

STUDENTS' STYLES IN LEARNING ENGLISH VOCABULARY AT SAEC (SECOND AL-LATHIFIYYAH ENGLISH COURSE)

Ulfa Wulan Agustina¹, Septian Ragil Anandita², Cici Nur Mufidah³

¹²³University of KH. A. Wahab Hasbullah
ulfa.wulanagustina@unwaha.ac.id

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Abstract

The aim of this research is to find out the dominant type of students learning style in learning vocabulary at Second Al-Lathifiyyah English Course (SAEC). There were 20 students as the subject of this research. In this case, the researcher got a data by using learning style questionnaire. The result showed that auditory is the most dominant learning style at the Second Al-Lathifiyyah English Course (SAEC), the percentage was 70%. It means that the students prefer hear than read and move. The second type of learning style is visual, which reached 66%. While the last is kinesthetic learning style, which reached 63%.

Keywords: Learning Style; Vocabulary, English Course

Abstrak

Tujuan penelitian ini adalah untuk mengetahui tipe belajar siswa yang dominan dalam pembelajaran kosakata bahasa Inggris di Second Al-Lathifiyyah English Course (SAEC) Penelitian ini melibatkan partisipan sejumlah 20 mahasiswa. Peneliti mendapatkan data dengan menggunakan kuesioner untuk mengetahui gaya belajar siswa. Hasil penelitian menunjukkan auditori merupakan gaya belajar yang paling dominan pada Second Al-Lathifiyyah English Course (SAEC) kedua, persentasenya adalah 70%. Hal ini berarti bahwa siswa lebih suka mendengar daripada membaca dan bergerak. Yang kedua adalah gaya belajar visual dengan persentase 66% dan terakhir adalah gaya belajar kinestetik dengan persentase 63%.

Kata kunci: Gaya Belajar; Kosakata; Kursus Bahasa Inggris

INTRODUCTION

Students have different levels of motivation, different attitudes in learning and different responses to specific classroom environments and instructional practices (see Wulandari et al., 2022; Saputra et al., 2022; Arifin, 2019). Each student has a different way of perceiving or acquiring information from the learning process. How a student chooses the learning process is based on her/his learning style. Brown (2000) defines

learning styles as the manner in which individuals perceive and process information in learning situations. Moreover, learning style is how each learner begins concentrating on, processing, absorbing, and retaining new and challenging information. Therefore, it is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long-term memory and retention.

Learning styles each students is different based on themselves to choose a style of learning and refers to how the students think, stimulate, and how to solve a problem consistently. According to DePorter & Hernacki (2007) defined a learning style become the compound of someone ways to permeate and manage some information that is how they to permeate, then process and control an information. Whereas learning styles is not only aspect of information a writing, listening, watching and speaking, but also aspect of processing an information safety, generally or right brain and left brain, another aspects is when response something in our education environment.

Learning style cannot be denied as one of the ways to help students in learning process. This learning style also helps the teacher to know their students because learning style forms one's behavior. Learning styles is the way of student that preference to learn in process learning and the way students to understanding an idea and some information from other. Wahab & Nuraeni (2020) explain if the student knows the characteristics of his own learning style, then the student will be easy to motivate himself in learning.

In education scope, it was agreed that learning styles have handled an important role in the process of language learning (see Zulaihah & Harida, 2017; Agustina & Nur, 2018; Azizah et al., 2023). The researches on learning styles are also found various. Many researchers have conducted the study on investigating students' learning styles, such as; Albeta et al. (2021), Kurniawan & Hartono (2020), Chetty et al., (2019), and Sinaga (2022). Those researchers investigated the importance of learning style for students. They emphasized that learning style gives significant impact and academic achievement for the students.

According to Fleming & Bonwell (2019), learning style is divided into four types, they are; visual style, auditory style, and kinesthetic style. Visual learning style focuses on seeing by eyes for getting information and idea. Visual learners better understanding and presenting by using visual media such as power point, presentations, videos, pictures. Visual students have sight as their primary sense. They often like to read and write. It is of great importance that they can clearly see what they are to learn. Students who are visual can easily read and follow written instructions. They prefer to see how something is done. Visual students also like to use the computer to create texts. They also like to watch television and movies to aid their learning.¹⁹ Visual people often learn quickly and are well suited for the traditional school system. About 30 per cent of the populations are visual.

Auditory learning styles focuses on hearing, Students who are auditory in their learning style are better at listening to a story and then retelling it. They easily take in oral instructions and enjoy someone reading aloud while they follow the text. It is also good if they can read out loud to themselves. Students with an auditory learning style might very well benefit from listening to an audio book while reading. Auditory people are relatively well suited for the traditional school system. The auditory learners to understanding material and information with hearing first the teacher and they need to get the partner to talking and listening and speak loudly when memorize the material. So the consequently, it can be concluded that auditory learners use their sense of hearing to absorb and comprehend knowledge rather than reading.

Kinesthetic learning style put the students to be physically active while learning or reading. Students of this learning style can often not sit still for a long period of time.

This can be difficult to combine with learning and especially reading and therefore it is a good thing to plan many breaks for this type of student. Kinesthetic students often prefer to do things themselves, for example by experimenting. Kinesthetic learning uses body movement to study the material and to processing an information in the learning. They like to move their hands and respond to sounds and music through physical movement such as playing or juggling objects. So the kinesthetic students better using physically involved in the learning process.

Dealing with English learning, one of the important knowledge to master is vocabulary. It plays very significant role to language learners since it is the main language element. People communicate with other when they are able to use adequate and accepted vocabularies. The vocabulary includes all skills; such as listening, speaking, reading and writing. The vocabulary can help someone to express what they want to say other (Baskarani, 2016).

Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television. Rohmatillah (2014) and Arifin (2018) explained that vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words.

Then, the relation of learning style of students in their learning to get and understanding about vocabulary. There are three model of learning style such auditory,

visual and kinesthetic so the students have dominant style to learn about vocabulary, because every student have different style to study vocabulary. In this research the researcher make questionnaire to students of SAEC to know what is style of their learning to get a vocabulary.

Second Al-Lathifiyyah English Course (SAEC) is program of boarding school in the second Al-Lathifiyyah which is many students study English include first grade of senior high school and first grade of junior high school. There are two teachers from EEC (Effective English Course) who teach and guide the students for study English. This program only one year to study, then the lesson such as getting vocabulary, speaking, and grammar. There are 53 students in this course and the time of class at 10.00 p.m. until 11.00 p.m. only five days in a week. This study aims to find out the dominant type of students learning style in learning vocabulary at Second Al-Lathifiyyah English Course (SAEC).

METHOD

The researcher used descriptive quantitative research because the data is presented in numerical and descriptive form to make the research going in the right way. Which mean descriptive research is a study conducted to determine variables, either the variable is one or even more without making comparison or connect with other variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, surveys, or by manipulating pre-existing statistical data using computational techniques. (Muldyagin, 2018) The subjects of this research from Second Al-Lathifiyyah English Course (SAEC) researcher used a qualitative

type to get data. The researcher collecting the data in this research used interviews and questionnaires. The respondent of the researcher is students. After the students filled the questionnaire, the researcher calculated the result by using Likert scale and analyzed and described the data. To account the questionnaire result, the researchers use the following formula:

FINDINGS AND DISCUSSION

Findings

This research focuses on the dominant of students learning styles in the vocabulary learning. There are three learning styles such as auditory, visual, and kinesthetic. The subject of this research is Second Al-Lathifiyyah English Course. The result of questionnaire on investigating students' learning style on each type of learning style is presented in the following tables:

Table 1: The result of questionnaire on auditory learning style

No	Description	Score
1	I learn English vocabulary by listening to other people say it.	71
2	I memorize new vocabulary by listening to music.	81
3	I get vocabulary when the teacher explains/speaks in class.	74
4	I add new vocabulary by listening to music in English.	76
5	I often talk to other people to chat using new vocabulary.	56
6	I like to repeat vocabulary by talking to myself.	65
7	I speak at a moderate pace.	73
8	I pay attention when someone is speaking new vocabulary.	71
9	I remember reading someone else's reading better than reading it by myself.	55
10	I prefer memorizing vocabulary by raising my voice and moving my lips.	78
	Sum	700
	Average	70

Table 2: The result of questionnaire on visual learning style

No	Description	Score
1	I learn new vocabulary by looking at pictures on posters/madding boards.	71
2	I memorize new vocabulary by reading the text.	79
3	I find it easier to memorize vocabulary when I rewrite it.	79
4	I use flashcards (memory cards) to memorize new vocabulary.	56
5	I prefer to fill in crosswords when learning vocabulary.	51
6	I prefer to add vocabulary by drawing the vocabulary.	50
7	I tend to speak quickly	61
8	I memorize vocabulary by finding a quiet place.	88

9	I learn vocabulary by looking at English illustrations or watching English television.	63
10	When I take the English exam, I like to read books over and over again.	64
	Sum	661
	Average	66

Table 3: The result of questionnaire on kinesthetic learning style

No	Description	Score
1	I learn vocabulary by practicing like talking to a native speaker.	64
2	I find it easier to memorize vocabulary by moving some body parts (hands, walking around).	71
3	I acquire new vocabulary closely while other people are talking.	58
4	I talk to other people using gestures or gestures if there are known vocabulary.	69
5	I tend to move/tap my pen while reading.	70
6	I speak slowly.	60
7	I learned vocabulary by watching action films.	59
8	I like to memorize vocabulary by touching other people.	51
9	I often do physical activities/ move a lot when studying in class.	61
10	When reading English books I like to point at vocabulary with my index finger.	69
	Sum	631
	Average	63

Discussion

In table 1, the result of questionnaire on investigating students’ auditory learning style is simply displayed. The questionnaire consisted of 10 items which dealt with the students’ way in learning new English vocabularies. All items questioned students’ auditory usage preference. From the whole findings on auditory learning style, the highest score was in students’ way to listen to the music just for adding their English vocabularies. The score on this item reached 81. While the lowest score in students’ auditory learning style when someone else reads for them. The score was only 55.

In table 2, the result of questionnaire on investigating students’ visual learning style

shows that students’ highest score is finding the quiet place to memorize vocabulary. The score is 88. The findings strongly suggest that most of the students are tend to be individual learner. The questionnaire on visual learning style consisted of 10 items which focused on students’ visual way in learning new English vocabularies. All items questioned students’ visual usage preference. In applying visual learning style, the fewest score is gotten from the preference when the students add vocabulary by drawing it. The score was only 50.

In table 3, the result of questionnaire on investigating students’ kinesthetic learning style shows that students’ highest score is moving some of body parts, such as hands,

moving around, etc. The score is 71. Likewise the other questionnaire on visual and auditory learning style, the questionnaire on visual learning style is also consisted of 10 items which focused on students' kinesthetic way in learning new English vocabularies. All items questioned students' kinesthetic usage preference. In applying kinesthetic learning style, the lowest score is gotten from the students' preference when touching others while learning vocabulary. The score was only 51.

From the three tables as presented above, it can be simply observed that most of students preferred to be auditory learners. It is derived from the average score of questionnaire which put auditory learning style in the highest score, it was 70. The second learning style which is preferred by the students was visual. The average score was 66. The last learning style which is used by the students was kinesthetic learning style (63%). Referring to the previous result, it can be simply observed that the auditory learning style became the dominant one, compare to other types of learning style.

CONCLUSION

This research focuses on the dominant of students learning styles in the vocabulary learning. There are three learning styles such as auditory, visual, and kinesthetic. The subject of this research is Second Al-Lathifiyyah English Course. The research used descriptive quantitative. The purpose of this research is to know the learning styles of students and dominant all of student style in learning especially for vocabulary learning. Feasibility based on the result of auditory learning style is 70%, the result of visual learning style is 66% and the result of kinesthetic learning style is 63%. Based on the result, the dominant

of learning style is auditory for vocabulary learning in the Second Al-Lathifiyyah English Course.

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