THE PERCEPTION OF STUDENTS WITH DIFFERENT LEARNING STYLES TO THE TEACHERS' RESPONSE STYLES AT SMKN 3 PADANG

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Abstract

Classroom management is one of crucial thing in order to create the optimal learning condition. Actually, there are some different response styles in managing classroom. These different response styles produce students" perception. Each student also has different characteristic. They are differed even in their cognitive abilities and language learning aptitude. Furthermore, each student has a different ways to perceive or acquire information from teaching and learning process. This articlepresents the perception of students with different learning style to teachers" response style. This research was descriptive and data were gotten from English teachers and students with different learning styles. Although, students have different learning style in studying but they tend to prefer assertive response style in teaching learning process.

Keywords: Classroom Management, Response styles, learning styles

Introduction

Classroom managementis one of teacher"s activities in the teaching learning processtoachievelearning objectives and to determine the students" learning outcome. The teacher should be able to manage the class and make comfortable atmosphere for students.Furthermore, there are some previous findings about classroom management. First, the research conducted by Ali Akbar and Bozorgmanesh (2015) with the title assertive classroom management strategies and students" performance. The result showed that the teachers who used assertive classroom management could affect students" performance. Moreover, the research conducted by Barnabas, Joseph and Clifford with the title the influence of assertive classroom management strategy use on student-teacher pedagogical skills. The result showed that Assertive classroom management strategy use created pedagogical contexts that significantly improved strident-teachers ,,generic-education and language-teaching skills. In contrast, little, poor or no use of these strategies created a different context that deprived student-teachers from proper development of generic-education and language-teaching skills. Therefore, this study recommended training teachers in teacher-training institutions to develop and use effective classroom management strategies so that they can achieve effective teaching and learning. Effective classroom management strategies are as important as teaching skills. It also recommended embedding assertive classroom management skills into professional development programsHowever, managing classroom is not an easy thing. Orlich et al (2010: 327) state teacher should apply discipline plan. There are three parts in discipline plan, for instance: rules, positive recognition and consequences. Rules are explained, modeled, taught to students and consistently applied. Then, positive recognition is the result which is gotten by student. If the students behave appropriately they will receive positive recognition. The purpose of the recognition is to reinforce and teach appropriate behavior, increase students" self-esteem and create a positive learning environment. The last is consequences; consequences are delivered systematically when students break the rule. Actually, teacher apply discipline plan will produce response style. Tuckman and Monetti (2011: 465) argue that teacher have one of three response style in order to set learning environment namely non-assertive, hostile and

assertive. Response styles in assertive are: first, assertive response style is an approach where the teacher creates a learning environment that enables student to be aware of and clearly articulate the teacher"s expectation for their behavior. In this type of environment, students recognize what consequences will occur depending on how they contribute to or detract from the learning environment teacher"s using this response styles are viewed by students and others as secure and fair. Second, hostile response styles is an approach to classroom management where the teacher is more interested in controlling students and their behavior according to a reasonable and consistent set of criteria teachers with hostile response styles tend to view the classroom as a war zone where they are pitled against the students teacher"s behavior often typified as authoritarian and inflexible. Third, non-assertive response styles is an approach where the teacher is seldom clear about expectations and is inconsistent in responding student who work with teacher with nonassertive response styles often are confused about the norms and expectation in the classroom and experience a learning environment where the consequences of their behavior often are unpredictable. A major component of the assertive discipline model is helping teachers identify the response styles they tend to utilize and emphasize components of their response styles that are effective and minimize or eliminate elements that are not effective.

Each teacher has different response when the misbehaviors" students break the rules. Response styles in assertive discipline are also explained by Marrie (2011:103). First, an assertive teacher knows, states, and protects reasonable rights for both her selves and the students. Assertive teachers communicate their expectations in a business-like manner, are consistent in implementing their expectations, and are willing to support their expectations, and are willing to support their expectations by consequences. The teacher may request input from the students regarding rules and consequences for breaking them, but the ultimate decision regarding both is with the teacher. Second, a hostile teacher uses aggressive, hurtful methods such as threats and sarcasm.it is a case of the teacher against the student. In a hostile environment, students feel insecure, become disrespectful, and are prone to retaliation. Third, a nonassertive teacher is passive, unfocused, hesitant in demanding expectations from the student, and inconsistent in enforcing standards, thus setting the tone for ineffective leadership. Non-assertive teachers do not meet their needs nor do they meet their students" needs.

Actually, there are some different response styles in managing classroom. These different response styles produce students" perception. Each student also has different characteristic. They are differed even in their cognitive abilities and language learning aptitude. Furthermore, each student has a different ways to perceive or acquire information from teaching and learning process.Many experts in learning styles have tried giving some definitions. Brown (2000: 113) defines learning styles is the individuals" way to perceive and process information in learning situation. Actually, learning styles is students" tendency in adopting the knowledge in teaching and learning process. Every student has difference in absorbing knowledge. If the students know what are their learning styles, it will make students can be easy to manage themselves in learning. In other point of view, Celce-Murcia (2001: 210) states that learning styles are learners" different ways of taking in and processing information. Meanwhile, Hilliard (2011: 2) stated learning styles are the characteristic ways in which individual acquires, perceives and process information. Learning styles is students" tendency in adopting the knowledge in teaching and learning process. Thus, Based on the theory above, it can be concluded that learning styles is students" preference way to get, absorb and process the information about learning material in learning process. They will enjoy and feel comfortable in absorbing the information with their own way. Moreover, each student has a different preference learning way which used in learning process

Actually, there are three learning styles; visual, auditory, and kinesthetic. Basically, learning styles are divided into three part, they are as follows (Jensen and Nickelsen, 2011: 35). First is a visual style. Individuals who fall into this category typically learn through what they are able to see with their own eyes. Visual learners have a tendency to describe everything that they see in terms of appearances. Visual aids such as photo, diagrams, map and graphs are liked by these students. Second is an auditory style. Auditory is learning styles where students feel the best in listening. Information is absorbed by them in a more efficient manner through sounds, music, discussion, teaching, etc. students do recording if she or he auditory. Third, Kinesthetic styles Kinesthetic is learning styles where students like to do tactile learning. It means that the students like to learn by moving, doing, acting out and touching. The students like do movement they do not want to sit in their seat for long time.

There are some previous findings of students" perception. First, research conducted by Bolliger and Supanakorn (2011) with the tittle learning style and student perception of the use interactive online tutorials. The result showed that Interestingly, learning styles did not impact the respondents" answers to the surveyquestions to a high degree. The participants"responses based on their learning stylesdiffered on

only one question, which referred to whether or not individuals who usedthe tutorials realized time savings in learning the software programs. The respondentswho were categorized as unimodal responded more positively to this question. Besides that Tasdemir and Arslan(2018) with the title Feedback preferences of EFL learners withrespect to their learning styles. The result showed that differences in learning styles may be observed in some dimensions. However, studies have also shown that there exists no difference among individuals with different learning styles in some other dimensions, such as learning preferences, school achievement and, as this study suggests, preferences for oral corrective feedback. It is supported by Akkoyunlu (2009) investigated the effect of learning styles on student achievement in differentlearning settings, and they reported no difference in the achievement scores of the students withdifferent learning styles. Aliakbari and Qasemi (2012) studied the relationship between learning styleand level of English proficiency and found no difference between them. On other hand, Diaz and Cartnal (1999) suggest that this situation relates to learning styles. Students with different learning styles will have different perceptionsand commitment towards online learning. Entwistle (1981), Honey and Mumford (1992), Kolb (1976), Schmeck (1988), and other researchers believe that students do not learn in the same way, which can lead to different styles. Learning style can also change according to experience. Since there were so many result of students perception of different learning style, the researcher interested to know about the perception of student with different learning style to teachers" response style

As a result, the objective of the paper is to find out students" perception with different learning style to teachers" response style the question is: "What are the perceptions of student with different learning styles to teachers" response styles at SMKN 3 Padang?"

Method

This research was conducted at SMK N 3 Padang. The participants of this research were teachers and students of tenth, eleventh and twelfth grade at SMKN 3 Padang. Inthis research, the researcher used purposive sampling technique. In purposive, the researcher decided according to pre-selected that appropriate with the research question.The instruments werequestionnaire, observation and interview. These instruments were aimed to record to find out students" perception with different learning style to teachers" responses. The data collections were related the perception of students with different learning style to the teachers" response styles. In gathering the data in the field, the researcher did some steps. First, the researcher would prepare questionnaire, observation checklist, field note and interview guideline. For questionnaire section the researcher would distribute the questionnaire to the student. The first questionnaire had purpose to know students" learning style. After that, the researcher collected the questionnaire, then analyzed the answer of questionnaire by using Riduwan theory and then the researcher would get results students" learning style. The second questionnaire had purpose to know teachers" response style. After collecting questionnaire, the researcher found teachers" response. The third questionnaire had purpose to know the perception of students with different learning style to the teachers" response style. In this section, the researcher would distribute questionnaire to classify students" learning style and would ask the students to answer the questionnaire related to teachers" response style. After getting the data, the researcher would enter the classroom and observe the English teachers during teaching process. Third, during the observation process the researcher did the checklist process and field note to write for all of teaching activities.It is done to make sure the researcher got all of information related to teacher"s response styles implemented by the English teachers. In doing the observation, the researcher needed much time till the researcher find the homogeneity of the data. After getting the data from questionnaire and observation, the researcher also did interview. The researcher did interview to get more information about students perceive with different learning style to the teachers" response style. Last, the researcher compiled both the result of the questionnaire and the observation process and then analyzed it by applying techniques of data analysis which were proposed by Gay and Airasian and the result helped the researcher to describe are implemented by English teachers in SMK N 3 Padang.

There were some stages of analyzing the data reading or memoing, describing, classifying, interpreting, and representing.

Results and Discussion

Based on giving questionnaire to the students. The researcher found students" learning style. It can be seen as follow:

Table 1. The Students" Learning Style

Number	Class	Learning Style		
		Visual	Auditory	Kinesthetic
1	X AK 2	6	15	7
2	XI OTP 3	3	15	9
3	XII OTP 5	13	5	9
4	XII TKJ 2	5	6	13
Total		27	41	33

From the table above, it showed that the percentage, there were fifty five students had visual learning style, there were sixty two students had auditory learning style and there were seventy three students had kinesthetic learning style.

Table 2. Assertive and Non-Assertive Response Style

Number	Name	Response Styles
1	HS	Assertive Response Style
2	YN	Non-Assertive Response Style
3	RN	Non-Assertive Response Style
4	MW	Assertive Response Style

After knowing students" learning style, The researcher analyzed the second questionnaire. It is found there were two teachers" response styles at SMK N 3 Padang. They are assertive response style and passive response style. These response styles would produce students" perception with different learning style. Audio, visual and kinesthetic student preferred assertive response style to passive and hostile response style.

To determine the perception of students with different learning style to teachers" response style, the researcher concluded that the perception based on students" different learning style.

Table 3. Students" perception

Students' perception	Response styles		
	Passive response style	Hostile Response style	Assertive response style
	37%	38%	73%

We could see the result from the questionnaire. Passive and hostile response style got the lowest score. It was different with assertive. In assertive response style got the highest score. There were twelve items in passive response style. In item 2, there were 50 students who answered strongly disagree and 41 students answer disagree. All students had the same perception to teachers" response style. They did not agree to the teacher who let students did others activities except studying. It supported by Putri (2017) with the title students perception on teachers" communication style on students" motivation in learning English. The finding shows that passive teacher made students become uninterested because passive teacher tent to let student in the classroom.

In hostile responses styles, there were fourteen items in questionnaire. In item six, there were forty four students who answered strongly disagree and fifty students who answered disagree (see appendix). In this item the students did not agree that teacher made rules without discussion. The students want theirs teacher discuss about rule in classroom and make a deal together. In addition there were some items which students who had the highest score in strongly agree. They were in items 11, 12, 26, (see appendix). In item 11, the teacher keeps her/his distance. Teacher who had this behavior make students afraid did communication with their teacher caused the students were depressed. In item 12, the teacher punished the students directly without giving warning to students. The students needed warning because when one of the students did not ever came late but in one time they came late because of emergency reason. When teacher punished directly without giving warning, they would feel that teacher is hostile. They hated their teacher and did not want to study with their teacher. As a teacher should build good relationship to increase the students" interest toward their teacher. Student who had interest with the students would be happy in studying. In item 26, there were 32 students who answered strongly disagree and 55 students who answered disagree. In item 26 the teacher used the rude word in scolding student who had misbehavior. The harsh word would impress bad in students" heart. Teacher should create good

impression to student because it would have an impact in future. The researcher did interview to the students about why the students did not like studying English. They answered that they did not like studying English because their English teacher in junior high school used harsh word in communication. The teacher scolded them by using harsh word when they were wrong in pronunciation. They considered English was difficult lesson and the teacher also was terrible teacher. So, it was an important thing by teacher to realize that harsh word had bad impact to the student. It was also supported byTelli et al (2008) entitle Teachers" and Students" Perceptions of the Ideal Teacher. the finding showed that the ideal teacher makes no comparisons (between students); is consistent, scrupulous; masterful in the subject matter area; should share personal and individual points with his/her students not only unhappiness but also happiness. The teacher should be a good model as much as possible as for diction, dressing and manner. The opposite of the ideal teacher: treats everybody unequally (not much concentrated on individual differences); is inconsistent; feels no need to develop him/herself in the subject matter area; is unfamiliar to the adolescent period; is tough, rude and inattentive." Thus, it was a reason why there were many students did no feel comfort studying by hostile response style.

There were ten items assertive response style, these items were 8,21,24,25,30,31,32,33,35,36. All of items got the high score in questionnaire (see appendix). All of students who had different learning style wanted to study in comfortable condition, because if the classroom was so crowded, their concentration would be break. Even, if the classroom was too calm it would also look terrible because of hostile teacher did not let student made a noise in the classroom. This situation made the students wanted to finish learning process soon. Whereas the visual student had different opinion about this situation, she said that it was okay for getting hostile response style because she took advantage which made her understood lesson. However, the situation the classroom seemed terrible because the misbehavior students were afraid to do other activities. The researcher also found that students were happy for getting teacher who has assertive response style. She said that getting teacher who has assertive response style could make students felt comfort in studying in the classroom

Conclusion

Based on the results and discussion, some conclusions can be drawn as follows: students who has different learning produce same perceptions. There are 37% in passive response style, 38% in hostile response style and 73% in assertive response style. Each of these response styles has different perception. The students have reason why they do not like passive and hostile and choosing assertive response style. They prefer assertive response style in teaching learning process. Audio and kinesthetic feel uncomfortable for getting hostile response style. Consequently, the students want to finish teaching learning process soon, if they get teacher who has hostile response style. Visual students do not feel insecure for getting hostile teacher because the situation classroom is calmly. No one student is brave to do disruptive behavior because they are afraid to face hostile response style. Audio, visual and kinesthetic student do not like the situation for getting passive teacher. They want to get teacher who has firm in the class. If the teachers are not firm, there are so many disruptive behavior happen in the classroom. Consequently, teaching learning process does not run optimally. Since students who comfort in studying in assertive response style, it is better for further studies should continue investigate about the impact teachers" response style to students" achievement.

Acknowledgments

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