

AN ANALYSIS OF STUDENTS' LEARNING STYLES IN WRITING RECOUNT TEXT ABILITY (A Study at the Eleventh Grade Students of SMA Negeri 1 Kolang)

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Abstract: *The aims of the research is to know the learning styles which are suitable of students' at the eleventh grade of SMA Negeri 1 Kolang, and how are students' achievement in writing recount text ability based on their learning styles. The research is used mixed method; that is combination of qualitative and quantitative. The informants are 9 students based their academic achievement. The data is collected by questionnaire for students' learning styles and test in writing recount text. An analysis of students in learning styles, there are 3 learning styles that is auditory, visual, and kinesthetic. For auditory, one of them got 91 its categorized very good, visual one of them got 72 its categorized good, and kinesthetic one of them got 72 its categorized good. Writing recount text the result got score is good. The state can be auditory learning styles better than visual and kinesthetic learning styles.*

Keywords: Learning Styles, Writing, Recount Text

Abstrak: Tujuan penelitian ini adalah untuk mengetahui gaya belajar yang sesuai dengan siswa dikelas sebelas SMA Negeri 1 Kolang, dan bagaimana prestasi siswa dalam kemampuan menulis teks recount berdasarkan gaya belajarnya. Penelitian ini menggunakan metode campuran, perpaduan kualitatif dan kuantitatif. Informan penelitian ini terdiri dari 9 siswa, berdasarkan prestasi akademik mereka. Data dikumpulkan dengan angket untuk gaya belajar siswa dan test untuk menulis teks recount. Analisis gaya belajar siswa terdiri dari 3 gaya belajar, yaitu auditory, visual, dan kinestetik. Untuk auditory, salah satunya mendapat nilai 91 kategori sangat bagus, visual salah satunya mendapat nilai 72 kategori bagus, dan kinestetik salah satunya mendapat nilai 72 kategori bagus. Gaya belajar auditory lebih baik daripada gaya belajar visual dan kinestetik

Kata kunci: Gaya Belajar, Menulis, Teks Recount

I. INTRODUCTION

Writing is one of the skills in English. Writing becomes one of the difficult skills among the four skills in English is writing. The reasons are surely writing is not like listening and speaking, writing is not easy as student think, students should use correct grammar structure, correct

diction, chronologies, and so forth. Students express their feeling, thinking, share opinion or ideas and state willingness by writing. The writer chooses recount text because it is very closed with students daily life so it makes them easy to write.

Recount is one of the text which aims to tell or amuse the readers what happen in writers experiences. The generic structure of recount text are orientation, events, and reorientation. Besides, one thing which is the most important part of students learning styles in writing recount text ability. Students directly related to the study results, among others: intelligence, aptitude, motivation, social class, level of aspirations, perceptions, attitudes and so forth. Those are which will be analyzed by the writer of students learning styles in writing recount text ability.

Learning styles associated with productive and receptive skills, that is listening, speaking, reading and writing. But, to analyze in those skills in short time is not easy. It takes time, money and requires a high ability of an analysis. Therefore, the writer decided to analyze the students' learning styles in writing recount text ability. The writer chooses the students of eleventh grade as the subject of the research because they are expected to make writing which are correct in content, organization, grammar, vocabulary, and mechanic. So, it is important to know what are the students' learning styles and what kind of students' learning styles in writing recount text. The learning styles that will be analyzed are visual, auditory and kinesthetic.

Based on the explanation above, the writer interest to conduct the research entitled “An Analysis of Students’ Learning Styles in Writing Recount Text Ability” (A study at the eleventh grade of SMA Negeri 1 Kolang).

1. Learning Styles

a. The Definition of Learning Styles

The natural for the students will also be easier to motivate himself in learning, because English is the learning styles for them. There are many definitions of learning styles. Some experts give their opinions about learning styles. First, Gilakjani et al., (2012: 105) “Learning styles may be defined in multiple ways depending upon one’s perspective.”

Second, according to Abidin in Suprihadi et al., (2011: 244) “The term learning styles are defined differently by differently writers and scholars, but mostly refer to a signal of individual differences.” In addition, Learning styles are typically produced by learners who do not yet fully command some institutionalized language system, they are arise due to the imperfect competence in the target language.

Third, according to Brown in Gilakjani et al., (2011: 105): “Learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning styles, and refers to the choice one of learning situation or condition over another.”

Fourth, according to Celcia-Murcia in Gilakjaniet al., (2012: 105) “Defines learning styles as the general approaches. For example,

global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject.”

Fifth, according to Sil International in Supriyadi et al., (2016: 244) “Proposes a more detailed of learning styles as the unique collection of individual skills and preferences that affect how a person perceives, gathers, and processes information.” MacKeracher in Gilakjani et al., (2011: 105) state, “Learning styles is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.”

Next, according to Felder and Henriques in Supriyadi et al., (2016: 244) “Describe learning styles as the ways in which an individual characteristically acquires, retains, and retrieves information.” Cohen in Supriyadi et al., (2016: 244) “Defines learning styles simply as general approaches to learning.”

Based on the definition of the experts above writer concludes that learning styles is the systematic deviation which happen repeatedly by the learners of a learning styles.

b. The Types of Learning Styles

Student learning styles can be recognized among the learning styles of visual, auditory and kinesthetic. Student with a visual learning style learn through what they see, auditory students learn

through what they hear and kinesthetic students learn through movement and touch.

DePorter in Siwi et al., (2016: 439) mentions each of the learning styles as follows:

1) Visual

This learning styles access visual image created nor remembered, color, spatial realtions, mental portraits and images stand out in this learning style. Students were very visual possibly characterized as follows:

- a. Regularly, pay attention to everything, to keep up appearances
- b. In view of the image, rather read than read out
- c. Requires through overview and objectives, capturing detail and remember what the saw.

2) Auditory

This learning styles to access all kinds of sounds and words that created nor remembered. Music, tone, rhythm, rhyme, internal dialogue and a prominent voice in this learning styles. Students were very auditory can be characterized as follows:

- a. Attention is split
- b. Talk to the rhythmic pattern
- c. Learning by listening and moving the lips/ voice while reading
- d. Dialogue internally and externally.

3) Kinesthetic

These learning styles to access all types of motion and created nor remembered. Movement, coordination, rhythm, emotional response and physical comfort prominently in this learning style. Students were very kinesthetic may be characterized as follows:

- Touching people, stand close together and a lot of moves
- Learning by doing, pointing writing while reading, responding physically
- Given the go and see.

c. The Advantages and Disadvantages of Learning Style

Learning styles has an important place in the lives individuals. When the individual knows his/ her learning style, she/ he will integrate it in the process of learning so she/ he will learn more easily and fast and will be successful. So this way, the student get some difficulties, such as learning styles in writing recount text

ability. Wulansari (2016: 16) there are some advantages of learning styles, include:

1. Students can learn in different ways.
2. The attention and focus of students will be more easily engaged by diverse decreasing disruption in the classroom.
3. Learning will be more effective, because it combines three learning styles (visual, auditory, kinesthetic).
4. The students become active.

Wulansari (2016: 16) the disadvantages of learning styles that have been given by studies include the following:

1. Who have strong preferences for one sense modalities will not be excluded.
2. They can use only one learning styles to understand the lesson moreover teacher find hard thing to teach students, because they have different learning styles in the study.
3. Thus, needs more energy in the teaching and learning process.

2. Writing Recount Text Ability

There are some definition of writing according to expert, they are:

First, according to Mertens (2010: 7) "Writing is a complex and cognitively demanding activity." It means that writing is understanding of the components of a quality test as well as knowledge of writing strategies that can be used to shape and organize the writing process.

Second, according to Victoria et al., (2009: 29) "Writing is used in its own right as a form of communication everywhere in our society today." It

means that writing is skill that must have by someone, because writing skill is necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.

Third, according to Kendall et al., (2006: 37) "Writing is all about making meaning". It means that writing is one of four language skills in considered as a difficult skill because the writer should make some aspects in writing such as content, organization, grammar, vocabulary, and mechanic.

Furthermore, according to McWorter (2010: 24) "Writing is important on the job, as well." It means that in most job, workers need to communicate effectively with supervisors, coworkers, patients, clients, and customers.

Based on the explanation above, the writer concludes that writing can be distinguished from other skills as the most difficult one. Writing is a complex activity for almost people. Writing cannot be learned without practicing. When we write, we do more than just put words together to make sentence.

3. Indicators of Writing

In writing, there are some elements of writing. Jacob in TienRafida (2014: 205) said that the elementof writing are content, organization, grammar, vocabulary and mechanics.

a. Content

Content is something that is to be expressed trough some medium, as speech, writing or any various arts. Soule et al., (2007: 20) says,

“content is not as simple a statement as it may sound: in some ways, having something new to say has more to do with rhetoric and structuring than with actual content”. It means that content is something explain from sentence that should have meaning, refers to knowledgeable and development to *assigned* the relevant topic.

b. Organization

Organization is the arrangement of ideas, incidents, evidence, or details in a perceptible order in a paragraph, essay, or speech. Also known as arrangement. According to Brown (2010: 285) says, “Organization express fluent expression such as: ideas clearly stated/supported, succinct, well-organized, logical sequence and cohesive”.

While, Trzyna (2005: 91) says “Many beginning writers fall into the trap of organizing all reports chronologically, beginning with the first task they undertook on the project and progressing through each subsequent task in turn.” It means that the beginning writers have to understand how to organize a good text.

In addition McDougal et al (2005: 72) say, “one way to organize details is to arrange them in to the order that they happen and should happen. This is called chronological order. You can use it when you are telling a story. You can also use it when explaining how to do something or how something works”.

From the explanation above the researcher concludes that organization is the arrangement of expressing idea, incidents, evidence, or details in a paragraph.

c. Grammar

Grammar is the analysis of language elements that convey meaning. It means that grammar is an analysis of language structural to tell the meaning and convey the meaning. Dykes (2007: 3) says, "As a return to the grammar instruction courses of the past would be unacceptable, a supposed solution was devised. The generalisation of grammatical terms, and stressed the function that language performs, rather than the parts of speech described in traditional grammar." According to Celce-Murcia (2010: 280) says "Grammar means enabling language students to use linguistics forms accurately, meaningfully and appropriately".

While, Leech et al., (2005: 26) says. "Grammar is through nouns and noun phrases that grammar organises the way we refer to objects. It concrete nouns referring to objects and substances with physical existence". Based on the explanation above, the researcher conclude that grammar is the rules of the language for changing the form of word and applied linguistic realized the need to focus language teaching communication fluency on mastery of structure.

d. Vocabulary

The other elements of writing is vocabulary. Vocabulary is the core component of language proficiency and provide much of the basis for how learners speak, listen, and write. Vocabulary is not a development skill or one that can ever be seen as fully mastered. It

means that vocabulary must be remembered and uttered well. It is not only learned but also mastered. Rezaei et al., (2016: 139) said that vocabulary knowledge is a significant aspect of learning a second or foreign language.

According to Maskoret et al., (2016: 261) says "Vocabulary knowledge is known as the knowledge of the word". It is also learning to make the most appropriate lexical choices for particular linguistic and situational context,

Next, Alexander (2000: 70) said that vocabulary is enterprising, devastation, burrowing, devouring the herbage, susceptible, fatal, epidemics, drastically reduced, pletely exterminated, bequeathed, the confines of his estate, domesticated. It means that vocabulary refers to the word build a language. From the explanation above, the researcher concludes that vocabulary is one of the aspects that support the writing activities, in other words, the students are expected mastering vocabulary well, for example read, eat, office, school, guitar and so on.

e. Mechanic

Mechanic is one of the writing indicators that refers to spelling, panctuation, capitalization, and pargraphing. According to Brown (2010:285), "Mechanic use correct *english*writing: demonstrating mastery of conventions, correct spelling, puntuation, capitalization, paragraphing".

Based on explanation above, the writer concludes that mechanic is term to use in technical aspects of writing such as spelling, punctuation, and capitalization in paragraph.

4) Recount Text

1. The Definition of Recount Text

Based on School-Based Curriculum or *KTSP*, there are some kinds of text that Students of Senior High School need to learn, one of them is Recount Text. The writer believes that recount text is the text which is so closed to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly.

According to Siahaan (2006: 20) said that recount text is neither a paragraph nor an easy. It means that recount text there are orientation, events and reorientation. According to Siahaan (2008: 35) "Recount text is also a narration text too. It means that written out to make a report about an experience of a series of related event. Similarly, Djuhari *et al.*, (2007: 44) "Teks Recount merupakan jenis teks yang kontennya melaporkan peristiwa, kejadian, atau kegiatan yang menimpa seseorang, atau berupa pengalaman seseorang. It means that recount text is for tell or entertainment.

Based on the explanation above the writer concludes that recount text is one of the kinds of text which aims to inform the event in the past time and amuse the readers.

2. The Social Function of Recount Text

Social function refers to the aim of the text. According to Siahaan (2006: 20) "Social function of recount text to retell events for the purpose of informing or entertaining." It means that to tell the events or activities in past time."

Based on the previous definition, the writer conclude that the social function of recount text is to retell and inform the sequence of events in past time.

3. The Generic Structure of Recount Text

A good text should have text's structure which usually called as a generic structure. The students must know the element of the text. According to Djuhari (2007: 19) "Generic structure atau schematic structure mengacu pada alur yang tersaji dalam teks, atau tahapan-tahapan pemetaan gagasan/ informasi dalam teks..

According to Siahaan (2006: 21) "The generic structure of recount text are orientation, events and re-orientation."

A more detailed generic structure of recount text as follows:

a) Orientation consists of opening which introduce the participant in the story.

Djuhari (2007: 20) says, "Orientation mengacu pada bagian teks yang memberi setting atau pendahuluan." While Siahaan (2008: 35) says, "Orientation provide the setting and introduces participants".

Furthermore, Siahaan (2006: 20) says, "Orientation is neither a paragraph nor an essay". From the explanation above the writer

conclude that orientation tells setting of events (it answers the question who, when, what and where).

b) Events

Events are sequence of activity. According to Djuhari (2007: 20) "Events mengacu pada bagian teks yang menunjukkan suatu peristiwa atau kejadian yang berlangsung". While Siahaan (2006: 20) says, "Events tell what happened in what sequence". From the explanation above the writer conclude that events are sequence are activities which is retold chronologically in past time.

c) Reorientation

Reorientation is conclusion of the event. Djuhari (2007: 20) says, "Reorientation mengacu pada bagian teks yang memberi isyarat bahwa yang dibicarakan teks sudah selesai. It means that as stating personal comment of the witer to the story." While Siahaan (2007: 35) says, "Reorientation is optional closure of events." From previous explanation the writer conclude that reorientation is the conclusion as stating personal comment of the writing."

4. The Lexicogrammatical Features of Recount Text

Lexicogrammatical features is the structure that usually used in text. Djuhari (2007: 19) says, "Lexicogrammatical identik dengan syntax (dalam tata bahasa traditional)". While Siahaan (2006: 21) says, "significant lexicogrammatical features is focus on spesific participants use of material process, circumstances of time and place use of past tense, and use of past tense focus on temporal sequence.

Based on the explanation above, the writer concludes that students in writing recount text ability, it is written out to make a report about an experience of a series of related event. Structurally, a recount text ability is a text which contains orientation, some events, and reorientation.

II. METHODOLOGY OF THE RESEARCH

The writer will conducts this research at SMA Negeri 1 Kolang. It is located on Kolang, Jln. Sibolga-Barus km 21, Sumatera Utara. This is one of the best Senior High School in Kolang. The informants of this research is the eleventh grade students of SMA Negeri 1 Kolang which consist of 9 students' for learning style and 10 students for writing recount text.

This research uses the mixed methods (the combined use of quantitative research and qualitative research in the same study. In general, a quantitative research, the data is in numerical form and this information is analyzed using quantitative data analysis technique. In qualitative research, the information which is mainly in textual form, is analyzed employing qualitative data analysis technique by questionnaire and test

III. RESULT

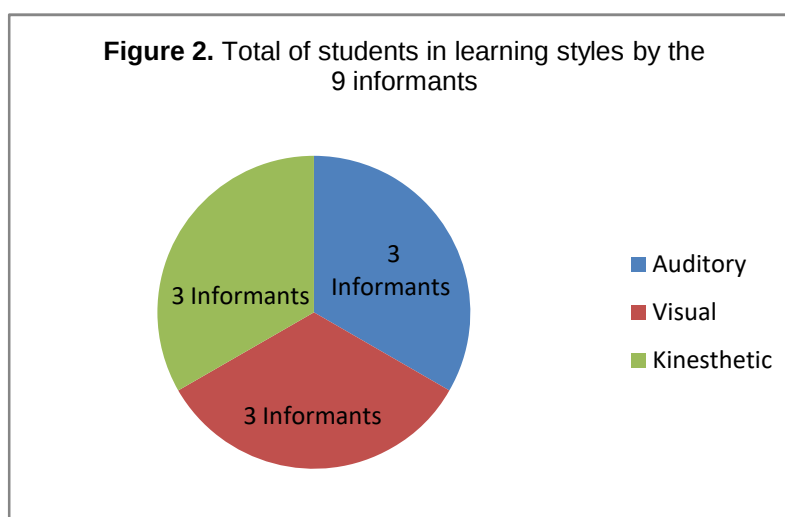
In the specific findings, the writer will present the research result which has been taken from the field. The writer explored the data from questionnaire and test. Then, the writer used all of the data as the source

to know the students' learning styles in writing recount text to overcome the students difficulties in writing recount text.

1. The Description of the Students' Learning Styles in Writing Recount Text Ability

In this questionnaire, Mansur HR designed the questionnaire to know about the students learning styles in writing recount text. Moreover, the writer also analyze the students ability in writing recount text based on students' learning styles auditory, visual, and kinesthetic.

The writer has chosen nine participants based on their academic achievement in class eleventh grade students of SMA Negeri 1Kolang the students' learning styles in writing recount text. Mansur HR prepared questionnaire about learning styles auditory, visual, and kinesthetic. The writer took their questionnaire result, then analyze it.



The Criteria Score of Students' in Learning Styles

No	Learning Styles	Score
1	Auditory	25-36
2	Visual	13-24
3	Kinesthetic	0-12

Adopted by Mansur HR

No	Name of Students	Learning Style			Scale	Exp
		Visual	Auditory	Kinesthetic		
1	Ades Kartika Sihombing	40	34	26	33.3	A
2	Agi Gita Hutabarat	12	8	16	12	K
3	Charles Sihombing	14	10	10	11.3	K
4	Diko Saut Maruba Pasaribu	24	20	22	22	V
5	Halima Endang Dumaria Simanullang	24	20	26	23.3	V
6	Rofendi Marbun	36	24	22	27.3	A
7	Shinta Kharisma Simatupang	50	36	18	34.6	A
8	Sonia Thania Elda Sibagariang	24	28	20	24	V
9	Tetti Asnidar Situmeang	10	14	12	12	K

Adapted from Appendix IV

Based on analysis of the chart result which has conducted at SMA Negeri 1 Kolang, the writer concluded that from 9 informants, 3 students categorized Auditory, 3 students categorized Visual, and 3 students categorized Kinesthetic.

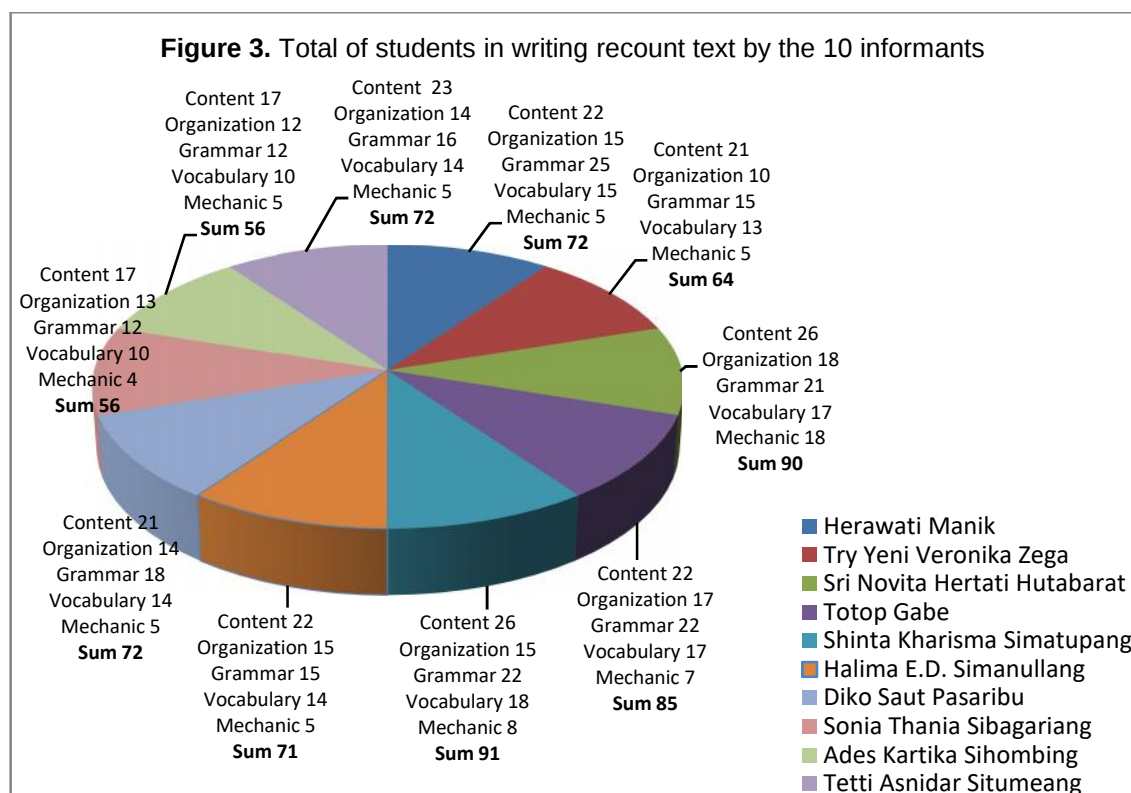
2. The Description of the Students' Achievement in Writing Recount Text Ability

In this test, the writer designed the test to know about the students' learning styles in writing recount text. Moreover, the writer also analyze the students ability in writing recount text based on indicators of writing are content, organization, grammar, vocabulary, and mechanic.

The writer has chosen ten participants as the informant which representative eleventh grade students of SMA Negeri 1Kolang in students' learning styles in writing recount text. The writer prepared topic about travelling for make a recount text. The writer took their test result, then analyze it.

Based on analysis of the test result which has conducted at SMA Negeri 1 Kolang, the writer concluded that the problem on students writing

in recount text are content, organization, grammar, vocabulary, and mechanic. It can be seen in the test of students in writing recount text.



The Criteria Score of Students' Writing Recount Text

No	Class of Value	Criteria
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

Adopted by Syah (2010: 151)

IV. DISCUSSION

In this research, the writer used questionnaire and test to get the data. The questionnaire also conducted by writer to know about the student's learning styles in writing recount text. After conducted the research in SMA Negeri 1Kolang especially in class XI IPA, the writer concludes that the students' learning styles in writing recount text can be

categorized in “Good” level. For the scale of learning style assessment in SMA Negeri 1 Kolang categorized Auditory learning style.

Based on the result of test given, it is found that most of the students learning styles in writing recount text especially in content, organization, grammar, vocabulary and mechanic. When the writer asked in writing recount text almost all the them answer less vocabulary and do not like about the material and refers to a lazy one, so they are hard to understand about the material especially writing recount text.

The implication of this research is based on the finding in the previous chapter, writing recount text need more attention. From the result can be seen about learning styles in writing recount text is categorized “Good”. There are so many ways to improve student’s interest. One of them is teacher role. English teacher have to know the students’ learning styles which are suitable to teach recount text and students need to be cooperated with English by avoiding laziness to study English and start from loving English first. It can be done by increasing the motivation of students in learning how to write well and what recount text is.

CONCLUSION

Based on the result in the previous chapter, the writer would like to describe a conclusion that the eleventh grade students of SMA Negeri 1 Kolang to understand students’ learning styles in writing recount text.

1. The writer got information the learning styles which are suitable of students’ in writing recount text ability is Auditory learning style.

From 9 participants, 3 students categorized Auditory, 3 students categorized Visual and 3 students categorized Kinesthetic.

2. The writer got informations the students' achievement in writing recount text ability based on *from 3 auditory, one of them got 91, its categorized very good, from 3 visual one of them got 72, its categorized good, and from 3 kinesthetic, one of them got 72, its categorized good*. Based on those achievement can be stated that auditory students have better ability in writing recount text than visual and kinesthetic students.

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