

**THE STUDENTS' LEARNING STYLES IN DEBATE CLASS AT
ENGLISH DEPARTMENT OF ISLAMIC UNIVERSITY KALIMANTAN
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Abstract: Mapping the students' learning style can make easier the educators to choose the suitable teaching strategies. This research investigated the students' learning styles in debate class in order to find out what is the most dominant learning style and what is the least interested learning style. The researcher used a quantitative method and intangible sample survey technique in cross sectional time to gain the result. The researcher used learning style questionnaire as the instrument to collect the data and learning style instrument to analyze the data. This research was using Proportionate random sampling technique (60%), there were 71 students took as sample of research from third semester of Islamic University Kalimantan Muhammad Arsyad Al Banjari. As the result found out that the most dominant learning style in debate class was kinesthetic with 39% or 28 students choosed it as their best style in learning and the least interested learning style in debate class was visual learning style with 29% or 20 students did not like study using visual aid. Based on the result above, the educators should create learning environment more active, enhancing their physical interaction and avoid the strategy using any visual aid.

Keywords: Learning Style; Preferences; Teaching Strategies; Debate.

Introduction

English has become an important global language in this modern world. A lot of countries used it as medium of communication (Crystal 2003:21). It is a tool to deliver global resources such modern knowledges, cultures, and to enhance

international bureaucracy. Realizing the importance of this language, our government has decided English as one of the foreign languages to be taught in Indonesia (Braine 2005:72). From Junior high school up to University taught English as one of their subject in the classroom.

There are some efforts from teachers or educators to enhance students' achievement in English subject. They presented English in many ways of methods and techniques inside classroom activities. One of the techniques showed by some educators is Debate. Debate helps students to exercise creating arguments, claims, reason, ideas and defending it in systemic mechanism (Crawford, 2005:97). Debate can be divided into two main categories: applied and educational. Applied debate is constructed on proposition, questions, and topics in which the debaters have special interest and power to render decision in a real way. And Educational debate or Academic debate is debate conducted under direction of educational institution in which the debaters have academic purpose without direct power to make decision on proposition (Freeley and Steinberg, 2009:12). This type debate mostly presented in front of teachers, adjudicators, and audiences. And an Academic debate is the used technique inside the classroom activities.

A successful Academic Debate program can trigger students to gain some benefits in learning English. The benefits are the students can increase the development of English skills in listening, reading, speaking and writing at the same time. Students also can develop proficiency in critical thinking and problem solving skills. Debate can be as integrator of knowledge through intensive analysis of significant contemporary troubles (Freeley and Steinberg, 2009:29-37). So Debate is very advantageous for English learners in educational purposes.

To gain those benefits and optimize the result in English education, there should be a connection between teaching and learning process (Flores, 2007:65). One of the relationship refers here is the educators' method and technique of teaching and students' learning style. And the match between teaching and learning styles can create effective result to the students when the teachers are realize of the learners' needs, and learning style preferences (Zhenhui in Obralic and Akbarov, 2012). The mismatches among of that can create potential learning obstacles in classroom (Cook in Romanelli, 2009). And because of that English learners will not get what they aim for in English education process.

As the students come to University with varied background and different learning style. They tend to like the subject based on their preferences (Bollinger in Romanelli, 2009). It can make gap in education program and indirectly force the educators to think imaginatively expanding the education program. Find the suitable methods and techniques or choose appropriate instructional media to deliver knowledge (Jham, Duraes, & Strassler in Romanelli, 2009). The uniqueness of students in learning can cope by applying variation in teaching. This condition is also applied in English Education Department of Islamic University Kalimantan MAB. The students come from different background and

each one of them have their own uniqueness. They learn English by education curriculum which emphasize English mastery in simple and quick way.

Which in this case, The students is taught English by educators by using Debate technique. It presents in subject course called Debate. The Lecturer instructs students to simulate the debate by using British Parliamentary system. The British Parliamentary format or BP debate system is the common debate style used in University level (Dikti Belmawa, 2012:1).

To reach maximum result in English study. There is need a improvement on from both side, the students and the educators. The students need to find out what is the best learning syle fit to lecturers teaching technique so it can improve his or her ability in English comprehension. By participating in this research, the students will find out what learning style he or she has because this research will give a broad knowledge to the students about learning styles. And the lecturers can expand the technique by using interactive instructional media and varied approach to students. So the goal of English study can be achieved.

From the explanation above, the researcher wants to know the students' learning style in debate class at English Education Departement of Islamic University of Kalimantan MAB. And finally, the researcher decided to present the title of this research is "The Students' Learning Styles in Debate Class at English Education Department of Islamic University of Kalimantan MAB."

METHOD

Research Design and Setting

This research applied quantitative method with non-experiment type and the research technique was intangible sampling survey with cross sectional. This research took place at Islamic University of Kalimantan Muhammad Arsyad Al Banjari in English Education Department, Faculty of Teacher Training and Education and this research done in two months from November to December 2017.

Population and Sample

The population of this research was all of the students of English Education Department in Islamic University of Kalimantan MAB who take the Debate class or mostly the students in the third semester academic year 2017/2018. The sample of this research is only taking 60% data from all classes. The total participants who take this research was 71 people.

Data Collection

The researcher implementing intangible sampling survey in cross sectional period. The used instrument in this research are questionnaire and supported document. Through the questionnaire, the students give respond about their learning style in Debate class.

Data Analysis

A survey of students' learning styles in Debate Class report the number and percentage of participants who gave each response in every questions on questionnaire sheets. The students' response would determined by using Likert scales. After all data are gathered from the participants. The researcher classify the result from questionnaire-scoring sheet adapted from C.I.T.E Learning Style Instrument.

FINDINGS AND DISCUSSIONS

The researcher presented the dominant learning style in Debate class as mentioned in this chart below.

From the result, in visual learning style there were only 6 students from 71 of sample choosed it as their best learning style. Which that means it's covered only 8% and this result also same with the auditory learning style. The same result also happened in Group and individual learning style. There were only 12 students choosed it as their best learning style or it's covered 17%. And for the tactile learning style, there were only 8 students or 11% choosed it as their best learning style. However, the result from kinesthetic learning style, there was clear sign that majority of students prefer it as their best learning behaviour toward the study in the debate class with 28 students or 39% choosed it as their best learning style.

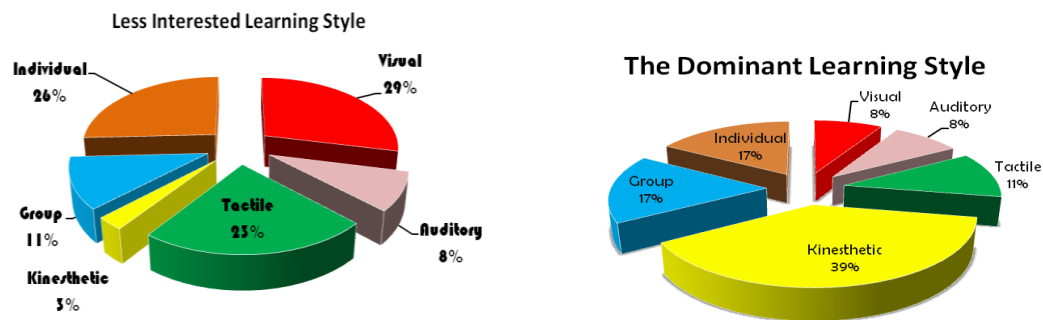
As Oxford (2013) mentioned about kinesthetic students must be treated in an active class. The students enjoy the lesson by doing the activities inside classroom. They easily gain new knowledge by being involved physically. By this means the teacher should provides and engages the Debate class in highly motivated and active manner. Giving instructions and explanation by involving students' physical awareness.

In case of the less interested, every learning styles have varied results. In visual learning style there were 20 students or 29% from 71 of sample choosed it as their the less interested learning style. The auditory learning style choosed by 6

students or 8% from total participants. The tactile learning style covered 23% or 16 students choosed it as the less interested learning style. The group learning style has 11% or 8 students choosed it as the unfit learning style for them. The individual learning style choosen by 26% students or 18 of them did not like study in Debate class at solitary environment. And only 3% or 2 students who choosed the kinesthetic learning style as the unfit learning style for them.

As we can see that the least interested learning style or the students did not like the most in the Debate class is the visual learning style. Reid (1987) stated that in visual learning style, the teacher should aware that most of the students did not like visual aid such as reading explanation through images or books inside the Debate class.

And for the least interested learning style, the researcher presented the result in this chart below.



CLOSING

Conclusion

As the result from questionnaire showed that from six learning styles presented, there was clear sign that majority of students prefer kinesthetic learning style as their best learning behaviour toward the study in the debate class with 28 students choosed it as their best learning style. And the most dominant learning style in Debate class at at English Education Department of Islamic University of Kalimantan MAB was kinesthetic learning style with 39%.

And for for the least interested learning style in Debate class at English Education Department of Islamic University of Kalimantan MAB was the visual learning style with 29% or 20 students choosed it as the most unfit style for them.

Suggestion

From this suggestion the researcher hopes in future that the teaching and learning process at English Education Department of Islamic University of Kalimantan MAB become better, especially the students, the teacher/lecturers and other researcher.

For the lecturers, the researcher suggests that the lecturer should prepared with holistic information about debate material, a good communicator, capable creating an active environment inside classroom activity, and have responsiveness toward the students.

Realizing the best potential in ourself is the fastest way to gain more knowledge. And based on result of the research, the researcher gives suggestion to the English learners at English Education Department of Islamic University of Kalimantan MAB that they should make good preparation before coming to the class. The preparation including the topic of debate, rules of the debate, and the most important thing is mentally prepared while speaking in front of many people.

For the next researcher, From this research, it gives widely oppurtunity for the next researcher to investigate more regarding the learning styles or the debate itself. And the next researcher can develop the investigation toward the students' problem in the debate or exploring the learning styles at different condition of teaching and learning process.

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