
MATCH AND MISMATCH BETWEEN LEARNING STYLES OF EFL STUDENTS AND TEACHING STYLES OF EFL TEACHERS

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ABSTRACT

The purposes of this research were to find out what students' learning styles and teachers' teaching styles at MTsN 02 Bukittinggi and to find out what are the matches or mismatches between students' learning styles and teachers' teaching styles at MTsN 02 Bukittinggi. The design of this research was combining both quantitative and qualitative research. The population of this research was grade VIII at MTsN 02 Bukittinggi. The sample was collected from two classes with a total number of students was 78 students and two different English teachers who taught in both classes. The instrument of this research was questionnaire and interview. The result showed that both classes had the same dominant learning style. In class VIII.6, there were dependent, participant, and collaborative learning styles. Meanwhile, in class VIII.7, the dominant learning styles was collaborative, participant and dependent learning style. While the teachers also had the same dominant teaching styles which were expert, formal authority, and personal model teaching style. Based on the theory of Grasha (2002) about the relationship of learning and teaching style, the researcher found that there was a match between learning styles and teaching styles at MTsN 02 Bukittinggi and it was in cluster 2.

Keywords: *Learning styles, Teaching styles*

INTRODUCTION

Learning is a process of interaction in the learning process that consists of several components in the classroom such as teachers, students, materials, media, learning resources, and environment (Sesmiarni, 2015). All components must be able to interact to achieve the purpose of the learning process. Teachers who intended to develop activities in the learning process need to lead to effective learning taking place in the classroom. It is not only considering the students themselves but also needs to consider to setting, purpose, and learning style.

As one of the aspects of the learning process, learning style refers to an individual's preferred ways of going about learning. Learning styles are closely related to someone's personality, which is influenced by nature, experience, education, and developmental history.

It includes habits that reflect treating the experiences in absorbing, organizing, and processing information (Imamuddin, 2019). It is generally considered that one learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience (Nunan, 2000). In short, it can be stated that learning style is the habitual way in the learning process which comes from the students' personality background as a way or manner about how they process and understand the information. By having such awareness in the particular learning preference, the students can use an appropriate learning style to suit the particular learning.

Every student has a different learning style and does not follow the same style. Each student has his/her surface characteristic which appears during the learning process. There are six learning styles that are used by the students in the learning process. The first is the competitive learning style. It involves a belief to perform better than others and to compete with other students in a course for the rewards that are offered. The second is the collaborative learning style. It is typical of students who feel they can learn by sharing ideas and talents. They cooperate with teachers and like to work with others. The third is the avoidant learning style. It describes students who are not enthusiastic about learning content and attending class. They do not participate with students and teachers in the classroom. They are typically uninterested and overwhelmed by what happens in class. The fourth is participant learning style. The students with this style try to be good citizens in class. Enjoy going to class and taking part in as much of the course activities as possible. The next style is dependent learning style. The students show little intellectual curiosity and learn only what is required. They view teachers and peers as sources of structure and support and look to authority figures for specific guidelines on what to do. The last style is the independent learning style. The students in this style like to think for themselves and confident in their learning abilities. They prefer to work alone on course projects than to work with other students (Grasha, 2002).

Meanwhile, the role of the teacher in classroom is also very important to support students' learning success. The teachers have to design and prepare appropriately with ability and condition also with the material to reach the purpose of learning. A teacher does not only function as provider of knowledge, but also as a guide who helps the students to be more creative in learning (Kojima in Kardena, 2016). For that reason, the teacher must have a good and appropriate teaching style to be applied in the classroom. The teaching style itself is the behavior, attitudes, and behavior of the teacher in the learning process. It influences significantly on students' achievement in studying English and it can be proven through

perseverance, enthusiasm, students' activity in learning and following lessons in the classroom.

Generally, teaching style can take into several forms. The first is the expert teaching style. The teacher is considered as the expert by the students with the requisite knowledge and expertise. The second is the formal authority teaching style. The teacher who has formal authority teaching style tends to focus on content. The teacher defines the theories, principles, concepts, or terms that the student needs to learn and organized them into a sequenced set of goals or objectives. The third is the personal model teaching style. The teacher acts as a role model by demonstrating skills and process and then as a coach or guide in helping students develop and applies these skills and knowledge. The next teaching style is the facilitator. The teacher typically designs group activities that necessitate active learning, student-to-student collaboration, and problem-solving. This type of teacher can often try to design learning situations and activities that require student processing and application of course content in creative and original ways. The last teaching style is a delegator. The teacher who has a delegator teaching style tends to place much control and responsibility for learning and individuals or groups of students. The teacher will often give students a choice designing and implementing their complex learning project and will act in a consultative role (Grasha & Yangarber-Hicks, 2000).

The primary blends of learning styles are associated with and compatible with each of the four clusters of teaching styles. The teaching styles are shown to help to reinforce and to develop the learning styles of students within that cluster. Recognizing students learning styles did not necessarily make students smarter but knowing students' learning styles would be able to determine the more effective way of learning. A mismatch between teaching styles and learning styles can hurt learning and attitudes toward the class. The common point in all of the studies regarding learning styles and teaching styles, and the match or mismatch between them are significant parts of the learning process and that mismatches may negatively affect learning, motivation, attitude, and achievement.

Therefore, this study aims to find out students' learning styles and teachers' teaching styles at MTsN 02 Bukittinggi and to find out what are the matches or mismatches between students' learning style and teachers' teaching style at MTsN 02 Bukittinggi.

METHOD

This research used a sequential mixed method with the main major was the sequential explanatory strategy. The researcher used quantitative data in the first phase qualitative data

in the second phase. Thus, the researcher used questionnaires and interview. Questionnaires were used as the instrument for gathering data on students' learning styles. In collecting the data, the researcher did some steps. First, the researcher gave the questionnaires to students, gave time to students to answer them, and collect the questionnaires. After getting the data, the researcher analyzes the data by analyzing the students' answers and finding the frequency or percentage of students' answers for every item of the questionnaires.

Furthermore, the interview was done as the second instrument. The researcher prepared several tools or instruments which help in the interview process such as the list of questions, notebook, and others that support the interview run well. The researcher directly related the questions that were asked about teachers' teaching style at MTsN 02 Bukittinggi.

This research would be conducted on the eighth-grade students of MTs.N 02 Bukittinggi. It was chosen because their learning styles more diverse and also have a different English teacher. Therefore, this research would be conducted at eighth-grade students of MTs.N 02 Bukittinggi to get the information by identifying, analyzing, and describing the information about match and mismatch between learning style of EFL students and teaching style of EFL teachers.

FINDINGS AND DISCUSSION

Students' Learning Styles

There were 6 learning styles of students have in the learning process. They were competitive, collaborative, avoidant, participant, dependent, and independent. Each learning style consisted of 4 statements and a total of 6 learning styles were 24 statements. The researcher analyzed the frequency and percentage of students learning styles can be described below.

Table 1. The Percentage of Students' Learning Style at grade VIII. 6 MTsN 02

Indicator of Learning Style	Percentage (A,O,R,S,N)	Mean
1. Competitive	76%, 82%, 44%, 56%	64.5%
2. Collaborative	70%, 68.5%, 77%, 78%	73.4%
3. Avoidant	52%, 42%, 43%, 54%,	47.8%
4. Participant	96%, 85%, 60%, 78%	79.8%
5. Dependent	80%, 75%, 72%, 91%	80%
6. Independent	84%, 56%, 50%, 33%	55.8%

Table 2. The Percentage of Students' Learning Style at grade VIII. 7 MTsN 02

Indicator of Learning Style	Percentage (A,O,R,S,N)	Mean
1. Competitive	76%, 75.8%, 48.9%, 61.1%	65.5%
2. Collaborative	51.1%, 68.9%, 71.1%, 76.3%	72.1%
3. Avoidant	51.1%, 44.7%, 54.7%, 49%	49%
4. Participant	85.8%, 80%, 63.7%, 57.9%	71.9%
5. Dependent	49%, 74%, 81.6%, 68.4%	68.3%
6. Independent	81.1%, 78.9%, 61.1%, 38.4%	64.9%

From the table above, the percentage of competitive learning styles at grade VIII.6 was 76% and grade VIII.7 was 74.2%. The dominant scale that students choose was fair with a total number was 17 and 19 students from each class. It means that some students did not all learn the material to be better than others. They prefer to learn to get the knowledge and information.

The students like to be the center of attention in the classroom. The center of attention such as they prefer the teacher always choose them to answer the question, give the statement, etc. The percentage of each class was 44% and 48.9%. the dominant scale that students choose disagreed as much as 18 and 12 students. The students in both classes did not agree with this statement that the students like to be the center of attention in the classroom.

For collaborative learning style, the dominant scale that students choose in this statement was agree with total number students was 13 and 17 students. The percentage of each class was 70% and 72.1%. Most of the students in both classes have high curiosity in learning English.

The next item of students learning style was the students prefer can learn by sharing ideas and cooperate to work together with other students. The dominant scale that students choose with this statement of both classes was fair with the total number of students was 14 and 11 students. The percentage of each class was 68.5% and 68.9%. The students with this learning style believed that it can increase learning spirit by sharing the idea because every student has a different understanding of comprehending the material.

For avoidant learning style, the dominant scale that students choose was fair as many as 20 and 20 students from each class, and the percentage was 52% and 51.1%. The students with this learning style in the classroom were often talking with a friend when the teacher explained the lesson, sleeping, and did not focus on the material. Students with less enthusiasm are influenced by students who did not understand the lesson, the teacher only

focused on the material achievement without understanding students' condition and they felt bored during the learning process.

For the next item, the students were difficult to participate with other students. The dominant scale that students choose was disagree as many as 17 and 15 students with the percentage of each class was 42% and 44.7%. The students with this learning style were quiet students and less communication and interaction with others and did not want to know with others in the classroom so they only want to study alone. They were less confident with their ability and could not receive the input of others. But, the students in class VIII.6 and VIII.7 disagreed with this statement. They did not find it difficult to participate with other students.

For participant learning style, 30 and 20 from each class chose strongly agree. The percentage of this statement was 96% and 85.8% and grade VIII 6 and VIII 7. This learning style was typically chosen by students in learning English.

Besides, the students preferred for taking part in as many of the course activities as possible. These students typically active learners. They like to take part such as asking the questions from the teacher, giving the statement and have the high motivation. The dominant scale of both classes that students chose was fair with a total number of students was 21 and 19 students with percentages of 60% and 63.7%.

For dependent learning styles, the dominant scale that students choose of this statement disagreed with a total number was 20 students and 20 students with percentage 49% and 80%. Both classes disagreed with this learning style.

Also, the students preferred to learn only what is required. These students typically did not use other materials except what the teacher taught in the classroom. They felt enough with the teacher's explanation and did not want to look for more information. The dominant scale that students chose was strongly agreed with this statement at grade VIII 6 with 14 students and at grade VIII 7 with 13 students with percentage 75% and 74%.

Finally, for independent learning style, the dominant scale of this statement was strongly disagreed with a total number of students was 16 and 15 for each class. The total percentage was 81% and 84%. In grade VIII 6, the students disagreed with this learning style and at grade VIII.7 some students with this learning style.

From the data above, the highest percentage of learning style used by the students in learning English at grade VIII.6 was dependent learning style with 80%. In this learning style, the students showed little intellectual curiosity and learn only what is required, viewed teachers and peers as sources of structure, and looked to authority figures for specific guidelines on what to do. In this learning style, the teacher is hoped that he/she can increase

students' curiosity by showing interesting explanations, media, and emphasize to students that studying English is very important in every material that the teacher taught. The second percentage of learning style used by the students was participant learning style with 79.8%. The third percentage of learning style used by the students in this classroom was collaborative learning style with 73.4%.

Meanwhile, The highest percentage of students learning style in learning English at grade VIII. 7 was collaborative learning style with 72.1%. The second percentage was participant learning style with 71.9%. The third percentage was dependent learning style with 68.3%. In short, most of the students in both classes had high curiosity in learning English.

Teachers' Teaching Styles

The researcher interviewed two English teachers at MTsN 02 Bukittinggi. Based on the interview results, there were some teaching styles used by the teachers during the teaching and learning process. For teacher A, the first teaching style was the teacher possesses knowledge and expertise that students need. In this style, the teacher strived to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. She is concerned with transmitting information and ensuring that students are well prepared. The transcription of the teacher interview result can be displayed below.

Researcher: "Did you apply the teaching style above in the classroom and what is your perspective about this teaching style?"

Teacher A: "I explained the lesson 50 percent with English and 50 percent with Bahasa to make student easy to understand the material, especially in meaning or understanding. To make students understand the material that teacher taught".

From the interview above, the teacher said that she applied an expert teaching style during teaching English. The teacher mixed the language with English and Bahasa to explain the lesson for students to understand the material. The teacher provided positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. She is also concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

Researcher: Did you apply the teaching style above in the classroom and what is yourperspective about this teaching style?

Teacher A: " in learning tenses I taught with the formula, I gave the example about tenses I did something in the classroom such as the teacher is walking, the teacher is talking and the teacher asked students what are the teacher

doing? After the students answer the question then I wrote the formula in front of the classroom. I had rules in the classroom, for example, do not cheat during studying”.

Based on the interview above, the teacher applied a formal authority teaching style. The teacher taught English with formula in teaching tenses and had some rules during studying English. One of the rules such as the students did not allow to cheat during studying.

Then, the teacher believed in teaching by personal example and establishes a prototype for how to think and behave. She believed by giving guidance, direct showing how to do things can encourage students to observe and to emulate the teacher’s approach.

Researcher: Did you apply the teaching style above in the classroom and what is your perspective about this teaching style?

Teacher A: Yes, I do. for example in teaching present continuous tense the teacher acted some activities and asked the student what is the teacher doing? After that, the teacher also asked the students what are the students doing? This style is better applied in the classroom because the students will easy to understand the lesson with giving the examples and make students more active and enthusiastic the lesson”.

From the interview, the teacher said that the teacher used a personal model teaching style during teaching English. For example when the teacher taught present continuous tense. The teacher gave some examples to make students understand. The teacher’s perspective about this style was the students were more active and enthusiastic in the lesson.

The next teaching style was the teacher emphasizes the personal nature of teacher-student interactions. Guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices.

Researcher: Did you apply the teaching style above in the classroom and what is your perspective about this teaching style?

Teacher A: “Yes I do, when I taught about using there I asked the students to show his/her bag and I ask what are inside to encourage students to do something to be more active and spirit during learning process”.

The teacher also had a personal model teaching style. The teacher gave some examples from the material. The teacher also said that this style can make students more active and more spirit during the lesson.

The last teaching style was the teacher concerned with developing students’ capacity to function autonomously. Students worked independently on projects or as part of autonomous teams. The teacher was available at the request of students as a resource person.

Researcher: Did you apply the teaching style above in the classroom and what is your

perspective about this teaching style?

Teacher A: "Yes I do, this style I used to teach the material with text because the students free to choose the title that students want. This teaching style will develop students understanding and vocabulary".

Based on the interview above the teacher said that only applied this delegator teaching style when taught the material with text.

Researcher: From the teaching style above what kind of teaching style that teacher used in the classroom?

Teacher A: "lecturing, explanation and giving the example"

From the interview with teacher A above, the teacher had a dominant learning style in the classroom. Lecturing and explanation refer to expert and formal authority teaching style and giving the example refers to personal model teaching style.

On the other side, based on the interview with teacher B, it showed that the teacher possessed the same kinds of teaching style. The first teaching style was the teacher possessed knowledge and expertise that students need

Researcher: Did you apply the teaching style above in the classroom and what is your perspective about this teaching style?

Teacher B : "Yes I do, I used the lecturing style in the classroom. The result of learning is good the students get the good mark".

Based on the interview above, the teacher applied an expert teaching style during teaching English. The result of learning was good and the students also had a good understanding and good marks in the task.

The teacher was also concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. She was also Concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

Researcher: Did you apply the teaching style above in the classroom and what is your perspective about this teaching style?

Teacher B: "Yes I do, I have the rule such as I have ruled during learning process like the students not allowed to cheat and go around the classroom during the teacher teach in the classroom. With this teaching style and the rules, the students will try seriously in studying".

The teacher also used a formal authority teaching style in the classroom. The teacher had some rules during learning English such as the students are not allowed to cheat during making the task and have to keep calm. The students applied this style to make students are more serious in studying.

The teacher believes in teaching by personal example and establishes a prototype for how to think and behave. Guiding and directs examples in showing how to do things encouraged students to observe and to emulate the teacher's approach. The teacher applied this personal model teaching style by repeating the teacher's example and asked the students' example.

Researcher: Did you apply the teaching style above in the classroom and what is your perspective about this teaching style?

Teacher B: "Yes I did, I gave the example and then I asked to repeat it as my example. Sometimes the students shy speaking English and giving the example".

The next teaching style was the teacher emphasizes the personal nature of teacher-student interactions. Guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices developed students' capacity for independent action, initiative, and responsibility.

Researcher: Did you apply the teaching style above in the classroom and what is your perspective about this teaching style?

Teacher B: "I rarely apply this style, I prefer to teach the lesson by lecturing in the classroom".

Based on the interview above the teacher said that the teacher rarely used this facilitator teaching style. The teacher preferred to teach English by lecturing.

The last teaching style was the teacher concerned with developing students' capacity to function autonomously. Students worked independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.

Researcher: Did you apply the teaching style above in the classroom and what is your perspective about this teaching style?

Teacher B: "I never apply this teaching style because in junior high school can not apply teaching style. The students have to guided to study in the classroom".

From the interview with teacher B above, the teacher had a dominant learning style in the classroom. They use expert teaching style, formal authority teaching style, and personal model teaching style. In conclusion, both of the English teachers had the same teaching style to be applied in their classroom.

The Matching Between Students' Learning Styles and Teachers' Teaching Styles

From the findings, the students' dominant learning style at grade VIII.6 was dependent, participant, and collaborative learning style. Meanwhile, students' dominant learning style at grade VIII.7 was collaborative, participant, and dependent learning style. On the other side,

Teachers' teaching styles at MTsN 02 Bukittinggi were expert, formal authority, and personal model.

The primary blends of learning styles that are associated with and compatible with each of the four clusters of teaching styles (Grasha, 2002). The teaching styles help to reinforce and to develop the learning styles of students within that cluster. Teaching learning styles are listed in the order of their importance for a particular combination of styles. Cluster 1 shows the Expert and Formal Authority blend is dominant. This styles worked best with students who were less capable with the content and who possessed more dependent, participant, and competitive learning styles. Cluster 1 teaching is also effective when teachers were willing to control classroom tasks. Meanwhile, in cluster 2, the combination of the personal model, expert, and formal authority teaching styles is prominent. Students need to possess more knowledge than they would in a lecture class because they will frequently have to show what they know. Cluster 3 is the blend of facilitator, personal model, and expert. In this cluster provides a good match to students who have more collaborative, participant, and Independent styles as learners. The last is Cluster 4, this combination of the delegator, facilitator, and expert modes of teaching works best when students have appropriate levels of knowledge and possess independent, collaborative, and participant learning styles. Their capabilities also must include a willingness to take initiative and to accept more responsibility for their own learning.

From the findings above, it showed that there was a match between students' learning styles and teachers' teaching styles. This match between learning style and teaching style was based on the theory of Grasha (2002) which put the relationship of these learning styles and teaching styles in cluster 2. In this cluster, the combination of the personal model, expert, and formal authority teaching styles is prominent. Students need to possess more knowledge than they would in a teaching class because they will frequently have to show what they know. The coaching of various skills and problem-solving abilities characteristic of such teaching leaves students with few opportunities to hide their ignorance. It also helps if students possess participant, dependent, and collaborative learning styles or are flexible enough to develop them. Such styles work nicely in learning environments where coaching and following the examples of role models are prominent. Teachers must have some interest in influencing how learners use the knowledge and skills that are taught. They also must work to develop relationships.

CONCLUSION AND SUGGESTION

Based on the findings of the research, it can be stated that the students in the grade VIII.6 and VIII.7 at MTsN 02 Bukittinggi had three similarities of dominant learning style which were participant, collaborative and dependent learning style. The teaching style of the teachers who taught English in these two classes also had similar teaching styles which were expert, formal authority, and personal model teaching styles.

The the relationship of learning and teaching styles in grade VIII.6 and VIII.7 at MTsN 02 Bukittinggi can be found in cluster 2 (Grasha, 2002). Based on the theory, the relationship between learning and teaching style in cluster 2 both of learning style and teaching style were matched. The combination of the personal model, expert, and formal authority teaching styles was primary teaching styles and the combination of participant, collaborative and dependent was the primary learning style. In short, both of the classes had the same dominant learning style and teaching style in learning English.

Concerning the conclusion above, the following suggestions might be useful in dealing with the teaching and learning process in learning English at MTsN 02 Bukittinggi. The researcher suggests as follows: Determining learning styles would allow students to realize their strengths and weaknesses and how they could benefit from them. After having a suitable learning style, the students are also expected to increase their learning process, not only in learning English but also in other subjects. The teacher is expected to be aware of different learning styles in the classroom and balance the teacher's teaching style with different learning styles. And it is also expected that the researcher can change the teacher way in teaching by knowing the meaning of theory learning style.

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