

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRACT

Nugroho, HosanaPriladosi. 2012. *Identifying students' learning styles and their implication using Kolb's learning style inventory in the learning process of Extensive Reading II class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

English is still a foreign language for Indonesian students. Therefore, they have difficult times in mastering it, considering that English is not commonly used. They must have their best way in learning English. It is called learning style. They have to understand what the appropriate style needed to maximize their learning. In Extensive Reading II class the students are able to choose their own topic freely based on what they really like. It gives the opportunity for the students to maximize their learning style. On the other hand not only the students who have to know their learning style but also the lecturers or teachers have to understand it. They need to acknowledge the existence of students' learning styles. They also have to make sure that their strategy will already accommodated the students' learning styles.

Two problems were formulated in this study. The first was about the learning style preferences of Extensive Reading II students. The second was the implication of students' learning styles in the learning process of Extensive Reading II class.

In order to answer those two problems, the researcher used Kolb's learning style inventory. The inventory consists of some questions related to the students' daily learning activity. It can be used to measure and determine the students' learning style. An interview with the lecturer was needed to see the implication of students' learning style.

There are four types of learning style, *Diverger, Converger, Assimiltor, and Accommodator*. Most of the students in *Extensive Reading II class* are *Accommodators*. They easily find topic and solve problems related to issues that occurs around them. They are likely to get involved in the problem or the core of the issue to get the answer. The learning styles of the students need to be considered as the sources of the lecturer strategy in the learning process. There are some lecturer's strategies in Extensive Reading II class which have already accommodated or maximized the students learning style. They are making weekly report, presenting their work in front of the class and making magazine.

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Bahasa Inggris masih menjadi bahasa asing bagi mahasiswa Indonesia. Sulit bagi mereka untuk memahami sesuatu yang bukan berasal dari mereka sendiri. Mereka harus memiliki cara belajar terbaik untuk belajar bahasa Inggris. Mereka harus memiliki gaya belajar yang cocok untuk memaksimalkan proses belajar mereka. Di kelas Extensive Reading II, siswa bebas untuk memilih pokok bahasan berdasarkan minat mereka. Hal ini membantu mahasiswa untuk memaksimalkan gaya belajar mereka. Selain mahasiswa, dosen pun harus mengetahui gaya belajar mahasiswa. Dosen harus menyadari keberadaan gaya belajar siswa dalam proses belajar dikelas. Mereka juga harus memastikan bahwa apa yang mereka lakukan telah mengikutsertakan gaya belajar siswa.

Terdapat dua rumusan masalah dalam penelitian ini. Rumusan pertama adalah tentang apa sajakah pilihan-pilihan gaya belajar mahasiswa kelas Extensive Reading II. Dan rumusan masalah kedua adalah apakah implikasi dari gaya belajar mahasiswa dalam proses belajar Extensive Reading II.

Peneliti menggunakan alat inventaris gaya belajar dari Kolb untuk menjawab kedua rumusan masalah tersebut. Alat tersebut terdiri atas beberapa pertanyaan berdasarkan aktifitas harian belajar siswa. Alat tersebut digunakan untuk mengukur dan menentukan gaya belajar siswa. Kemudian untuk menjawab implikasi dari gaya belajar siswa, penulis melakukan interview dengan dosen pengajar kelas Extensive Reading II.

Ada empat jenis gaya belajar menurut Kolb, *Diverger*, *Converger*, *Assimiltor*, and *Accommodator*. Sebagian besar dari mahasiswa kelas Extensive Reading II adalah *Accommodator*. Mereka cenderung memilih dan memecahkan topik berdasarkan kejadian disekitar mereka. Mereka akan terjun langsung ke sumber masalah untuk mendapatkan jawaban. Gaya belajar siswa harus menjadi sumber pertimbangan cara dosen dalam proses belajar mereka. Terdapat beberapa cara mengajar dosen yang telah mempertimbangkan keberadaan gaya belajar siswa. Cara-cara tersebut adalah pembuatan laporan mingguan, presentasi didepan kelas, serta pembuatan majalah.