

LEARNING STYLES OF FIRST SEMESTER EFL STUDENTS AT UNIROW TUBAN

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Abstract

This study aimed to investigate the learning styles of first semester EFL students at Unirow Tuban. The questionnaire consisted of 30 questions related to learning styles, which were categorized into three main categories: visual, auditory, and kinesthetic. This study was a type of descriptive with qualitative approach. It was conducted online through Google Form questionnaire. The purpose of the current study is to identify learning style and analyze how it will influence capacity to carry out academic tasks. The participants of this research were 13 students of first semester in PGRI Ronggolawe University Tuban. The findings of the study revealed that the majority of the first semester EFL students at Unirow Tuban had a preference for visual and auditory learning styles, while a smaller proportion of students had a preference for kinesthetic learning styles. Furthermore, the study found that there were significant differences in learning styles preferences between male and female students and also because they come from different region that created diversities. Overall, the results of this study provide valuable insights into the learning styles of first semester EFL students at Unirow Tuban, which can help educators design and implement effective teaching strategies to cater to students' preferred learning styles and enhance their learning outcomes.

Keywords: Students, Learning Styles, Visual, Auditory, Kinesthetic.

INTRODUCTION

Most people prefer a certain method of learning. Some people learn best by hearing, some people must watch every step, and some people must really do it in order to learn it. Individuals actually require all three modalities—visual, auditory, and kinesthetic—in order to effectively commit information to memory. The trick is identifying the favored modality, then adding a second layer of study techniques from

the other modalities, even though most students prefer one area to another.

There is still no conclusive evidence that learning styles can be advantageous for students and educators, despite the fact that more than 50% of educators think they do (Newton & Miah, 2017). Fleming (2012) emphasizes that it is important to realize that a lack of evidence does not necessarily imply a lack of advantages. Despite the lack of evidence, Fleming (2012) maintains that learning styles are still advantageous for everyone.

Jensen and Nicholson divide learner types into three part, these are “visual”, “auditory” and “kinesthetic”. In simple word, visual learners learn through what they see, auditory learners learn based on what they hear, while kinesthetic learners learn through what they touch or do. According to them, visual learners prefer the use of images, maps, and graphic organizers to access and understand new information. Sometimes, visual learner is easy to feel bored if they read a book that contains a lot of text. He will be more comfortable and interested in a book with full of image and a brief illustration. Auditory (Aural) learners learn depend on their hearing to absorb new information. They can accept information easily through listening and speaking in some situations such as lectures and group discussions. However, kinesthetic learners learn based on movement, imitation, experiment, and hands on action tool. They are easy to feel bored and rest less when they learn in a sitting position for long time.

The students come from different regions of Tuban that create diversities in terms of social family background, past learning experience, learning habit, and environment conditions. The other aspect is some students felt boring during teaching learning process because the teacher did not use various methods in teaching. Probably the method or strategy applied by the teachers not accordance with the students' English learning styles. So, it is important to know what the types of students' learning styles in order to make the teacher easy to determine a variety of strategies and methods in accordance with the various learning styles of the students.

Various researches were pertinent to this investigation. "Students' Preference of Language Learning Style in English Classroom (A Survey at Senior HighSchool No.1 Seulimeum)" is the title of the first, which

belongs to Hilyatun Nafis STG. Her research used a quantitative methodology with Senior High School No. 1 Seulimeum pupils as the subject. A Descriptive Analysis of Students' English Learning Styles (A Case Study at Junior High Students of "HOMESCHOOLING KAK SETO SOLO in Second Semester of Academic Year 2015/2016)" is the title of Qurnia Wiyasa Nugrahaeni's second study. The Junior High School pupils of Homeschooling Kak Seto Solo were the subject of her qualitative study. "An Analysis of Students' Learning Style in Speaking Skill at the Second Semester of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung in the Academic Year of 2016/2017," is the title of Ayu Nurul Izzati's third study. She conducted descriptive qualitative research on Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu Bandar Lampung students in the tenth grade. The fourth study by Siti Rechal, "Students' Awareness and Perception of Their Learning Styles," was published. The State Islamic University Ar-Raniry Darussalam-Aceh Besar's English Language Department undergraduate students enrolled in the fifth semester were the subject of her quantitative research methodology. The most recent study, "Students' Learning Style in Reading Comprehension at Tenth Graders of Madrasah Aliyah Swasta PAB 2 Helvetia," was conducted by Wahidah Hasanah. This study, which employed a qualitative methodology, sought to understand how MIA students in MAS PAB 2 Helvetia's tenth grade classes could best learn using visual, aural, and kinesthetic means.

The five studies mentioned above each examined students' English learning patterns in a different way. Each uses a unique set of procedures and theories to evaluate a certain kind of object. The fact that this school is situated on the dividing line between the district center and a hamlet means that the students are diverse in terms of their family social backgrounds, prior educational experiences, study habits, and environmental conditions. After the period of new student orientation, this study was conducted. In terms of research design, methodology, applications, and problems overcome, there are numerous differences from earlier research.

The goal of this study was to categorize the different first-semester English learning styles used by EFL students at Ronggolawe University in Tuban. The findings of this study should be useful for examining learning theories and methods, as well as for helping English students be aware of their learning styles' advantages and identify the needs of various learners throughout the English learning process.

RESEARCH METHODOLOGY

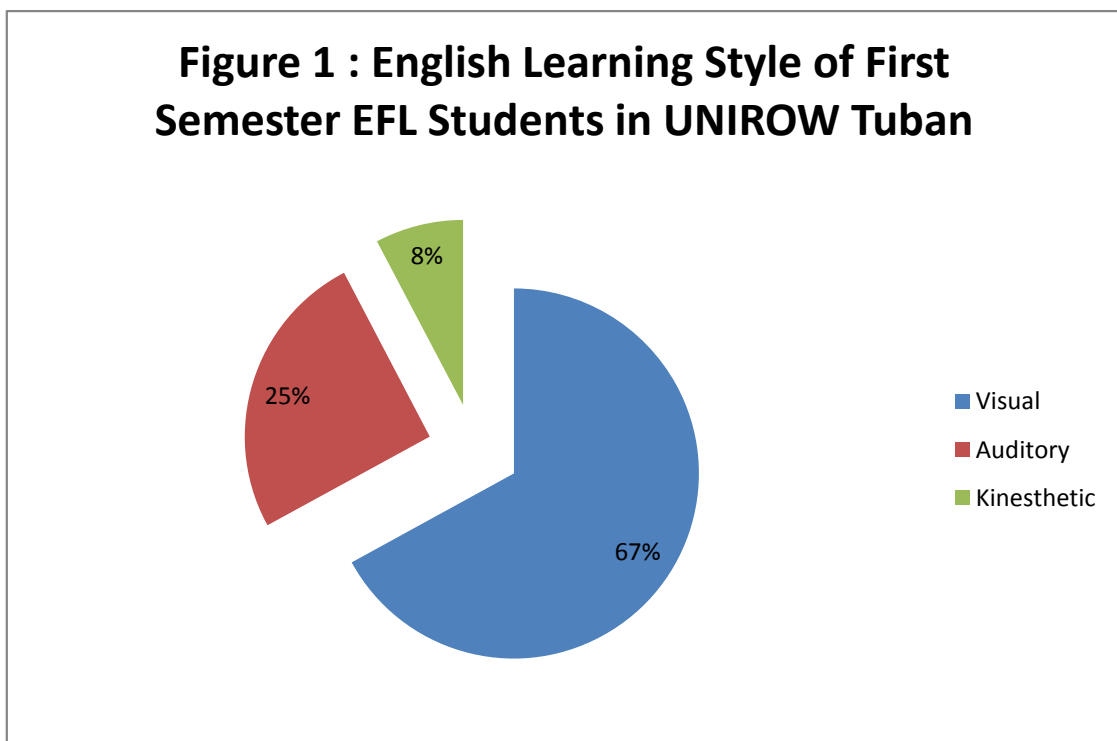
1. **Research Design:** The study will utilize a descriptive research design to investigate the learning styles of first semester EFL students at Unirow Tuban. The descriptive research design is appropriate for this study as it seeks to describe and analyze the learning style preferences of the participants.
2. **Participants:** The participants of the study will be 13 first semester EFL students at Unirow Tuban who are currently enrolled in the EFL program.
3. **Data Collection:** The data will be collected using a survey questionnaire consisting of 30 questions related to learning styles. The questionnaire will be divided into three categories: visual, auditory, and kinesthetic. The questionnaire will be distributed to the participants after their regular EFL classes, and they will be given approximately 20 minutes to complete the survey.
4. **Data Analysis:** The data collected from the survey will be analysed using descriptive statistics. The descriptive statistics will be used to summarize the data and provide a general overview of the learning style preferences of the participants. A google form survey was given to the first semester EFL students. It was used to assist the researcher in classifying the various their various learning style preference. Then the researcher used application called Aku Pintar to process the data and draw the conclusion.
5. **Ethical Considerations:** In order to protect the participants' privacy and confidentiality, the survey will be administered anonymously. The participants will be informed that their

participation is voluntary and that they may withdraw from the study at any time without any consequences.

6. Limitations: One limitation of this study is that it only focuses on first semester EFL students at Unirow Tuban. Therefore, the results may not be generalizable to other contexts. Additionally, the study relies on self-report data, which may be subject to response bias.

FINDINGS AND DISCUSSION

According to the results, there are three different ways that students learn English, including visual, auditory, and kinesthetic learning styles. As shown in the following figure:



The results revealed that the majority of first semester students had a dominant visual learning style, as shown in the picture above. There were 8 students (67%) who were visual learners, 3 students (25%) who were auditory learners, and 2 students (8%) who were kinesthetic learners. According to the data, practically everyone prefers

to learn while watching a display image, remembers instructions when they were written, and remembers what they see more readily than what they hear. To make learning something simple for them, they want certain visual cues and a color scheme. To help them remember and make it simpler for what they do next, they need to create some lists or make some points.

This argument is consistent with Rebecca Oxford et al(2020) .'s findings in the Learning Style Survey showing visual learners retain information better if they write it down, mentally visualize the image, word, or number, and use coding colors to aid in their learning. On the other hand, they must record what their teacher stated in order for them to recall it. The aforementioned justification is consistent with Vakos's (2020) assertion in *Contrasting Style* that visual learners frequently forget material provided verbally if they cannot see it or take notes.

With a variety of attractive images can engage the visual learner and increase interest in the course. In *Learning Style: The Cluetu You!*, Dunn and Burke (2005) provide support for it. According to the principle, information is best understood by visual learners when it is given visually. Explaining the material by using Whatsapp voice notes, or song they were to facilitate the auditory learner's needs. According to a theory developed by Porter and Hernaki in 2000, "auditory learners acquire knowledge through listening and interpret information by methods of pitch, accent, and speed." In "The Learning Style Preferences of ESL Students," Reid (2007), it is consistent. "Kinesthetic learning approach is preferred learning by touching and doing: practicing procedures, drawing maps, generating outlines, or producing models," he said. In online learning, the strategy employed for kinesthetic learners is frequently more challenging to implement.

Most of EFL Students in the first semester are visual learners, which may be due to environmental or natural (innate) causes because they originate from various social backgrounds. Every person is unique, and no two people have ever lived exactly the same life. Recognizing a student's unique learning style doesn't automatically elevate their intelligence.

CONCLUSION

In conclusion, the present study sheds light on the learning styles of first semester EFL students at Unirow Tuban. The results indicate that the majority of the students have a preference for visual and auditory learning styles, while a smaller proportion of students prefer kinesthetic styles. These findings suggest that educators need to consider a variety of teaching strategies to cater to the different learning styles of their students.

Moreover, the study found that there were significant differences in learning style preferences between male and female students and also the place they come from. This implies that gender and place may play a role in shaping students' learning style preferences and educators need to take this into account when designing and implementing instructional strategies.

The implications of these findings are significant for language educators, curriculum designers, and educational policy makers. By recognizing the diversity of learning styles among EFL students, educators can create a more inclusive and effective learning environment that addresses the needs of all learners. Further research is needed to explore the factors that influence learning style preferences among EFL students and to develop more tailored instructional strategies that can enhance students' learning outcomes.

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