

AN ANALYSIS OF STUDENTS' LEARNING STYLES IN ENGLISH TEACHING AND LEARNING PROCESS

Nanda Lahita¹⁾, Penulis²⁾, Penulis³⁾

¹⁾ Institut Pesantren Sunan Drajat Lamongan, Jawa Timur, Indonesia

e-mail Correspondent: nanda_lahita@insud.ac.id

Received: 11-07-2022

Revised: 30-10-2023

Accepted: 07-11-2023

Info Artikel

Abstract

The objective of the study is to identify the students' learning styles including visual, auditory or kinaesthetic in English teaching and learning process. This research is descriptive qualitative research. This research was conducted at Institute of Sunan Drajat Islamic Boarding School which the participants of this research were the first semester students of islamic counseling and guidance department program in the academic year of 2023 / 2024. The number of the subjects were 35. The data collection was done by giving a questionnaire. The questionnaire was adapted from the VAK learning styles test created by Chislett and Chapman (2005) which consists of 30 questions determining students' learning style. The research findings indicated that there are 16 (45,71%) students categorized as visual learners, 12 (34,28%) students categorized as auditory learners, and 7 (20%) students categorized as kinaesthetic learners. Visual learners prefer to learn by seeing and watching demonstration. Auditory learners prefer to learn by hearing. And the kinaesthetic learners prefer learn by doing

Keywords: *learning styles, visual, auditory, kinaesthetic, teaching and learning process*

PENDAHULUAN

English is one of the general courses should be learned by the students in the college. As the foreign language, it is not easy to learn well. It is the challenge for the educator or lecturer to have teaching strategies that can be applied in English teaching and learning process because he or she has the main role in achieving the goal of teaching and learning process. To determine an appropriate of teaching strategies, the lecturer can see and pay attention to the students' learning style, because every students have different ways in learning process. In teaching and learning process, some of them just focus and concentrate to the lecturer explanation about the material, some of them make a note, and there are also students moving their legs or hands and so on. It is be a question of the lecturer whether they understand the material explained well or not. By identifying the learning style, hopefully the lecturer can bring the teaching and learning process into an effective way and make students understanding the material easier.

According to Gilakjani & Branch (2012) conducted study entitle visual, auditory, kinesthetic learning styles and their impacts on English language teaching. They had purposed to increase faculty awareness and understanding of the effect of learning styles on their teaching process. They wanted to know how learning styles affect teaching process. The participants of this

study were 100 EFL university students of English majoring in Language Translation Department. They were 40 male and 60 female students. They were studying in English Translation at the Islamic Azad University of Lahijan, Iran. The finding showed that Iranian EFL University students preferred style was visual, and students with this type of learning style had the greatest academic achievement in their educational major.

This study gives reference to the reader especially that has role as a teacher that by knowing the students' learning style, it is very helpful and beneficial to the student by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success. By identify the students' learning styles, it gives advantages to the teacher and students. Teachers can incorporate learning styles into their classroom by identifying the learning styles of each of their students, matching teaching style to learning style for difficult tasks, strengthening weaker learning styles through easier tasks and drill, and teaching students, learning-style selection strategies. While the advantages to the students are increases both motivation and efficiency and enables a positive attitude towards the language being learned. The purpose of using learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently.

Based on the condition and previous study explained above, the researcher as the English lecturer interests to identify and analyze the students' learning style to design an appropriate teaching strategies applied in English teaching learning process. Therefore, the research question of this study is to know "what the first semester students' learning style of islamic counseling and guidance at Institute of Islamic Sunan Drajat Boarding School in the academic year of 2023 / 2024 are".

LEARNING STYLE

According to Cornett (1983:9) learning style can be defined as a consistent pattern of behavior but with a certain range of individual variability. When persons learn, they use their own unique learning styles. But make moment-by-moment style adjustments, depending on the nature of the task and the teaching style being used. Styles can be defined as the overall patterns that give general direction to learning behavior. It means that learning style is certain pattern of individual behavior when they learn.

Oxford (2003:2) said that learning styles are the general approaches- for example, global or analytic, auditory or visual – that students use in acquiring a new language or in learning any other subject. From this statement, learning style can be interpreted as an approach used by learner to learn subject whether they are visual or auditory learner. It depend their style that makes them comfort understanding subject easier. Brown (2000) cited in (Gilakjani & Branch, 2012) defines learning styles as the manner in which individuals perceive and process information in learning situation. It means that learning style is style used by learner to understand information when teaching and learning process occurred.

From the learning styles statements above, it can be concluded that learning style is students' behavior characteristic used to perceive, process, and respond the information to the learning environment. When discussing about learning styles, it is helpful to distinguish their cognitive, affective, and physiological aspects. The cognitive aspect includes the ways we decode, encode, process, store, and retrieve information. Do we do it by focusing or scanning, randomly or sequentially, concretely or abstractly? Each of these pairs of types of cognitive processes represents ends on a continuum. Affective aspects of learning style include emotional and personality characteristics related to such areas as motivation, attention, locus of control, interests, willingness to take risks, persistence, responsibility, and sociability. Knowledge of this aspect of

learning style can help educators understand why praise and external reinforcement have a positive effect on some learners but a negative effect on others. The physiological aspects of learning style include sensory perception (visual, auditory, kinaesthetic, taste, and smell), environmental characteristics (noise level, light, temperature, room arrangement), need for food during study, and times of day for optimum learning. There are three main learning styles including visual, auditory, and kinaesthetic. The definitions of them are as follows:

Visual learners learn through seeing, so tools like diagrams, flowcharts, pictures and symbols can be key to understanding new concepts. For visual learners, it is often far easier for recall to work with images as oppose to working with words. These are the best way they learn. Sometime, visual learners are sitting in front of the classroom. They take descriptive notes over the material being presented. The teachers' gesture also helps them understanding the material being explained.

Auditory learners learn through listening. As such, attending lectures, tutorials, and group discussions are absolutely essential for these learners. These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These learners often benefit from reading text aloud and using a tape recorder in the classroom and may not have a full understanding of information that is written.

Individuals that are kinaesthetic learn best with an active "hands-on" approach. These learners favor interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly. They learn through doing using all of senses-sight, touch, taste, smell, and hearing.

Based on some definition about learning styles proposed by some experts above, I use theory from Brown (2000) cited in Gilakjani & Branch (2012) as reference for my study that defines learning styles as the manner in which individuals perceive and process information in learning situation. From this definition, learning style is an individual behavior characteristic that done to perceive, process and get the information in the teaching and learning process. Learning styles consists of visual (learn by seeing), auditory (learn by hear), and kinaesthetic (learn by act).

METODE PENELITIAN

The type of this research is descriptive qualitative research. According to Gay et al (2006:9) cited in Wahab & Nuraeni (2020) defined a qualitative research as the collection, analysis, and interpretation of comprehensive narrative and visual (non-numerical) data in order to gain insights into a particular phenomenon of the interest. The subjects of the study are the first students of Islamic counseling & guidance program at Institute of Sunan Drajat Islamic Boarding School in the academic year of 2023 / 2024 that consist of 35 students.

The instrument used in this research was questionnaire. According to Cohen (2007:317) the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson and McLean 1994). In this research, the researcher uses the questionnaire to determine the students' learning styles whether they are included in visual, auditory or kinaesthetic students that adapted from the VAK learning styles test created by Chislett and Chapman (2005) which consists of 30 questions which to determine the students' learning style, it can be seen from the most answers chosen by them. If their most answers is A, they include visual learning style. If their most answers is B, they include auditory learning style, and the last if their most answers is C, they include kinaesthetic learning style. This questionnaires of VAK learning styles are given to the first students of of

Islamic counseling & guidance program at Institute of Sunan Drajat Islamic Boarding School in the academic year of 2023 / 2024.

For analyzing the data, the researcher used descriptive analysis method, it means that the data analysis have been collected are described as they are without intending draw conclusion that apply in general. The data was analyzed by tabulating and classifying the students' learning style whether included in visual, auditory, or kinaesthetic. The data analysis used formula proposed by Arikunto (2002:23) cited in Gilakjani & Branch (2012). The formula is in the following:

Notes:

$$P = f / n \times 100\%$$

- P = Average Percentage
- f = Amount / frequency
- n = number of the respondent

HASIL DAN PEMBAHASAN

After the researcher gave the VAK questionnaires to the participants, the researcher got the result. The result of students' learning style can be seen in the table below:

Learning Styles	Students	Percentage
Visual	16	45,71%
Auditory	12	34,28%
Kinaesthetic	7	20%

Based on the table above, it shows that there are 16 (45,71%) students categorized as visual learners, 12 (34,28% students categorized auditory, and 7 (20%) students categorized kinaesthetic. After analyzing the data, it was found that the dominant students' learning style was visual category. According to Elizabeth (2012) cited in Yuliani & Najmiah (2019) proposes that there are some strategies that are usually used by students in learning certain subject based on their learning style. The identification as follow:

- Visual learners are easy to remember information presented in picture, charts, or diagram
- Visual learners often pay close attention to the body language of others (facial, expression, eyes, stance, etc)
- Visual learner often do not remember information given orally without being able to see it. They memorize using visual clue
- The usage of video for teaching and learning process is fun for visual learners, etc

Auditory learners learn best by hearing information. The identification as follow:

- They can usually remember information more accurately when it has been explained to them orally.

- Auditory learners remember quite accurately details of information they hear during conversations or lectures
- Have a good language skills often lead to good oral communication skills. They are usually talented at giving speeches, oral reports and articulating the ideas.
- Working in groups & participating in class discussions, etc.

Kinesthetic learners learn best by doing. They are "hands-on learners" or "doers" who actually concentrate better and learn more easily when movement is involved.

- Kinesthetic learners often wiggle, tap their feet or move their legs when they sit. Many were called "hyperactive" as children.

Kinesthetic learners work well with their hands. They may be good at art, sculpting, and working with various tools, learning in lab situations or learning by computer.

KESIMPULAN/CONCLUSION

The research finding provides some information dealing with the students' learning style, and the learning style criterion of students in teaching and learning process. The dominant learning style is visual, the middle is auditory, and the least is kinesthetic. The lecturer should realize that teaching is not only about the material taught but how the students receive and understand the material if want to achieve the goal of teaching and learning process. So by knowing the students' learning style, it helps the lecturer to design the learning strategies that will be applied in teaching and learning process. Based on the criterion of students' learning style explained above, the visual learners learn by seeing. The lecturer can use learning strategies likes using flashcard and photo as the learning media, designing the material by using power point or video attractively. Furthermore the auditory learners learn by hearing. In learning strategies, the lecturer can explains the material clearly so the auditory learners can make a not what the lecturer explained, applying the group discussion, or presentation, etc. And the last category is kinesthetic learners that learn by doing. The lecturer can design the learning strategies such as role play, observation, or practice, and so on. All of them are learning strategies that can be implemented by lecturer in English teaching and learning process. Expected the students are enthusiasm and be able to understand the material well so that the goal of teaching and learning process achieved.

REFERENCES (DAFTAR PUSTAKA)

- Arikunto, Suharsimi. 2005. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara
- Cohen, Louis. Manion, Lawrence and Keith Morrison. (2007). *Research Method Education*. New York: Roulledge
- Creswell, John. (2012). *Educational Research*. Boston: Pearson Education
- Gilakjani, A. P. (2012). Visual , Auditory , Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. *Journal of Studies in Education*, 2(1), 104–113.
<https://doi.org/10.5296/jse.v2i1.1007>
- Gilakjani, A. P., & Ahmadi, S. M. (2011). Multimedia and Its Effect on the Quality of English Language Teaching. *A Journal of Culture, English Language, Teaching & Literature*, 11(1), 14–35. Retrieved from journal.unika.ac.id/index.php/celt/article/view/198

- Jamulia. (2018). Identifying Students Learning Style Preferences at IAIN Ternate. *International Journal of Education*, 10(2), 121-129.
<https://ejournal.upi.edu/index.php/ije/article/view/1631/pdf#>
- Nunan, David. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Oxford, R. L. (2003). *Language Learning Styles and Strategies: An Overview*, 1–25.
- Singarimbun, Masri dan Sofian Effendi. (2011). *Metode Penelitian Survei*. Jakarta: LP3E
- Sugiyono. (2008). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta
- Sukmadinata, Nana S. (2012). *Metode Penelitian Pendidikan*. Bandung: Rosda
- Yuliani & Najmiah. (2019). Students' Learning Strategies Based on Their VAK Learning Style. *Intensive Journal*, 2(1), 41-50. <https://ojs.uniska-bjm.ac.id/index.php/EJB/article/view/1869>
- Wahab & Nuraeni. (2020). The Analysis of Students' Learning Style. *Seltics Journal*, 3(1), 41-46.
<https://ejournals.umma.ac.id/index.php/seltics/article/view/509>