

**THE ANALYSIS OF INSTRUCTIONAL MEDIA AS CIREBONESE
CULTURAL REPRESENTATIVE RELATED TO STUDENTS' LEARNING
STYLES IN PEER TEACHING ACTIVITY**

Jaufillaili

(jaufillaili@yahoo.co.id)

Linda

(syadzahaura@gmail.com)

Department of English Education, Unswagati Cirebon

ABSTRACT

In this research, the writers observed the peer-teaching activity in Teaching and Listening for Children class. The writers intended to find out: 1) What is the dominant students' learning styles in the class? 2) What are the most dominant instructional media as Cirebonese cultural representative used by the students in peer-teaching activity in the class? 3) How are the instructional media used by the students in peer-teaching activity related to their learning styles? The theory of learning style used in this research was from Pritchard (2009) that was strengthened by Fauziati (2010). This was a qualitative research. The research instruments were Batch's Learning style inventory test and observation sheet. The result showed that: 1) The dominant students' learning styles in the class was visual learning styles. From forty (41) one students, twenty one (21) students were visual learners. 2) The most dominant instructional media as Cirebonese cultural representative used by the students in peer-teaching activity in the class was picture. Pictures as instructional media were used by almost all groups with different learning styles preferences. 3) The instructional media used by the students in peer-teaching activity related to their learning styles could be concluded as follows: auditory learners uses a sound record, visual learners used pictures, kinesthetic/tactile learners used paper that should be folded by the students (involving physical activity), and multi-learning style learners used video that involved audio-visual activity for their students.

Keywords: instructional media, learning style, cirebonese culture

Introduction

The Students of Teaching and Educational Sciences Faculty are educated and trained to be professional teachers at the levels of primary and secondary education. Therefore peer-teaching as one of the classroom activities is conducted in some subjects to provide students with

sufficient practices before they experience teaching field experiment in some schools. Talking about learning and teaching process attracts the writer to think about the instructional media in relation to students' learning styles. There is a familiar term for discussing learning style model, namely VAK (Visual, Auditory,

Kinesthetic) learning style model. It is explained in Fauziati (2009: 115) taken from Currie (2003: 6) that VAK learning style model categorizes learner type into three categories: visual learner, auditory learner, and kinesthetic learner which will almost always be a mixture in each individual person. Instructional media is the important thing needed by students in practicing peer-teaching to help them explain the material more clearly and give stimulus to their 'peer-students'.

Since the research would take place in Cirebon, the writer intends to observe the instructional media as Cirebonese cultural representative used by students. As we know that there are a lot of cultural things around Cirebon that could be used as instructional media in teaching and learning foreign languages, especially English, such as; wayang (puppet), traditional toys, Cirebonese songs, batik, etc. The writers believe that by using one of the Cirebonese cultural things, students are hoped not only to be able to use the instructional media, but also love their local culture which is implemented in their peer-teaching activity.

Peer teaching activity that is going to be observed by the writers is in the subject of Teaching Listening and Speaking for Children. This subject is listed to be taught at the third grade students of English Education Department of Unswagati where one of the writers is as the lecturer of that subject. In line with those reasons, the writers propose the research, entitled **The Analysis Of Instructional Media As Cirebonese Cultural Representative Related To Students' Learning Styles In Peer Teaching Activity.**

Learning Styles

It is apparent to many of those who have considered learning, even if only in passing, that we learn in different ways from each other and we often choose to use what has become known as a 'preferred learning style' (Pritchard, 2009: 41). Learning style is defined as "any individual's preferred ways of going about learning" (Nunan, 2004: 168, as cited in Fauziati, 2010: 133). Fauziati (2010: 133) also explained that Learning style is often confused with learning strategy. Learning styles are relatively stable; teachers may not have a direct influence on this variable whereas learning strategy tends to be less stable. Students can be taught or/and can enhance or expand their existing learning strategies. Learning styles, in contrast, are internally based characteristics, often not used consciously. Students can identify their preferred learning styles and stretch those styles by examining and practicing various learning strategies. (Reid 1999: viii) Learning styles are the general approaches or patterns of learning that apply to a learner as an individual whereas learning strategies are specific methods, actions, behaviors, steps, or techniques that a learner use for approaching a particular problem or task. (Oxford, 2002:359)

Pritchard (2009: 44) said that Neuro-Linguistic Programming (NLP) divided three particular learning styles, they are visual, auditory and kinaesthetic. It is also strengthened by Fauziati (2009: 137) that there are four characteristics of each learner type viewed from Sensory

Learning Styles category. They are; auditory learner, visual learner, tactile/kinesthetic learner, and multi-sensory learner. In this research, the writers take three characteristics of learner as explained by both experts described as follows:

Visual Learners

Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information (Pritchard, 2009: 44).

Some of the things a visual learner might need to use are text books, worksheet, written notes, maps, flash cards, diagrams, written directions, notes on index cards, notes on the blackboards, information on posters, bulletin boards, written outlines, graphic organizers, drawings, and pictures. (Fauziati, 2010; 138).

Visual learners commonly have the following characteristics: they are good at spelling but forget names; they need quiet study time; they have to think a while before understanding lecture; they are good at spelling; they like colour and fashion; they dream in colour; they understand and/or like charts; they are good with sign language; they are good spellers; they are fast readers; they are great at seeing the big picture but often forget smaller details; and they are good at remembering faces but have a hard time remembering names.

Auditory Learners

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements (Pritchard, 2009: 44).

Auditory learners can benefit from the following things: using **word association** to remember facts and lines, **recording** lectures, watching **videos**, repeating facts with eyes closed, participating in **group discussions**, using **audiotapes** for language practice, **taping notes** after writing them. (Mortensen, 2008: 3, as cited in Fauziati, 2010: 138).

The characteristics of auditory learners are commonly as follows; they have strong language skills; they have a well-developed vocabulary; they have the ability to follow spoken directions well; they like to read to self out loud; they are not afraid to speak in class; they read slowly; they enjoy acting or being on stage; and they are good in study group. (Fauziati, 2010: 138)

Tactile / Kinesthetic Learner

Kinaesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities (Pritchard, 2009: 45).

Some of the things kinesthetic learners might need to use may be a typewriter, computer keyboard, sand in a sand tray, blackboard, letter or word magnets, concept models that may be taken apart, stamp pad letters and numerals, gross motor materials (materials requiring large muscle movement), dioramas, and manipulative. (Fauziati, 2010: 140)

Kinesthetic learners commonly have the following characteristics: they are good at sports; they cannot sit still for long; they are not great at spelling; they do not have great handwriting; they like science lab; they study with loud music on; they like adventure books, movies; they like role playing; they take breaks when studying; they are good at building models; they like to get involved in martial arts, dance; and they are uneasy during lectures. (Mortensen, 2008: 3, as cited in Fauziati, 2010: 141)

Pritchard (2009: 45) explained that while we all use three styles of learning to some extent, some learners rely heavily on one of them. An over-reliance on one style, and an inability or unwillingness to adopt another style where it might be appropriate, can be limiting in some learning situations and can mean that learning might be hindered.

He (2009: 45) also said that an extension of the NLP description of learning styles has been developed by Fleming (2001). Fleming tells us that when we gather information from the world around us, which includes the information that we need for learning, we make use of all of our senses. Some of us, though, employ one sense more than others. The V-A-R-K system assesses

how much people rely on: *visual, auditory, reading, kinaesthetic.*

Instructional Media

Suleiman (1988): instructional media are the media that bring information or messages from the information resources/senders (teachers) to the receivers (students). He further states that the instructional media are intended to increase the learning outcome. In line with the ideas stated previously, Richards (in Kasbolah 1993: 10) defines the instructional media as the media which are used within the instructional design and are determined by the requirements of the objective content and instructional method.

Paiman (1992) in Sugiharto (1994) said that instructional media can be used in the teaching of English, because they can activate and stimulate the students' interest in studying English, verbalism, and make the result of acquisition permanent.

Kinds of Instructional Media

In general, there are three kinds of instructional media. They are **audio**, **visual**, and **audio visual** media. Audio media are media that can be listened to, while visual media are media that can be seen. The instructional media that involve the senses of sight and hearing are named as audio visual media (Kasbolah, 1993: 57).

Finocchiaro (1975: 155-185) mentions some examples of the media for each type. The **visual media** may include blackboard, textbook, real object, picture file, chart, pocket chart, flash card, word card, number card, flanner or

felt board, magnetic board, opaque projector, overhead projector and transparency, kodachrome, slide, filmstrip and miscellaneous materials. The **audio aids** include record player, tape recorder, and language laboratory. The last, **audio visual media** cover film, television and programmed instruction.

Cirebonese Culture

There are some goods categorized into Cirebonese cultural things, such as: Cirebonese batik (*mega mendung*), wayang kulit (shadow puppet), Cirebonese song (tarling), Cirebonese instruments (gamelan), mask dance, etc.

One of distinguishing characteristics of **Cirebonese batik** is the skill with which fine lines of colour are produced (www.thelanguageofcloth.com).

Cirebonese batik has its own pattern called *mega mendung*, a certain pattern of cloud. The beauty and uniqueness Cirebonese batik is well-known all over Indonesia.

Wayang kulit (shadow puppet theatre) in Java does not refer to a unitary, monolithic art form. Many regional variants exist, or have existed in the recent past. In Java today, there are four main regional centres with vital shadow puppet tradition: Surakarta (also known as Solo), Yogyakarta (Yogya), Banyumas and Cirebon (Cerberon). Much less familiar to puppet enthusiasts outside Java is the shadow puppet theatre of the Cirebon area, which differs from the better known puppet theatres of central Java in many respects. (www.cireboncakrabuana.blogspot.com).

Cirebonese topeng play (wayang topeng) is formal masked dance – drama of Cirebon, **wayang topeng**, also known as wayang wong and topeng dalang (a dalang does the narration), present some 20 to 30 mask-characters to the accompaniment a full slendro-tuned (five-tone) gamelan (www.ccsf.cc.ca.us).

Qualitative Research

In general qualitative research involves “data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods” (Dornyei, 2008: 24, cited in Fauziati, 2009: 243). Fauziati (2009: 243) also says that Qualitative research uses no statistical analysis. It is also often associated with hypothesis generating and developing an understanding. It collects the data through observation and then comes up with a theory to account for the data. Thus, it does not decide in advance what variables will be important. Instead, it attempts to describe as fully as possible what is being observed. In this sense qualitative research is interested more in the process, e.g. what actually goes on in the classroom (Brown, 2000: 3-4, cited in Fauziati, 2009: 243). It describes a given situation, fact, or event through the information obtained from documentary sources: books, records, magazines, journals, interviews, newspaper articles, etc.

The research procedure of qualitative research is shorter and simpler compared to that of quantitative research. Huda (1999: 41-42) cited in

Fauziati (2009: 244) summarizes it as follows:

- 1) The researcher selects a topic for the study and a research site;
- 2) The researcher visits the field and he collects the data, tries to analyze the data, and then formulates a research problem;
- 3) Data collection is focused on the attempt to find the answer to the formulated question. During the process, new research questions may emerge to that new data need to be collected and recorded;
- 4) Data are categorized and analyzed; and
- 5) Research report is written.

Case Study

The writers' research is categorized into a case study, since the result is only for particular group chosen as sample or respondent of the research. The writers choose two classes to be observed. The classes study at one room for the subject of 'Teaching Listening & Speaking for Children'. Fauziati (2009: 258) explains that a case study utilizes qualitative field methods; it can also employ quantitative data and statistical methods. There are two approaches to initiate a case study. In the first approach the researcher can start by proposing an issue or a hypothesis. Then, he can select an instance from the class and investigate it. The single instance (i.e. an individual teacher, learner, classroom, or even teaching program) is used as an example of the class.

In the second approach, the researcher selects and studies a case in its own right (rather than as an example of a

class). In both approaches, the case will be a bounded system or a single instance such as an individual learner, a teacher, a classroom, or even a teaching program.

Finally from the description above, we can see that a case study is a method of research. A case means a single instance on an example of a class of objects or entities; thus, a case study is the investigation of that single, individual instance in the context in which it occurs.

Techniques of Collecting the Data

To get the data, the writers do the following steps:

1. **Questionnaire Distribution**
The writers distribute Learning Style Questionnaire to be filled by students to know the most dominant learning styles in the classes.
2. **Work in Groups / Peer-teaching**
One of the writers who is as the lecturer in the classes asks students to form groups based on their learning styles to do peer teaching.
3. **Observation**
The writers observe the students' peer-teaching activity in 'Teaching Listening & Speaking for Children' class and fill the observation sheet 1: The most dominant teaching media as Cirebonese cultural representative used by the students in peer-teaching activity in the class.
4. **Documentation**
The writers record some of the students' peer-teaching activity in 'Teaching Listening & Speaking for Children' class and takes pictures as documentation in order to re-observe the process of the students' peer-teaching activity if necessary.

Techniques of Analyzing the Data

The analysis system used in this research is **interpretive analysis** (Dornyei, 2008, cited in Fauziati, 2009: 244). In general the writers use **listing, classifying, and interpreting** the data. For more details, the steps are described below:

1. The writers learn the students' learning styles questionnaire, then based on it, the writers explained the most dominant learning style exists in the classes.
2. The writers learn the observation sheet then based on it, the writers explain the most dominant media as Cirebonese cultural representative used by the students in peer-teaching activity in the class.
3. Based on the questionnaire and the observation sheet, then the writers analyze how the teaching media as Cirebonese cultural representative related to students' learning styles in peer-teaching activity based on Pritchard's (2009: 44) and Fauziati's (2009: 115, taken from Currie, 2003: 6) theories of learning styles.

Data Source

The data of this research are taken from the students' questionnaire and observation of two classes of 'Teaching Listening & Speaking for Children' class at the third grade students of English Education Department of Unswagati Cirebon, 2015/2016.

Research Instrument

The writers use two forms of research instrument as follows:

- a. Batch' Learning Style Inventory Test/Questionnaire

- b. Observation Sheet during the students' peer-teaching activity

Research Findings

The writer took students of 3A-B (the third students of English Education of UNSWAGATI in 2015/2016 academic year, at the sixth semester). In this semester, they got Teaching Listening & Speaking for Children as one of the subjects in the class. They practiced it in the form of peer teaching. The result and procedures of the students' activity is described below:

A. The dominant students' learning styles in the class

To know the dominant students' learning style in the class, the writers used Batch's learning style inventory test with the following procedures:

1. Procedures to identify students' learning style

To identify the dominant students' learning styles in the class, the writers did the following procedures:

- a. Distributing Batch Learning Style inventory test to all students of the third year of English Education Department of Unswagati Cirebon.
- b. The writer with the students from each class of the third year then calculated the students' learning style inventory test to know what kinds of learning styles were accomodated in the class.
- c. After observing the result of inventory test, the writers chose 3A-B students since the students in the classes accomodate the three learning styles: visual, auditory, and tactile/kinesthetic.

2. The Result

There are 41 students in 3A-B class (In this academic year, for the third and fourth year students, for one room, consists of the students of two classes) of English Education Department of UNSWAGATI in 2015/2016 academic year, 6th semester. Based on Batch's learning style inventory test, it showed that there were twenty one (21) students with visual learning style, fifteen (15) students with auditory learning style, three students (3) with tactile/kinesthetic learning style and two students (2) with multi learning style (visual-auditory learners). Therefore, the dominant students' learning style in 3A-B class of 2015/2016 academic year is **visual**.

The writer, then asked the students to work in group of three, therefore there are seven (7) groups of visual learners, five (5) groups of auditory learners, one group (1) of tactile/kinesthetic learners and one (1) group of multi-learning style learners. Then the writer observed the groups when they did peer-teaching for 'Teaching Speaking and Listening for Children' class.

B. The most dominant instructional media as Cirebonese cultural representative used by the students in peer-teaching activity in the class

Based on the observation, the writer found various media used by students in their peer teaching activity. The media used were; pictures, puppet (doll), song, traditional toy, paper. The most dominant instructional media used

by students in their peer teaching activity were pictures.

In line with the research question, if it was related to Cirebonese culture, the writer found some instructional media that was used by students in their peer teaching activity showed Cirebonese culture. The media used by students related to Cirebonese culture were (arranged from the most dominant use):

1. Pictures of **Cirebon tourism objects, transportation (including becak as traditional transportation in Cirebon)**.
2. Realia-in the form of:
 - Traditional toy (**congklak**)
 - Puppet (**wayang kulit**)

Based on the writer's observation, there were only a few students who showed the instructional media that was related to Cirebonese culture as mentioned above, while the others used 'common' instructional media, not specifically related to Cirebonese culture as instructed by the lecturer.

C. The instructional media used by the students in peer-teaching activity related to their learning styles

In this section, the writer would describe three groups as the example of each learning style, they were auditory group, visual group, and kinesthetic/tactile group. The writers described their peer teaching activity as follows:

Auditory-learning style group. One of the auditory-learning style groups taught Speaking and Listening for

Children with the theme 'transportation'. First, they showed the pictures of transportation to their students. Then they used the record of each vehicle, like cars, train, plane. The students should guess what sound it was.

What makes the writer interested in this group was there was relationship between the students' learning style and the instructional media used in their peer teaching activity. The auditory learners in this group used the recorded sounds of transportation which was identical with their learning style – auditory. One of traditional transportation that still exists right now in Cirebon is becak. Becak is a vehicle that is more suitable for near distance. There is not any specific sound of Becak, actually, but it has specific sound when the becak driver want to pass another vehicle, let us say a 'warning' alarm to let other vehicle drivers know that there is becak behind or near them that needs a space to go through the same way. The becak 'bell' sound is usually came from the tin or a number of tin that was hanged out under the passanger seat. The position of becak driver in Cirebon is behind the passenger who sits 'inside' the becak.

In this case, the auditory learner group showed their identity through the instructional media used in their peer teaching activity. They used sounds of vehicles as their instructional media. However, to differentiate becak from other vehicles is not easy since becaks do not have specific sound.

Visual-learning style group. One of the visual-learning style groups taught Speaking and Listening for Children with the theme 'tourism

objects'. They used pictures of tourism objects in Cirebon as their instructional media.

This visual group showed pictures of tourism objects in Cirebon. They asked their students to arrange the pictures in a rope. They lead the students to see the visualization of tourism objects through pictures hanging on the rope.

Kinesthetic/Tactile-learning style group. One of the kinesthetic/tactile-learning style groups taught Speaking and Listening for Children with the theme 'origami'. Their media used in peer teaching activity has a close relationship with their learning style identity. In this case, the students practiced how to make or create something from 'origami' paper. The theme is about procedures how to make something and the students were instructed by the teacher to fold the paper to create certain figures taught by the teacher. In this activity, students involved their physical activity, moving their hands to create a thing from the paper. Unfortunately, there is not any relationship between the media used in this group and Cirebonese culture. If the media about Cirebonese traditional food, for example lengko or tahu gejrot. The teacher could tell the steps how to make lengko rice or tahu gejrot to the students. The real ingredients could be brought to the class and the students could directly practice how to make it. It would be more interesting anyway.

Discussion

There is a new finding in this research. There was a group consisted of

multi learning styles, namely visual-auditory learners. The learners in this group have the same scores of Batch Learning Style Inventory Test for visual and auditory items. The instructional media used by this group is video. Video is an audio-visual aid, therefore it showed the identity of this group's learning style. Unfortunately, the video showed in their peer-teaching activity did not show Cirebonese culture. It was only a common video for educational purposes. Actually, the students could explore many things related to Cirebonese cultures through video. For example, they could show a Cirebonese dance (mask-dance), Cirebonese batik (mega mendung), mosques or historical places in Cirebon. Therefore Cirebonese cultures could be explored more in an interesting and effective way.

To promote our local wisdom could be done by various ways. In Education field, teacher could ask their students to use instructional media related to local cultures. It could be in the form of pictures, songs, traditional food, local ceremonies, etc. This matter will arise students' creativity and expand their knowledge about local cultures as well. Students with different learning styles tend to use the media related to their learning style's preferences. Though pictures are common media chosen by students since it was what came across students' mind when they thought about teaching / instructional media.

Conclusion

Based on the research finding, the writers conclude:

1. The dominant students' learning styles in the class was visual learning styles. From forty (41) one students, twenty one (21) students were visual learners.
2. The most dominant instructional media as Cirebonese cultural representative used by the students in peer-teaching activity in the class was picture. Pictures as instructional media were used by almost all groups with different learning styles preferences.
3. The instructional media used by the students in peer-teaching activity related to their learning styles could be concluded as follows: auditory learners uses a sound record, visual learners used pictures, kinesthetic/tactile learners used paper that should be folded by the students (involving physical activity), and multi-learning style learners used video that involved audio-visual activity for their students.

References

- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. New York: Longman
- Currie, Karen L. 2003. "Multiple Intelligence Theory and the ESL Classroom – Preliminary Considerations". *The Internet TESL Journal*, Vol. IX, No. 4, April 2003
- Dornyei, Zoltan. 2008. *Research Method in applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford: Oxford U.P.

- Fauziati, Endang. 2009. *Readings on Applied Linguistics: A Handbook for Language Teacher and Teacher Researcher*. Surakarta: PT Era Pustaka Utama.
- Fauziati, Endang. 2010. *Teaching English As A Foreign Language (TEFL)*. Surakarta: PT Era Pustaka Utama.
- Fauziati, Endang. 2014. *Methods of Teaching As A Foreign Language (TEFL): Traditional Method, Designer Method, Communicative Approach, Scientific Approach*. Surakarta: PT Era Pustaka Utama.
- Finocchiaro, Mary. 1975. *Visual Aids in Teaching English as a Second Language*. English Teaching for UM, XII. (34): 263-266.
- Fleming, N.D. 2001. *Teaching and Learning Styles: VARK Strategies*. Honolulu: VARK-Learn.
- Huda, Nuril. 1990. *Language Learning and Teaching: Issues and Trends*. Malang: IKIP Malang.
- Kasbolah, Kasihani. 1995. *Instructional Media for Young Learners of EFL*. ELE. I (1): 68-73).
- Mortensen, Yulie Refnov. 2008. "Identify Your Learning Style: Kinesthetic, Visual and Auditory are Different Ways to Learn". www.elanglab.com. Downloaded on January 11, 2010.
- Nunan, David. 2004. *Language Teaching Methodology: A Textbook for Teachers*. Edinburgh: Pearson Education Limited.
- Oxford, Rebecca. 2002. "Language Learning Styles and Strategies" In Celce-Murcia, Marianne (Ed.). 2002. *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle and Heinle Thomson Learning: 359-366.
- Reid, J. (Ed.) 1999. *Learning Styles in the ESL/EFL Classroom*. Boston, MA: Heinle & Heinle.

About authors:

Jaufillaili, S.Pd., M.Hum & Linda, S.Pd., M.Hum are lecturers of Department of English Education, Unswagati Cirebon