sangat penting dilakukan. Karena dengan mengetahui hal tersebut dosen dapat menyesuaikan gaya mengajarnya dengan gaya belajar dan gaya keperibadian mahasiswa untuk mencapai hasil belajar yang memuaskan.

INTRODUCTION

In a country where the target language is not the language of wider communication, acquisition becomes both a demanding and challenging to those who learn a foreign language, for example English. Situation where English is sized as a foreign language like Indonesia, it is assumed the only place to acquire the second language is in the classroom where the contact among students, material and method occurs. The classroom seems to be the only world to acquire second language. In Indonesia the learner generally communicates or conducts their social interaction in bahasa Indonesia, and vernaculars. In consequent they are likely to have poor English exposure.

Proficiency in a second language could not merely be described in terms of structures, phonology, morphology, and lexicon of target language. This kind of knowledge is not

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adequate for the learners who learn a second language for a utility function.

In foreign language classroom or in second language acquisition, we should acknowledge that learners differ in a wide variety of ways. These differences are usually called individual differences. The students' individual differences in second language classrooms can be age, aptitude, motivation, attitude, learning style, and personality style. Two of the individual differences; learning style and personality style will be the main concern of this study. Differences in learning style and personality style are likely to influence how the students respond and benefit from a given instructional program, while many teachers ignore the possibility that students are not learning because they are not given opportunity to use their own learning and personality styles in the classroom.

It should be realized that individual learners have their own preferred learning style, and that teachers have responsibility to identify the preferred learning and personality styles of each learner. On the other hand the learners themselves should know their learning and personality styles. By being better informed about their own learning preference, learners will increase their ability to develop additional learning style and even modify their existing learning pattern.

On the part of the learners, the condition described previously requires alternative or better compensatory effort to allow them to acquire English effectively. So in this case, the learners must be encouraged to develop independence inside and outside classroom (Cook 1991). They must be equipped with the means to guide themselves, so that they can take on responsibility for them to learning.

RESEARCH METHOD

The method to be used is quasi-experimental (pre-test – treatment – post-test).

First the students are grouped according to their learning style using the modified version of Barsch LS Inventory. Second, the students were grouped according to their personality styles using the Platinum rule of Alessandra's questionnaire.

In this research the students were grouped according to their learning and personality styles. They are : Visual Director-group, Visual Socializer-group, Visual Relater-group, Visual Thinker-group, Auditory Relater-group, Auditory Thinker-group.

The procedures of the research are First, all groups are given pre–test, and the students are grouped according to their learning and personality styles. Then, each group gets treatment for six meeting and they are taught in a way that matches their learning and personality styles. Each group will equally receive treatments. The materials will be the same, but they are presented differently in the ways that match the students' learning and personality styles. At the end of the research, the groups are given post-test, the results are compared with pre-test to see whether or not the students get improvement.

The population of this study is English student of FBS UNM Ujung Pandang. The samples are English students, who enrolled in the 1998/1999 academic year. The total number of samples is thirty-one students.

Research Variables of this study has one dependent variable (The students' achievement) and two independent variables (learning style and personality style).

FINDINGS AND DISCUSSIONS

The findings and the discussions of the research deal with the students' learning styles, the students' personality style, the learning and personality styles, pre-test, and the post-test after the treatment.

1. The students' Learning styles

The first data collection was carried out at the beginning of semester of the 1998/1999 academic year. The first research was conducted about identifying learning style of the students. In general learning styles can be classified into three groups namely visual

learners, auditory learners, and tactile/motoric learners. The visual learners are those whose VPS is higher than their APS and T/MPS, the auditory learners are those whose APS is higher than their VPS and T/MPS, the tactile/motoric learners are those whose T/MPS is higher than their VPS and APS. It is acknowledged that sometimes students have the same APS and VPS. These students belong to both visual learners and auditory learners, so they can be put in either groups.

The analysis of students'learning style shows that the students as a whole can be classified into two groups namely visual learners and auditory learners. There are twenty visual learners and eleven auditory learners.

2.The students'Personality styles

In general the students'personality styles can be classified into four groups namely director learners, socializer learners, relater learners, and thinker learners.

The data of the students'learning personality styles was analyzed in computer. It shows that the students as a whole can be classified as follows:

- Two of the students are director learners
- Four of them are socializer learners
- Fourteen of them are relater learners
- Eleven of them are thinker learners

3. The Students'Learning Styles and personality styles

The analysis of the students' learning and personality styles shows that the students can be classified into six groups namely visual director group(two Students), visual socializer group(four students), visual relater group(eight students), visual thinker group(six students), auditory relater group(six students), and auditory thinker group(five students).

4. The Students'score on Achievement tests

Data on this part were collected twice that is before treatment (pre- test), and after treatment (Post-test). The first data collected

before treatment were meant to find out the students' base performance , using written and oral interview test based on the material of the speaking II subject. The students' scores on pre-test was used to compare their communicative performance after the treatment (post-test). The second data collection on the students' communicative performance was administered at the end of the experiment.

a. The students'score on Pre-test

In this part the score of the students are compared among the groups.The students' score on pre-test were analyzed by ANOVA. It shows that F-test = 0.575, and p = 0,7215. Statistically the differences are significant if p is smaller than 0,05. In this reseach it is found p = 0,7215 is greater than 0,05, it means the difference among goups are not significant.

b. The students' score on post – test

In this again the score of the students are compared among the groups. The students' score on post-test were also anlyzed by ANOVA. It show that F test = 0,844 and p = 0,5317. Statistically the differences are significant if p smaller than 0,05. In this research it is found p = 0,5317 is greater than 0,05. So the differences are not significant.

After describing the score of pre-test and post-test of each group. The the writer analyzed those score not in group, but as a whole. The purpose of analyzing is to test the first hypotheses that is to know whether or not the student got improvement if teaching presentation matches students'learning and personality styles. These, analyzed statistically by t-test at 0,05 level significant. It shows that the Mean of pre-test is 50.4639, and pos-test is 80.9677. The significance = 0.000 . Statistically the differences are significant if the result of *t test* is smaller that 0,05. In this research it was found that it is smaller that 0,05, so the difference between the score of pretest and posttest is significant. It means that the students improved their achievement if teaching presentation matched their learning and personality styles.

CONCLUSION AND SUGGESTION

1.Conclusions

a. Identifying learning style of students is one of the determinant factors for the success of the learners of English, because by knowing the learning styles of the students, the teacher can adapt the way of presenting the teaching materials. In this study, the writer used the Learning Style Inventory by Barsch, which adapted by Davis. It was found that the students'learning style of FBS UNM Ujung Pandang 1998/1999 academic year, can be classified into two groups. The two groups are visual learners and auditory learners. The Visual learners are those whose VPS is higher than APS and T/MPS. The auditory learners are those whose APS is higher than VPS and T/MPS.

b. The identification of personality styles of the students is important, because by knowing the students'personality styles, the teacher can understand what the students really want. So the teacher can adapt the communication behavior to eliminate conflict. If the teachers and the students have a candid communication, the students can absorb and retain new information, which can change their behaviour. In this study, it was found that the students of FBS UNM Ujung Pandang can be classified into four groups namely director learners, socializer
learners, relater learners, and thinker learners.

c. In this study, it was found that the students of FBS UNM Ujung Pandang can be classified into six groups namely visual director learners, visual socializer learners, visual relater learners, visual thinker learners, auditory relater learners, and auditory thinker learners.

d. The students'scores on pre-test are analyzed by using ANOVA, it was found that F-test is 0,571 and $p = 0,7215$. This indicates that the differences of all groups are not significant.

e. The students' score on post-test were analyzed by using ANOVA, it was found that F-test is 8,44 and $p = 0,5317$. This indicates that the differences of all groups are not significant.

f. In comparing the pre-test and post-test as a whole based on the analysis of t-test, it is concluded that the difference between pre-test scores and post-test score is significant, so it means that the students improved their achievement if teaching style matched with the students' learning and personality styles.

2. Suggestions

a. The teacher should be aware of the students' learning and personality styles, which are particularly important in second language acquisition. The teacher should identify these as early as possible in language instructional programme.

b. The teacher should group the students according to their learning and personality styles. This kind of grouping is important because it takes into account the shared individual differences.

c. The teacher should match the teaching styles with the students' learning and personality styles, in order to get better achievement.

d. The achievement is better if the teaching style match with the learning and personality styles. The writer has not put much emphasis on mismatching teaching style with learning and personality styles; therefore it is recommended to conduct further research.

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