
**A STUDY OF EFL STUDENTS' LEARNING STYLES IN ENGLISH
CLASSROOM AT SDN 5 PALEMBANG**

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ABSTRACT

The objective of this study is to identify the main types of learning styles of EFL students in SDN 5 Palembang. The unit of analysis of this study is EFL SDN 5 Palembang students studying at five levels. A qualitative approach was used to conduct this study: data was collected through observation and interview questionnaires. The study found that the learning styles of EFL students in English language instruction were kinesthetic, visual, auditory, and group-based. The results also showed that the most dominant learning style was kinesthetic.

In other words, EFL students in SDN 5 Palembang preferred to learn English through a kinesthetic learning style.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis-jenis gaya belajar utama siswa EFL di SDN 5 Palembang. Unit analisis dari penelitian ini adalah siswa EFL SDN 5 Palembang yang belajar di lima tingkatan. Pendekatan kualitatif digunakan untuk melakukan penelitian ini: data dikumpulkan melalui observasi dan kuesioner wawancara. Studi ini menemukan bahwa gaya belajar siswa EFL di Instruksi bahasa Inggris adalah kinestetik, visual, auditori, dan berbasis kelompok. Hasilnya juga menunjukkan bahwa gaya belajar yang paling gaya belajar yang paling dominan adalah kinestetik. Dengan kata lain, siswa EFL di SDN 5 Palembang lebih suka belajar Bahasa Inggris melalui gaya belajar kinestetik.

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INTRODUCTION

Student-teacher connection is crucial to the teaching-learning process. In the classroom, interaction refers to the words (or actions) needed to keep up a conversation. According to Brown (2015), interaction is the cornerstone of second language acquisition, as students work to improve their social skills and communication skills while building their identities via cooperation and compromise. It indicates how they can effectively communicate with one another while they are in the same location. The effectiveness of the teaching-learning process is largely dependent on how the pupils learn, but it is also influenced by how the teachers instruct. One of the key elements influencing how students acquire a second or foreign language is their language learning style. Zainal (2015), in particular, learning style which is one of the methods for identifying individuals will help teachers get to know the students in front of them and open the door to their becoming much more effective (Ibrahim, 2009). One may argue that in order for the teaching-learning process to be successful, teachers must enlist the assistance of their students in addition to using effective teaching strategies.

According to the writers' explanation above, the students' learning styles differed when they heard the lecturers' explanations in the English classroom. When lecturers use presentation slides or videos to explain a concept, some of them are able to grasp it visually. Others were able to understand by participating in group discussions or just listening to the lecturers' direct explanations on tape. English in English, classroom interaction is the exchange between students and lecturers; it can be either lecturer-centered or student-centered. It makes sense for lecturers to be aware of their students' learning preferences in order to establish a positive rapport with them during the teaching and learning process in an English classroom.

Since children have different learning styles, it is always important for teachers especially language teachers to recognize, value, and accommodate these variances. It's possible that pupils will respond differently to lectures. For instance, while some may concentrate on listening to the lecturer, others may take notes while the lecturer explains the topic, and yet others may need to review their understanding with friends to make sure they understand. Some pupils learn better when they touch the object, while others learn better when they study by themselves without any interruptions. Working as a team might occasionally enhance comprehension in classroom interactions. From the explanation above, the writers wanted to conduct research entitled "A Study of EFL Students' Learning Styles in English Classroom at SDN 5 Palembang". The research questions is What are the dominant kinds of EFL students' learning styles used.

LEARNING STYLE

According to Guy (as described in Hilyatun, 2017), learning styles are the newest and best methods for raising academic achievement; they are notable, but they are unlikely to be based on teaching tenets that will endure. Teachers shouldn't waste valuable instructional time and their tried-and-true teaching strategies trying to fit in with every student's preferred learning style. While learning style has an impact on students' ability to speak English, it has no effect on their academic performance in English classes. When students struggle to grasp in this situation, the teacher must assist them. During English class, the instructor should also develop a suitable teaching strategy to accommodate the students' preferred language learning style. According to Hilyatun (2017), learning style encompasses not only how students acquire knowledge but also how they demonstrate what they have learned within the teaching-learning process. The distinctive cognitive, affective, social, and physiological behaviors that are comparatively consistent markers of how students view, engage with, and react to the learning environment are frequently referred to as learning styles (Gilakjani 2012).

LEARNING STYLE TYPES

Reid (1987) is a well-known researcher who emphasizes sensory modes. She focuses on preferences for "perceptual" and "sociological" learning styles. She went on to refine her model and incorporate it into the Perceptual Learning Style Preference Questionnaire (PLSPQ), a survey. To address visual, auditory, kinesthetic, tactile, as well as group and individual learning, she categorizes her learning type instrument into six groups (Reid, 1987).

1. Preference for Visual Major Learning Style. They learn best when they see words in workbooks, books, and on the chalkboard. Reading instructions and information helps individuals retain and comprehend it better. They can frequently learn on their own and don't require as much oral explanation as auditory learners.
2. Preference for an auditory major learning style. They pick up knowledge through oral explanations and hearing words spoken aloud. Reading aloud or moving their lips while reading might help them retain information, particularly when they are learning new topics. They gain from listening to lectures, class debates, and audio recordings. They gain from interacting with their teacher, instructing other students, and creating tapes to listen to
3. Preference for a Kinesthetic Major Learning Style. The greatest way for them to learn is through hands-on experience in the classroom. When students actively engage in classroom role-playing, field trips, and activities, they retain material better.
4. Preference for a tactile major learning style. When given the chance to engage in "hands-on" experiences with novel materials, kids learn best. In other words, the most effective learning environments are those that involve conducting experiments

in a lab, handling and constructing models, and interacting with and handling new materials.

5. Preference for Group Major Learning Style. They will be more effective in finishing assignments successfully when they collaborate with others, and they will learn more readily when they study with at least one other student. Working with two or three classmates helps them retain information, and they value group interaction and classwork with other pupils.
6. Personal Preference for a Major Learning Style. Working alone helps them learn the most. When they study alone, they think more clearly and retain the knowledge they acquire. They learn best when they are by themselves, and they learn more effectively when they work alone (Reid, 1995).

METHOD

In this study, a qualitative descriptive approach is employed. A qualitative approach is defined by Burns and Grove (2003) as a systematic subjective method to interpret life experiences and situations for significance. The data for this study was sourced from students in SDN 5 Palembang. Observation and interview were the tools utilized for gathering the data. Data on EFL students' learning styles must be gathered through the use of the interview. In the meantime, the observation was utilized to search for how learners' styles were being applied in English classroom interaction.

RESULTS AND DISCUSSION

After conducting the observation for students learning the style in SDN 5 Palembang, the writers got the result in their research, there were 35 students who have visual learning style, 15 students who have auditory learning style, 50 students who have kinesthetic learning styles, no one students chose tactile learning styles, 3 students who have group learning style, and 1 student who has individual learning styles.

Based on result above, the writers found that the type visual learner was 29%, the auditory learner was 15%, kinesthetic learner was 52%, tactile learner was 0%, group learner was 11%, and individual learner was 4%. As a result, there just five from six kinds of learning styles that used or dominant happen in this English class at SDN 5 Palembang.

Based on the implementation in the classroom, the writers found out the visual when the students focus on observing especially when reading the hand-out in the learning process. Then the kinesthetic learners were found when they prefer to be active in doing a debate, speech, and role-play for the lesson than have to focus on listening theory. Auditory is to just hear the explanation from the lecturers, listening to the radio and the last was group learner that found when they prefer studying with the other although in teamwork or just in peer in the classroom.

After analyzing this research, the writers found out the dominants those there were four kinds from six styles in English classroom interaction as follows:

Kinesthetic

Kinesthetic learners were distinguished by the ten statements, with 11 students consistently selecting the statement "I prefer hands-on activities over theoretical learning." These students choose to take action rather than just concentrating on theoretical listening, and they also find it easier to think effectively when they are active. In this scenario, students who have this characteristic will grasp the learning material thoroughly by engaging in material practice. Since they engage in the activity, their five senses will be stimulated, allowing them to experience it authentically. Certainly, this enhances memory and deepens comprehension when engaging directly with the material, as opposed to just passively listening or reading. Ten students consistently choose option number eight which states, "I feel very happy when teachers request me to present in front of the class." These students may feel anxious if they have to remain seated for too long, so they prefer standing instead of sitting. In this situation, students practicing the lesson will experience fear but also be motivated to succeed. If they showcase their newly acquired skills in class, they will aim to perform at their highest level. Performing in front of the class would help them remember the material for a longer period compared to just reading it. 13 students consistently select question number nine as the best way to study is by "having a role model". These students demonstrate they can fully grasp the theory their teacher explained by choosing to imagine or delve deeply into it. It shows that the learner who learns best through movement and hands in learning English are kinesthetic style. Generally speaking, students tend to learn better through hands-on experience or practical application.

Visual

Eight students consistently opt for the statement "I learn best by listening to the explanations given by instructors". In this situation, observing the objects firsthand improves the way information is interpreted, leading to better memory and comprehension of learning material, making it a highly effective learning method for students in English classrooms. Then ten students consistently select the second question, "I prefer reading my own writing." This indicates their enjoyment in reviewing their own written work in order to easily retain or recall the information. Because they are multitasking, they simply jot down notes rather than fully comprehend while writing. While they are writing, it is important for them to comprehend as well. So, when they review the written lesson, their focus is solely on repeating the material for highly effective results. In this scenario, when they read to write, it helps them recall more information from what they have written and comprehend it more effectively.

Auditory

Five students consistently opt to record the teachers' explanations in order to be able to replay and fully comprehend what is being said. Three students consistently opt for

question ten: "Engaging in conversation and actively listening with a partner is a method for acquiring English proficiency." In the English classroom, students enjoy listening to their partner's words during conversations. They enjoy giving each other feedback.

DISCUSSION

Based on the point above, the writers concluded that the styles employed by the students in this study are as the following.

Kinesthetic

The writer found that kinesthetic learners require bodily movement while writing in their book, according to the observation. Next, learners who are kinesthetic need to engage with objects in their environment by touching, holding or playing with them. If there are numerous images and descriptions, they become unfocused and require room to complete tasks. According to the information provided, they achieve optimal learning outcomes by engaging their bodies in movement, utilizing either their major or minor muscle groups during the learning process. These individuals are referred to as "hands-on learners" or "doers" since they focus better and grasp concepts more effectively when physical activity is included. Furthermore, the description mentioned is consistent with Rebecca Oxford's finding in the Learning Style Survey that students chew or fidget with their pens while learning.

Visual

By observing, the author identified methods that visual learners rely on to clarify concepts and comprehend the meaning conveyed by their peers. Additionally, they require visual cues and color-coding to facilitate their learning process. They require lists or bullet points to aid in remembering and simplifying tasks for the future. This explanation is in accordance with Rebecca Oxford's point in the Learning Style Survey, stating that visual learners recall information more effectively when they write down and mentally visualize a picture, word, or number, and use color coding to aid in their learning process. However, they have to jot down her friend's words in order to recall it later. The above explanation aligns with Patricia Vakos's statement in *Contrasting Style*, which suggests that visual learners may struggle to retain orally presented information without visual support or the ability to take notes. After that, they must carefully observe the nonverbal cues of their friends. According to Clinton Elizabeth in *Use Learning Styles to Enhance Your Teaching*, visual learners frequently focus on the body language of others, such as facial expressions, eyes, and stance.

Conclusion

The authors determined that only four out of six learning styles identified by Reid were dominant among EFL students in English subject. Kinesthetic learners accounted for 51%, visual learners for 35%, auditory learners for 15%, group learners for 11%, individual learners for 4%, and tactile learners for 0%. This indicates that EFL students at SDN 5 Palembang exhibit kinesthetic, visual, auditory, and group learning styles during English classroom interactions. Although they always gravitate towards visual and auditory methods of learning, they tend to prefer kinesthetic activities during English classroom interactions.

Declarations

Author Contribution

Tiara Eliza: Conceptualization, Methodology, Data Curation, Original draft preparation.

Desi Ratna Sari dan Menik Irawati: Investigation, Reviewing and Editing

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Conflict of Interest

The Authors, Tiara Eliza and Desi Ratna Sari dan Menik Irawati are listed immediately below certify that they have no affiliations with or involvement in any organization or entity with any financial interest (such as: honoraria:educational Grants: stock ownerships or other equity interest and expert testimony or patent licensing arrangement), or nonfinancial interest (such as personal or profesional relationship, affiliation, knowledge or belief) in the subject matter or material discussed in this manuscript

Additional Information

No additional information is available for this paper

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