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The Effectiveness of E-Learning in Teaching Reading for Academic Purposes to the Students with Different Learning Styles

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The Effectiveness of E-6tslearning in Teaching Reading for Academic Purposes to the Students with Different Learning Styles

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Abstract

This research was done to have the answers of these main questions; 1) what learning style dominates the reading ability?; 2) how is the implementation of E-6tslearning?; and 3) how is the effectiveness of E-6tslearning in teaching reading for academic purpose?. The objectives of this study are 1) to explain the learning style dominates the reading ability; 2) to explain the implementation of E-6tslearning in teaching reading for the academic purpose; 3) to explain the effectiveness of E-6tslearning as the method in teaching reading for academic purposes. The research design used was 2x3 ANOVA factorial designs. The subject of the study was forty-four third semester students of the English Department of Pekalongan University, Indonesia. Twenty-two students became an experimental class, and twenty-two students became control class. The experimental was treated by using the E-6tslearning method, and the control class was given the lecturing. The result shows that the visual learning style dominated the reading ability. The dominant reason was that seeing the text and images make them focused. The E-6tslearning method was applied well online by the lecturer. It was done in and out of the class so that the students have more time to read and write. The use of 6TS method was effective to teach reading proven by the increased score of the experimental class. It was increased to 77.1 for the visual; 71.4 for the aural; and 65 for the kinesthetic group.

Keywords: e-6tslearning, learning styles, reading for academic purposes

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Introduction

The students' capability in learning English should be higher and higher because of the present development of globalization. English is an international language that plays an important role in communication. Everyone must be able to communicate in English actively. In Indonesia, English is learned as a foreign language. Since English is considered as a foreign language, it makes many learners face difficulties in learning it. The students' lack of motivation becomes one of the problems in learning English.

It can be caused by the way teachers teach or the teaching methods used by the teachers. The students will easily get bored whenever the teacher teaches them using a traditional way that is lecturing. The students are passive agents in the teaching and learning process. The interesting teaching and learning process should involve the students as the center of the learning. Some interesting strategies and media can be used to help the students become interested in the process. If the teacher cannot use interesting media or strategies, the students will have some problems. Due to the nature of the language that is hardly found in *Bahasa Indonesia*, many of them take it as a difficult lesson to learn. As a result, they skip class, and when they attend the class, it is not because they want to learn English but likely because they fear of failure. Moreover, lots of them may lack of attention during class, chatting with classmates, doodling in their note books or gasp in their textbooks.

Learning process at the university level will be more effective when a lot of components support it. One of the components is lecturer. Lecturer plays a vital role to make the teaching and learning process succeeded such as by having the four lecturer's competences: pedagogic, professional, social and personal. In teaching process, the lecturer can apply his pedagogical competence using learning methods and media. The methods and media can help the students to master the material easier. Thereby, to define effective classroom teaching methods, lecturers need to master the way to assess the students. Some studies reported that several aspects are required for the lecturer to learn such as setting realistic goals, reinforcing learning, diversifying teaching methods, varying evaluation styles, using various teaching instruments and media, performance monitoring, setting marking schemes, and giving effective feedback (Anderson, 2004). In addition, lecturers' open-mindedness to accept students' diversity, selecting different methods and reinforcements for each student are factors that contributed to effective classroom teaching methods (Harslett, et.al, 2000).

In this global and modern era, lecturers are not only supposed to have a sophisticated literacy in some ways, but also should be able to make the students well-literate. The students should comprehend at least the basic literacy that is reading and writing.

Dubin and Kuhlman (1992) discuss the changing definition of literacy:

the 'literacy' part of our title has taken on meanings that go beyond the simple definition of 'reading and writing' as we had conceived of it in 1984....we acknowledge that the word literacy itself has come to mean competence, knowledge and skills (p.vi).

Literacy in some ways is not only reading and writing. There is multi literacy such as verbal literacy, basic literacy, media literacy, visual literacy, cultural literacy, computer literacy, and science literacy.

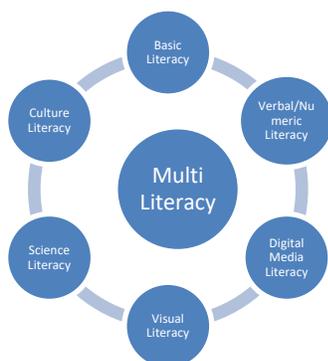


Figure 1. Multiliteracy

It is hoped that the students will have that kind of multiliteracy. The students, in this case, are expected to be literate to use digital literacy as well. The writer will only focus on the discussion of literacy on the students' ability in reading for academic purposes. Reading is a receptive skill, but it acquires the students' ability in comprehending the content of the text. In fact, the ability to use language communicatively is not just using a single skill. According to (Oxford, 2001), the four basic skills are related to each other by two parameters: the mode of communication: oral or written the direction of communication: receiving or producing the message. Most teachers try to incorporate those four language skills in their planning, but some cases only focus only on a skill or set of skills (Oxford, 2001).

At the university level, reading skill is divided into three levels, they are: reading for general communication, reading for professional context, and reading for academic purposes. All of those skills are based on the Common European Framework to be transformed into the university curriculum structure. The orientation of reading for academic purposes is in the students' critical and constructive thinking on informative topics or news, scientific writings such as text book and researches. The government enforces that the students should have high order thinking skill (HOTS), they think academically and transform it to their learning process.

In this digital era, the use of digital aids helps the lecturer much to have more effective learning. The use of an online method of teaching makes the lecturer and students have more time to study. Like what has been done by the writer, she improved the digital aid to be used in the teaching and learning process of reading and writing. She designed an online teaching method to make the students motivated and get an interest in the learning process.

The writer conducted the research on the students' reading for academic proficiency used E-6tslearning (time, text, teach, talk, task, test, and summary) method created by Allington. He applied the 6TTS as an effective and good literacy instruction.

One of the important components influencing the teaching and learning process is students' learning styles. Learning styles show the students' individual differences in learning that play important roles in the teaching and learning process. Khenissi et al. define that learning style is how learners practice, process, store, and retell attempts of learning (Khenissi, et al., 2016). There are so many numbers of students' learning style. Respecting the students' learning styles will help the lecturer in designing and innovating the course materials so that the students can find better quality in allowing the content presentation, interacting and creating the new atmosphere that has not been experienced before. Since there are some numbers of learning styles so the lecturer should consider the way and methods to deliver the material. Some of the students' learning styles are visual, aural and kinesthetic.

From that background, the writer conducted a research on the students' proficiency of reading for academic purposes for students with different learning style.

Theoretical Review

According to Khenissi et al. (2016) reading comprehension is a process in which information from the text and the knowledge possessed by the reader act together to construct meaning.

Serravallo (2014) states that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind text.

Comprehension instruction begins before students can even conventionally read. Richards and Renandya (2000) point out the particular focus that reading receives in foreign language learning. To them, there are two important reasons for this. First, many foreign language students often have read as one of their most important goals. The second is various pedagogical purposes served by written texts help reading to receive this special focus.

Learning styles are defined as the procedures of teaching which an individual prefers in a certain period of his or her development (Mares, 1998). Mares adds that learning styles can be understood as a meta-strategy, which brings together distinct learning strategies, learning tactics, and learning operations. Learning styles lead the individuals to the learning outcomes of a particular type, but can also complicate the achievement of other results. The learning styles can be grouped based on the sensory preference that is represented by VARK classification (acronym for Visual, Aural, Read/Write, Kinesthetic) (Fleming, 1995). The classification of learning style is characterized by taking into account the type of sense which is preferred by the students in the process of learning.

6TS (Time, Texts, Teach, Talk, Tasks, Test, Summary) is a teaching method created by Richard Allington (2002). He creates 6TS to teach reading and writing. According to Allington, there are some steps that the teacher does in applying 6TS in teaching writing (Permanasari, 2017). In this research, the use of 6TS is used online. It is modified by the writer using digital aid so that the lecturer and students can access it well in or out of class.

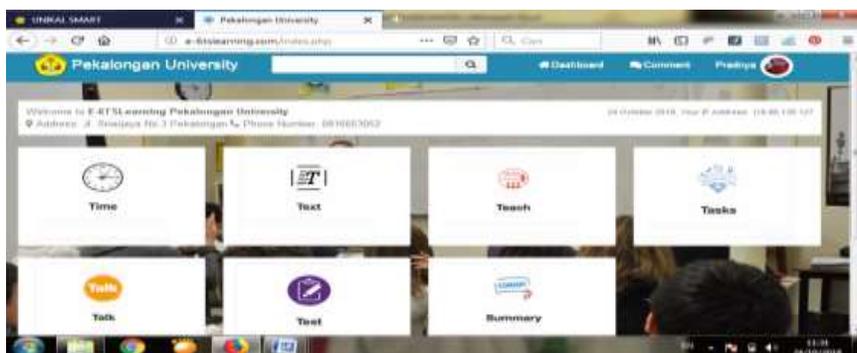


Figure 2. E-6tslearning

6TTS is the abbreviation of:

1. Time

In this reading for academic purposes, the lecturer does not only ask the students to read a text but also three supporting texts in a week. The timer is set up by the lecturer.

2. Text

The lecturer provides some texts to be read by the students. The text is based on the students' level. It can be given every day to make the students comprehend a lot of reading text. The motivation for reading was dramatically influenced by students' reading success.

3. Teach

The important part of teaching is to provide appropriate time allotment and teaching materials. But in this method, the active instruction such as the lecturer's modeling and demonstration take important roles to gain good readers.

4. Talk

This step is an important step to talk lecturer-students and student-students. This talk was problem-posing, problem-solving talk related to curricular topics. In other words, teachers and students discussed ideas, concepts, hypotheses, strategies, and responses with others.

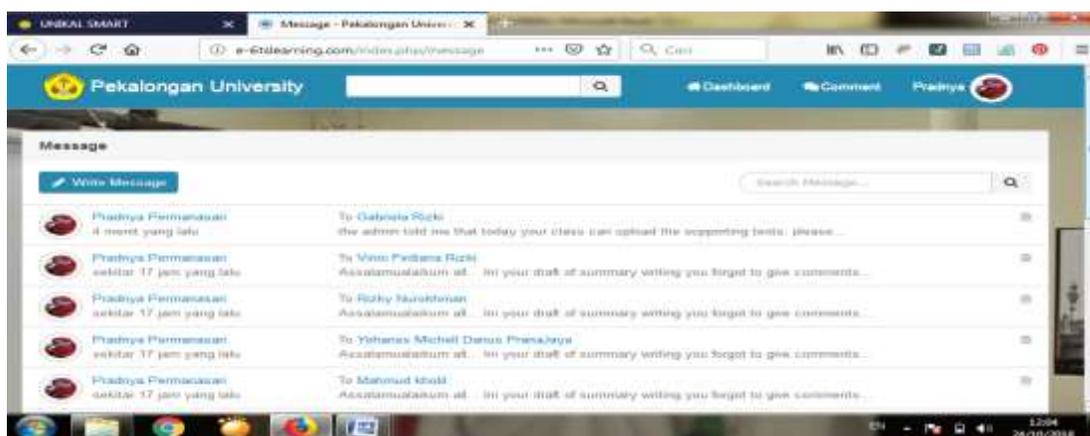


Figure 3. Talk Display

5. Task

The lecturer gives the students longer assignment and reduces to have multiple choices to measure the students' comprehension. They read whole books, completed individual and small group projects, and worked on tasks that integrated several content areas (reading, writing, and social studies).

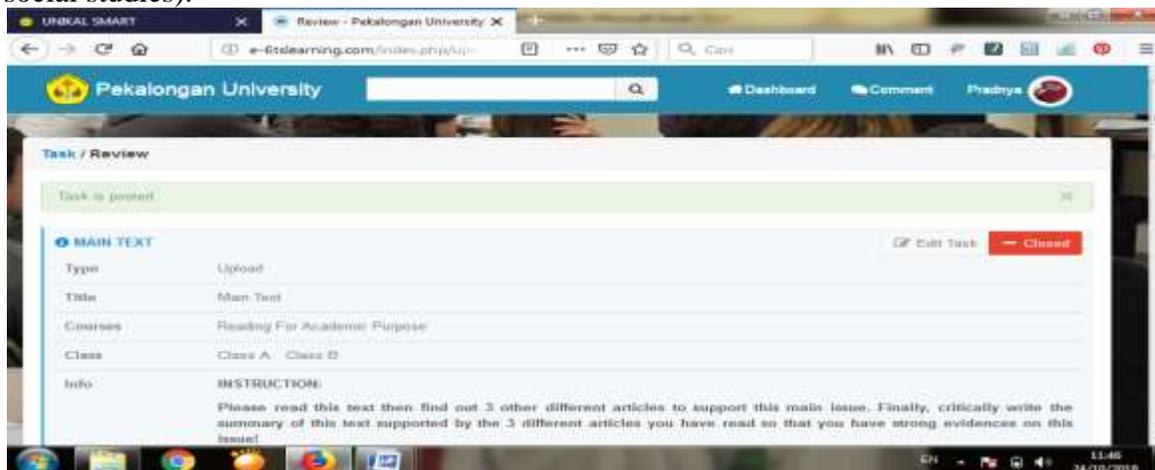


Figure 4. Task Display

6. Test

It is the time for the lecturer to evaluate the students' reading and writing proficiency. It means that the lecturer gives an individual test and measurement so that the difference achievement among the students will be seen.

7. Summary

Summarizing may also be discussed within the context of deep level processing which engages students in an in-depth analysis of the read text (Oded & Walters, 2001). Students, when they summarize, put significant mental effort into text analysis, identifying and selecting the most important information, investigating the structure of the text, generalizing information, condensing information and constructing the gist of paragraphs, and consequently the gist of a text.

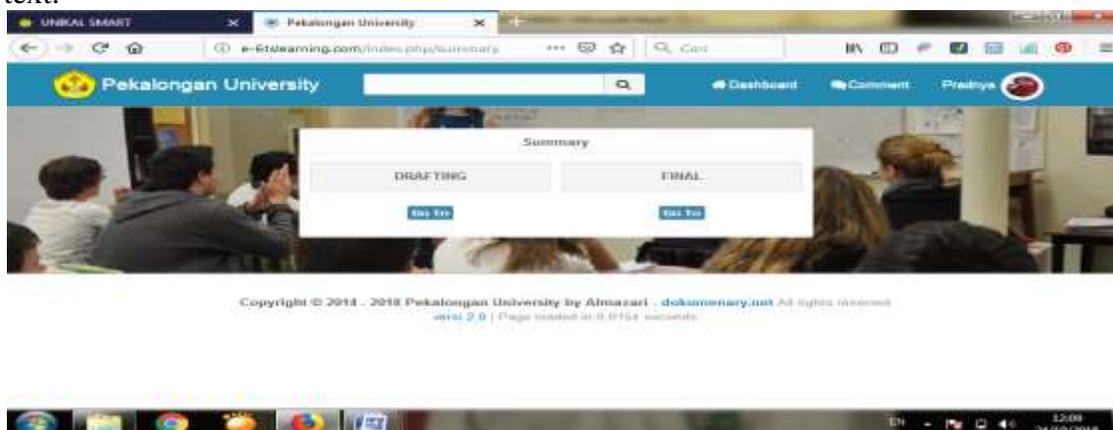


Figure 5. Summary Display

There are so many definitions about E-Learning from a lot of sources. Masters (2009) defines that 'E' in E-Learning is not abbreviated from Electronic, but is abbreviated from everywhere, everything, everybody, enhanced, and envolved. The second definition is stated by Cheng (2006) that E-Learning is anything delivered, enabled, and mediated by electronic technology for learning online. In line with Cheng, Fee (2005) says that E-Learning is all learning done using internet or intranet. The learning is done online by the students and teacher online in and out of the classroom.

Conceptual Framework

The writer designed an online teaching method based on the finding of the preliminary study which shows that the students' interest in reading and writing is not so good. The teaching method developed by the writer is created by Allington that is 6TS (time, text, teach, talk, task, test and summary) in having literacy proficiency in reading and writing. the writer relates it with the multi literacy such as reading, writing, science, computer and digital literacy. The writer developed 6TS method created by Allington in online way and calls it as E-6tslearning. It makes the lecturer and students possible to have more time to learn reading and writing both in class and out of class.

Research Methodology

The writer used experimental research using factorial design. It is 2x3 ANOVA design. The design is as follow:

Table 1. 2 x 3 ANOVA Design

Learning Method (A)	Learning Style (B)		
	Visual (B ₁)	Aural (B ₂)	Kinesthetic (B ₃)
Time, Text, Teach, Talk, Task, Test, and Summary (6TS) (A ₁)	A ₁ B ₁	A ₁ B ₂	A ₁ B ₃
lecturing teaching method (A ₂)	A ₂ B ₁	A ₂ B ₂	A ₂ B ₃

The writer used E-6tslearning learning method in teaching reading for academic purpose to the students with visual, aural and kinesthetic learning styles. She checked the effectiveness of using E-6tslearning method for those three groups.

The population of the study is forty four students of the third semester. Twenty two of them from class A became the control class. Twenty two students from class B became the experimental class. The writer taught class A using lecturing method while class B using E-6tslearning method.

The methods of collecting the data are using interview, test, questionnaire and documentation. The writer interviewed the lecturer of reading for academic purposes class about the method he

used in teaching and the students' ability. The test was used to measure the students' proficiency. There were pre-test and post-test. The pre-test was used to explain the students' ability in writing before being treated by using the E-6tslearning method. While post-test was given to explain the effectiveness of the E-6tslearning method in teaching reading for academic purposes of students with visual, aural and kinesthetic learning styles. The questionnaire was used to explain the students' reading skill and summary writing.

Results

The result of the first research question that is about the learning style that dominated the students' reading proficiency is as follow:

In the experimental class, there are seven visual learning style students, seven aural learning style students, and eight kinesthetic learning style students. While in the control group, there are eight visual learning style students, seven aural learning style students, and seven kinesthetic learning style students. The writer used the pre-test to find out what learning style dominated the students reading proficiency.

The result of the test indicated that in the experimental class the average of the visual group is 67.7; the aural group got 63.5, and the kinesthetic group got 64.3 percent. In the experimental class visual group dominated the students' reading proficiency followed by the kinesthetic group and the last one is the aural group. In the control class the average of the visual group is 65.2; aural group got 63; and the last one is kinesthetic got 63.7. In the control class, the dominating group affected the students' reading proficiency is the visual group. The second group dominated the students' reading proficiency is a kinesthetic group and the last one is the aural group.

Discussion

From those results, it can be concluded that the visual learning style dominated the students' reading proficiency both in the experimental and control class. Based on the students' questionnaire, the students of visual group said that they can easily remember information when they read or write it down. They like seeing text, picture or margin in the text book because it can make them keep focused. They like writing what they read because it can help them memorize the content of the text. Those conditions are suitable with the reading proficiency in which it needs the help of ability to look and doodle on the text. When they read they need to focused on the text and write the content of the text.

The result of the second research question is about the implementation of E-6tslearning in teaching reading for academic purposes. The lecturer applied the E-6tslearning method in teaching reading for academic purposes well online in or out of the class. First, the lecturer gave the students time to read for about 30 minutes. The lecturer provided the main text to read by the students. Then he gave the students task to find out and read three to six supporting texts to give stronger evidences on the main text. The students should present it in groups after reading the texts. The next stage is the lecturer gave the students main text, and individually he asked the students to read three supporting texts. The students wrote the summary of those texts individually. The summary writing can show how well the students comprehend the texts.

The last question is about the effectiveness of the use of 6TS method in teaching reading for academic purposes. The use of 6TS method to teach reading for academic purposes is effective. It is proven by the increasing of the students' scores from the pre-test and post-test. The post-test was done after giving the students treatment. The experimental class increased better than the control class. In the post-test, the visual group of the experimental class got 77.1; the aural group got 71.4, and the kinesthetic group got 65.

Table 2. *The students' Scores of Experimental Class*

	V	A	K
Pre-test	67.7	63.5	64.3
Post-Test	77.1	71.4	65

In the students' post-test scores in the control group increased but not significantly. In the visual group the average of the students' post-test is 67.5. In the aural group is decreased became 57.1, and the kinesthetic group got 65.7.

Table 3. *Control Class Students' Scores*

	V	A	K
Pre-Test	65.2	63	63.7
Post-Test	67.5	57.1	65.7

From those scores, it is proven that the use of E-6tslearning is effective to teach reading for academic purposes.

The comparison between the result of post-test in the control group and the experimental group is very significant. It can be seen in the following table:

Table 4. *The Significant Difference in the Control and Experimental Groups Post Test*

	V	A	K
Experimental	77.1	71.4	65
Control	67.5	57.1	65.7

The table shows that the average of post-test score of experimental class is higher than the control class. The use of E-6tslearning can be said effectively to teach reading for academic purposes. It can make the students motivated in reading and writing.

Conclusion

From the results of the research, the writer can conclude that the dominant learning style in students' reading proficiency is a visual learning style. It is because the students with visual learning style can easily comprehend the text by looking at the text and write the content of the text. The second, the lecturer applied E-6tslearning method using the right stages in teaching the reading for academic purposes. The last one is the use of E-6tslearning method is effective to teach reading for academic purposes because it can increase the students' score in reading. The result of post test in the experimental class is higher than the control class. The students' ability in

comprehending the text is better and can be proven by the summary writing written by the students based on the text.

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