

# HASIL CEK\_60171101\_A Profile of Learning Strategies and Styles as Reflected in Electronic Discussion Forum

*by* Nur Fatimah 60171101

---

**Submission date:** 27-Mar-2021 12:55AM (UTC+0700)

**Submission ID:** 1543194383

**File name:** A\_Profile\_of\_Learning\_Strategies\_and\_Sty.pdf (219.63K)

**Word count:** 2006

**Character count:** 11426

## A Profile of Learning Strategies and Styles as Reflected in Electronic Discussion Forum

Nur Fatimah  
Ahmad Dahlan University, Yogyakarta  
[nur\\_fatimah@uad.ac.id](mailto:nur_fatimah@uad.ac.id)

### Abstract

This research is a preliminary study in a Structure class. It is intended to reveal the learning styles and strategies of the students. The class was delivered face-to-face, it was supported with blended e-learning.

The study was quantitative. The data collected were taken from the participants joining the electronic discussion forum and the interview with them. There were 19 participants actively joining the electronic forum. The instruments used were modified from the characteristics of the learning styles in Brown (2000) and Oxford's SILL – Strategy Inventory for Language Learning (1900). The researcher tabulated the data from the e-discussion forum and from the answer of the interviewees. She counted the percentage of each of the items in the instruments and analyzed the data to draw a conclusion on the learning strategies and styles of the students in Structure class.

The results show that the students applied both **direct and indirect learning strategies**. Among **the three strategies of direct strategies**, the students use memory and cognitive strategies. They create mental linkage (15.79%) and review the materials (5.26%) in developing their memory strategies. Also, they have three **other strategies** to help them learn the subject matter. The activities are practising (36.84%), **analyzing and reasoning (10.52%) and creating structure for input and output (5.26%)**. In addition, **indirect strategies are also employed**. The strategies include **metacognitive, affective and social strategies**. The details for each of the **indirect strategies** are centering learning (42.11%), encouraging learner's self(36.84%), taking learner's emotional temperature (31.58%), asking questions (68.42%), cooperating with others (42.11%) and empathizing with others (73.68%). Further, the students make use both their right and left hemisphere of brain.

*Presented in JETA Conference, UNY, 2010*

### Introduction

The teaching of Structure has been taking place for years. In Ahmad Dahlan University, it has been usually conducted in a big class. There were about 60 students in each class. So far, the students's mastery on English structure has not been yet satisfying. Therefore, efforts must be done to improve the students' skills. One of the activities to enhance the students' mastery on Structure was by facilitating the students to learn also by additional online materials and forum. This is to give opportunities for students to communicate, practice, and interact more beyond the limitation of learning session in their regular class. Therefore, in addition to the face-to-face mode of lesson delivery, the students also interacted more with peers and the teacher through the electronic forum. The facility at campus enables this process of learning to happen.

Success on the process of learning and teaching is cooperative and collaborative work between the teacher and students. Therefore, understanding how the students learn by identifying

their learning styles and strategies will help to improve the quality of teaching and learning. This paper will share what and how the discussion on the electronic forum and what learning styles and strategies can be summarized.

### **E-learning**

Nowadays, learning using technology is something inevitable. Learning activities with technology enable participants to some features like asynchronous computer mediated-communication (e.g. email), synchronous computer mediated-communication (e.g. chatting, video conferencing) and hypertext (world wide web) to share certain topics of discussion (Warschauer et al., 2000). E-learning emerges in various forms such as purely online learning, blended learning, a face-to-face learning course with additional online materials (Dudeney and Hockly, 2007). Through e-learning, students can interact with the teacher as well as with classmates. They can download the syllabus and materials learned, find more exercises, have consultation, discuss with the teacher and students joining e-forum or send messages. Below are some examples of how the students had their electronic discussion forum for Structure class through <http://www.elearning.uad.ac.id>.



The different between noun phrase and adjective phrase

by [Tri Sutrisno](#) - Monday, 10 May 2010, 09:41 AM

I have a problem how to differentiate between **adjective phrase** and **noun phrase**. I ask your opinion, look at this sentence,

1) The students **sitting in this room** are semester 2 students.

On the sentence if I underline the sentence from **sitting** until **room**, so the underlined sentence is called as a **adjective phrase**.

**Compare with this sentence**

1) **The students sitting in this room** are semester 2 students.

On the sentence if I underline the sentence from **the students** until **room**, Can we call the underlined sentence as a **Noun phrase** ? give your reason ?

[Edit](#) | [Delete](#) | [Reply](#)



**Re: The different between noun phrase and adjective phrase**

by [Imastuti Tricahyani](#) - Monday, 10 May 2010, 08:12 PM

i want to try answer your problem bro...  
in your sentences above...

**The students sitting in this room are semester 2.**

that's called **noun phrase**.. because it's function of sentence as a subject.  
it's called **adjective phrase**, because it's explaining students as a noun.  
so, **noun phrase** can be an **adjective phrase** but **adjective phrase** not only **noun phrase**. it can be an **adjective phrase**.. it's dependent of sentence's function.

i think that's my explanation... i hope u can understand the different.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

mom in Tuesday Engaged we are learn about **noun phrase** and we have a homework..i am confusing to do this homework because this homework find the errors sentence whereas i can't do it. mom can you give me example to work this homework thanks.

## Learning Styles and Strategies

Learning style, as Ellis (1985) described, is the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information. Keefe (in Brown (2000, 114)) states it as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Learning style has been studied by educators and psychologist (McCarthy (1980), Gardner (1983), Skehan, (1991)). Gardner (in Harmer, 2001) listed seven types: musical/rhythmic, verbal/linguistic, visual/spatial, bodily/kinaesthetic, logical/mathematical, intrapersonal and interpersonal. Further, Brown (2000) discusses different categories of learning styles. There are field dependence/independence, left-and right-brain functioning, ambiguity tolerance/ambiguity intolerance, reflectivity and impulsivity. There are also visual, auditory, kinaesthetic and tactic learning styles.

Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation (Oxford, 1990: 8). A learner or student can have different learning strategies from the ones done by his or her mate. Oxford (1990) distinguishes the strategies into direct and indirect strategies. The direct strategies consist of memory strategies (creating mental linkages, applying images and sounds, reviewing well, employing action), cognitive strategies (practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output) and compensation strategies (guessing intelligently, overcoming limitations in speaking and writing). Whereas, indirect strategies include metacognitive strategies (centering learning, arranging and planning learning, evaluating learning), affective strategies (lowering anxiety, encouraging learner's self, taking learner's emotional temperature) and social strategies (asking questions, cooperating with others, empathizing with others). Similarly, O'Malley et al. (in Brown, 2000) classify learning strategies into metacognitive strategies, cognitive strategies, and socioaffective strategies.

A teacher needs to know the students' learning strategies and styles in order that he or she understand what the students do to learn and how they learn. It is to help them reach their best achievement in learning.

### Problem Statement

- What learning strategies did the students of Structure apply in learning Structure through e-discussion forum?
- What learning styles did the students or Structure have in learning Structure through e-discussion forum?

### Methods

The study was quantitative. The data collected were taken from the participants joining electronic discussion forum and the interview with them. There were 19 participants actively joining

the electronic forum. The instruments used were modified from the characteristics of the learning styles in Brown (2000) and the details of learning strategies in Oxford (1900). The researcher tabulated the data from the e-discussion forum and from the answer of the interviewees. She counted the percentage of each of the items in the instruments and analyzed the data to draw a conclusion on the learning strategies and styles of the students in Structure class.

## Results and Discussion

The results show that the students applied both direct and indirect learning strategies. Among the three strategies of direct strategies, the students use memory and cognitive strategies. They create mental linkage (15.79%) and review the materials (5.26%) in developing their memory strategies. Also, they have three other strategies to help them learn the subject matter. The activities are practising (36.84%), analyzing and reasoning (10.52%) and creating structure for input and output (5.26%). In addition, indirect strategies are also employed. The strategies include metacognitive, affective and social strategies. The details for each of the indirect strategies are centering learning (42.11%), encouraging learner's self(36.84%), taking learner's emotional temperature (31.58%), asking questions (68.42%), cooperating with others (42.11%) and empathizing with others (73.68%).

Further, the students made use both their right and left hemisphere of brain. Functioning their left hemisphere of brain, they preferred multiple choice test (63.64%) and certain information (60%), rarely used metaphors (100%), and they rely on the use of language instead of image or chart (91.43%). The evidence that they also used their right hemisphere of brain can be seen from the following results: intellectual (35.29%), experiment systematically and with control (22.86%), control feeling (45.71%), objective judgement (40%), logical problem solving (35.29%).

From the results, it is revealed that through elearning, the students got more confidence in asking questions (68.42%). It is reasonable since they did not have enough burden to ask, they just wrote the questions and wait for the others to reply. They did not need to be embarrassed or afraid of saying the questions. They did not need to feel so to respond their classmates' questions or to show their empathy.

The findings of the study on the students' activities through e-discussion forum can help language teachers see how learners learned Structure. They employed different learning strategies, direct and indirect strategies. The teacher can design the process of teaching and learning that accommodate the students' learning strategies so that they can do their best performance in learning language. For example, the teacher sets the activities of recycling the previous materials taught before continuing to the next topic of discussion, gives enough practice and opportunity to ask questions. The teacher also needs to create good learning atmosphere so that the students feel free to share with their classmates and teacher.

Further, teacher's awareness to facilitate students in making use of both left- and right-hemisphere of brain supports the students' success in learning. Both parts of the brain can be functioned by varying activities in the process of teaching and learning at classroom settings. Multiple choice test can be combined with open-ended questions so that the students can experiment their learning in guided to free learning activities. The maximum use of the brain also

help the students to be more integrated person that can perform their best because they work with their cognitive, affective and psycho-social factors.

### **Conclusion**

The study reveals that the learning strategies in Structure consist of direct and indirect learning strategies. Another finding is that their learning styles through the e-discussion forum show they functioned both parts of the brain. These results imply that those learning strategies and styles need also to be considered by English language teachers in different contexts.

## References

Brown, D.H. 2000. *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman, Inc.

Dudeny, G and N. Hockly. 2007. *How to Teach English with Technology*. Essex: Pearson Education Limited.

Harmer, 2001. *The Practice of English Language Teaching*. Essex: Pearson Education Limited.

Oxford, R.L. 1990. *Language Learning Strategies*. New York: Newbury House Publishers.

Warschauer, M. H. Shetzer, and C. Meloni. 2002. *Internet for English Teaching*. Washington: the U.S. Department of State.

<http://www.teachingenglish.org.uk/think/articles/learning-styles-teaching>



# HASIL CEK\_60171101\_A Profile of Learning Strategies and Styles as Reflected in Electronic Discussion Forum

## ORIGINALITY REPORT

12%

SIMILARITY INDEX

11%

INTERNET SOURCES

7%

PUBLICATIONS

8%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://bas.ictu.edu.vn">bas.ictu.edu.vn</a> Internet Source	4%
2	<a href="http://dspace.tul.cz">dspace.tul.cz</a> Internet Source	2%
3	<a href="http://lib.dr.iastate.edu">lib.dr.iastate.edu</a> Internet Source	1%
4	<a href="http://repository.ksu.edu.sa">repository.ksu.edu.sa</a> Internet Source	1%
5	<a href="http://www.euroasiapub.org">www.euroasiapub.org</a> Internet Source	1%
6	<a href="http://tanarkepzes.unideb.hu">tanarkepzes.unideb.hu</a> Internet Source	1%
7	<a href="http://dspace.univ-tlemcen.dz">dspace.univ-tlemcen.dz</a> Internet Source	1%
8	Submitted to Bahcesehir University Student Paper	1%

---

Exclude quotes      On

Exclude bibliography      On

Exclude matches      < 1%