

Understanding the Three Types of the First Semester Learners in English Language Education Study Program

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Abstract

Every learner has their own learning styles, and there are three types of learner; such as visual learner, auditory learner, and kinesthetic learner. This paper will talk about the three types of learners based on their learning styles, the classification of English Language Education Study Program students based on the three types of learners, and what should the teachers do to help them to achieve the greater knowledge while learning new things. The research using the VAK Learning Styles Self-Assessment Questionnaire obtained from Swinburne University of Technology. The result shows that from the total of 153 students, there are 47% visual type learners, 36% auditory type learners and 17% kinesthetic type learners.

Keywords: learning styles, visual, auditory, kinesthetic

INTRODUCTION

As Kolb (1984) states, one's very own learning style demonstrates his or her individual contrasts in learning. Shaughnessy (1998) contends in his work, a person's learning style is an approach to focus on new and troublesome scholastic information or aptitudes, disguise and recollect forms. People have various mentalities to learning on account of contrasts in learning styles. Sims (1995) found that an individual's learning approach is a moderately steady sign of how they see, interface and react to the learning condition. The important components in teaching effectively are to understand the learning styles and the best method to comprehend the learning styles.

Learners, based on their style of perceiving lesson, can be divided into three categories: Visual, Auditory, and Kinesthetic (VAK). A learner can employ a particular learning style, but it is also possible that a learner employs two or even all three learning styles – with one learning style dominating the other two.

Visual learners rely on their eyesight. Typically, they are adaptive to colors, writing size, and writing font. Visual learners focus more on writing, as such they tend to read billboard and posters as they walk the street. The utilization of visual presentation gives a simple concentration to students. By the visual sequencing, a learning procedure reflects neurons can be terminated and the succession at that point imitated, demonstrated and connected to different settings – for example, incredible support in mathematics education (Averis et al, 2005). Needless to say, books are their go-to handheld.

Auditory learners are dependent on their listening ability. They listen to music or whatever sound which pleases their ears. Auditory learners tend to study either in complete silence or amid musical beats. It helps hone their focus in completing their task. Auditory learners can also be very talkative, either by talking to people or simply humming by themselves. As Anderson and Lorch (1983) state that children's focus during watching TV is short and periodic, with audio included in the TV

show became the cue to get their focus back on the show.

Kinesthetic learners are all about movements. They absorb more lessons when on the move. These learners tend to bite their pen while writing, or do other minor to major physical stunts just to channel their learning persona. Logsdon (2019) adds that they (kinesthetic learners) regularly incline toward direct association with the material they are learning as opposed to worksheets or reading from a book.

As indicated by Sarasin (1999), "... educating can't be effective without information of learning styles and a guarantee for coordinating them with showing styles and methods". There is a connection between word related inclinations and learning style type. Utilizing learning style theory in the classroom is professed to be very advantageous at all instructive dimensions for an assortment of reasons. In general, visual learners, auditory learners and also kinesthetic learners could have a different method to learn and achieve the best result of their learning. In this study, the researcher wants to know what types of learners are the first-semester students of English Language Education Study Program, because they are new in college level, so the teacher needs to understand how to choose the best method for them. Later based on the findings, the researcher could recommend the suitable method to accommodate the learners.

METHODS

In order to know the learning styles from Rose University students majoring English Language Education Study Program, the researcher uses Visual, Auditory, and Kinesthetic assessment rubric. The rubric was obtained from Swinburne University of Technology. The reason for choosing the VAK assessment rubric is because the rubric was self-scoring and easy to interpret. The participants of the study were 153 students

from Rose University and in the first semester of their study. The researcher uses document analysis method. As stated by Ary et al (2010) a research method is that which is applied to written or visual materials for the purpose of identifying specified characteristic of the materials called document analysis method (p. 442). Later, the researcher prepares and organizes the data, coding, and represent the data as proposed by Creswell (2007).

FINDINGS AND DISCUSSION

The VAK rubric consisted of thirty questions in the form of multiple choices. Each question bears three multiple choices: A, B, and C. The categorization of which learner the respondent will get based on the most choice he/she answered.

If the respondent mostly chose A as his/her answer, he/she would be categorized as a visual learner, it also applied for B which is auditory, and C is kinesthetic. For example, this is the question number 1 in the rubric. When I operate new equipment I generally: a) read the instructions first b) listen to an explanation from someone who has used it before c) go ahead and have a go, I can figure it out as I use it.

From that sample question, if the respondent chose A for his/her answer, it shows that he/she is a visual learner. It happens because the answer "read the instruction first" shows that the respondent has a preference in reading the manual first before operating the new equipment, thus he/she use his/her visual ability. It also applied to answer B and C.

If the respondent answered with option B, it shows that he/she is an auditory learner. It happens because the answer "listen to an explanation from someone who has used it before" shows that the respondent has a preference in listening to the instruction of how to use the new equipment from someone whom are expert than he/she, thus, the respondent depends on his/her auditory ability.

If the respondent answered with option C, it shows that he/she is a kinesthetic learner. It happens because the answer "go ahead and have a go, I can figure it out as I use it" shows that the respondent has a preference in directly using the new equipment before reading or listening to the instruction given, thus the respondent depends on his/her motoric (kinesthetic) ability.

The findings of this study classified the 153 students of 2016 batch of English Education Study Program of Rose University into 3 different types based on VAK learning styles. The most adapted learning style was visual with 47 percent (72 students), followed closely by auditory with 36 percent (55 students). Kinesthetic type of students was the least with only 17 percent (26 students).

Visual Learners

From the 47 percent (72 students) of the respondents are all visual learners. Somebody with a Visual learning style has an inclination for seen or watched things, including pictures, graphs, exhibits, shows, gifts, films, flip-outline, and so forth. These individuals will utilize expressions, for example, 'show me', 'how about we view that' and will be best ready to play out another errand subsequent to perusing the directions or watching another person do it first. These are the general population who will work from records and composed bearings and guidelines.

Thus the visual learners are best working with underlining, various colors, highlighting, symbols, stream outlines, outlines, charts, pictures, recordings, posters slides, distinctive spatial courses of action on the page, reading material with graphs, pictures, speakers who utilize signals and beautiful language.

Visual learners could absorb new knowledge through their visualization. The visual learner is more attracted to color, font, or the handwriting style. There are four methods for the visual learners to improve

their knowledge absorption; they are through taking notes, underlining or highlighting, summarizing, and mapping.

Taking notes is one thing to do when you have some times to improve your visual and kinesthetic also through handwriting. Taking notes could be effective in improving the understanding of the main idea to be absorbed by our mind because our mind makes a decision for what would be written, and when we are writing, our visual also take part. As Rickards, Fajen, Sullivan & Gillespie said that the positive effect which possibly will happen while taking notes for the complicated conceptual knowledge, therefore, identifying the main idea is one of them (1997). It is also stated that note-taking align with mental processing will be more effective rather than just taking a note without thinking about what one's is writing about (Kiewra et al., 2001; Slotte & Lonka, 1999). Kuepper-Tetzel (2018) also stated that for the most part, the elements of note-taking are two-part: First, taking notes can positively affect the admission and handling of data (encoding impact). The possibility of this is while we take notes, we connect effectively with the substance of an address or class, which prompts better appreciation of the introduced material. The second capacity is that notes enable students to return to them and use them to think about the material (external storage effect).

Text-marking or highlighting is one of the simplest things that visual learner can do to improve their knowledge. As the visual learners are more attracted to the color variations, there are a few reasons to expect highlighting/text-marking to profit learning. From a depth-of-processing point of view, only the demonstration of choosing what to check and what not to check may lead students to process textual data at a more profound, more evaluative stage than they would when basically understanding it (Craik and Lockhart 1972; Nist and Hogrebe 1987). Reliable with this thought, learner-generated highlighting will in general,

produce preferable test execution over experimenter-generated highlighting (Fowler and Barker 1974; Rickards and August 1975; Rickards and Denner 1979; however, see Nist and Hogrebe 1987). Also, when students are prepared in highlighting systems (i.e., to peruse a section, choose what is conceptually significant, and after that highlight the data), they perform better rather than students who don't get such training (Leutner et al. 2007), demonstrating that suitable intellectual action during highlighting can improve its advantages. The visualization of the color could help them to get the main idea of the new things that they want to learn. On the other hand, highlighting could make them confused in case if they highlighted many sentences and that would make them to not get the main idea itself (Snowman, 1984).

Summarizing is a little bit similar to taking notes. Summarizing involves the choice of words which will be assembled as a simple sentence which delivered the main idea. Summarizing draws upon additional evidence from input, output and other sources in order to reconstruct a more complete image of the cognitive activities from of their traces in the thinking-aloud protocol (Endres-Niggemeyer, 1998). The effectiveness of this strategy itself relies upon the understanding of the main idea itself, which upon the visual learners could get the main idea and transformed it into one better sentence to be recalled again in the later time (King, 1991).

Mapping or outlining is the way to get the main idea in the form of some points or diagram. The purpose of this method is to let the visual learners organize the information or the main idea in a more structured way (Hyerle, 1995; Robinson & Skinner, 1996). The mind mapping could help them to get a better understanding by conducting a simple reading.

Auditory Learners

From the 36 percent (55 students) of the respondents are all auditory learners. Somebody with an Auditory learning style

has an inclination for the exchange of data through listening: to the expressed word, of self or others, of sounds and clamors. These individuals will utilize expressions, for example, 'let me know', 'how about we talk it over' and will be best ready to play out another assignment subsequent to tuning in to guidelines from a specialist. These are the general population who are glad being given spoken guidelines via phone, and can recall every one of the words to melodies that they hear.

Thus auditory learners are best working by listening to lectures, go to instructional exercises, talk about points with different students, examine subjects with the teachers, disclose new plans to other individuals, utilizing a recording device, recollect the fascinating topics, stories, jokes, portraying the overheads, pictures and different visuals to someone who was not there leave spaces in your address notes for later review and 'filling'.

Auditory learners could learn best from hearing and verbal communication. They really paid attention toward auditory component such as tone, pitch and also the loud volume of a sound. Therefore, these are the best methods for auditory learners; hearing the lecture, reciting the material, and also group discussion.

A research conducted by Cohen and Wolvin (2011), story-listening is contended to be significant for auditory learning. They highlighted the significance of stories for auditory learners and announced that the accounts both give significantly more than amusement and help us get ourselves and our general surroundings. The research stated that storytelling is the key to correspondence and prepared story audience members are all the more subjectively engaged. Storytelling is significant, however, Cohen and Wolvin underline the need to refocus on story tuning in. In like manner, the extraordinary potential for making classroom instruction around the accounts can be given to improve the listening abilities

of students and their general understanding aptitudes such as hearing the lecture.

Tabanlıoğlu (2003) stated that auditory learners are great at forming words all together, making associations and exploring them so as to encourage their retrieval as far as vocabulary learning. The outcomes in Tabanlıoğlu's study tell that auditory learners realize the best way to control and accomplish the objective language productively. On this extent, reciting (repeating at the same time as hearing the lecture) is the best way to boost their knowledge.

Group discussion is also a best method for auditory learners. Mackay (1997, p. 9) takes note of that listening has opened up new knowledge to individuals. Research demonstrates that a standout amongst the most significant purposes behind student disappointment is the absence of listening (Conaway, 1982, Fw. Yıldırım, Doğanay & Türkoğlu, 2009, p. 99). Students group discussion exercises ought to be incorporated into the schools, and listening abilities ought to be improved at an early age, moreover, it also could be applied in the early stage of higher education level.

Kinesthetic Learners

From the 17 percent (26 students) of the respondents are all kinesthetic learners. Somebody with a Kinesthetic learning style has an inclination for physical experience - contacting, feeling, holding, doing, down to earth hands-on encounters. These individuals will utilize expressions, for example, 'let me attempt', 'how would you feel?' and will be best ready to play out another assignment by feeling free to give it a shot, learning as they go. These are the general population who like to try, hands-on, and never take a gander at the guidelines first.

Thus, kinesthetic learners are work best by using every one of their senses - sight, touch, taste, smell, hearing, field trips, instances of principles, teachers who give real life applications, hands-on methodologies

(figuring) on experimentation of trial and error, collecting plants, shells, grasses.

Kinesthetic students incline toward body movements over visualization and audio (Gardner, 1993). Development fills in as a guide to their memory and they recollect development from others just as their own. Logsdon (2019) stated that they (kinesthetic learners) may search out contacting and controlling articles when finding out about them. Based on those theories, there are three best methods for kinesthetic learners, those are; copying/imitating, visualize the knowledge, and also reading by writing.

As Armstrong (2003, p. 15) stated that kinesthetic activities may incorporate the capacity to mirror the physical developments of others or the ability to ace built up fine-motor schedules for building a structure. Based on that, it is best for kinesthetic learners to imitate their teacher movement. For example, as Fernald (1988) stated that kinesthetic learners could imitate by making letter shapes in the air, or on the desk. The teacher could also ask the student to imitate the movement of an animal in teaching the young grades.

Kinesthetic learners also could visualize the body movement, Houston (1982) defined as kinesthetic imagery. Kinesthetic imagery alludes to internal symbolism that mimic to physical movement, bodily sensations, and material impressions (Houston, 1982). A couple of fundamental exercises can get ready students to comprehend this type of symbolism: have them envision strolling down a street that has been newly paved with tar (and feeling the imaginary stickiness on their nonexistent feet), or lounging in the sun (and feeling the nonexistent warmth on their imaginary skin), or lifting a substantial weight (and feeling the strain in their imaginary muscles).

The last method is reading by writing. As Armstrong (2003) stated that writing is in reality only a profoundly kinesthetic method for reading, thus you should need to consider it as a fantastic methodology for helping the

reader to start mastering the code (p. 31). For example, as we know, the press in the earlier time, they did writing by hand before printing the reading material. Furthermore, the first sentence that the students read was meaningful and inscribed by themselves, it had a physical connection to made them wanted to learn more.

CONCLUSION

Based on the findings, there are three learning styles that students of English Language Education Study Program of Rose University use, they are visual, auditory, and kinesthetic. 72 students have visual learning style preferences. 55 students have auditory learning style preference. 26 students have kinesthetic learning style preference. To sum up the conclusion, students with visual learning style preferences are 47%, students with auditory learning style preferences are 36%, and students with kinesthetic learning style are 17%.

Based on the visual learning style result, the best method a visual learner could use, he/she will perform well at composing practice answers, passaging role play the exam situation in your own room, encountering the test with the goal that you can get it, able to getting things done.

Based on the auditory learning style result, the best method an auditory learner could use, he/she will do best in converse with the examiner, listening to their voices and record them, spend time in quiet spots reviewing their thoughts, practice composing answers to old test questions, speak your answers, they like to have the majority of this page explained verbally to them, the composed words are not as significant as those they hear, they will most likely proceed to inform someone regarding new information.

Based on the kinesthetic learning style result, the best method a kinesthetic learner could use, he/she will do best in composing practice answers/paragraphs, role playing the test examination in their very own room, they need to encounter the test so they can get it, the knowledge on the page are just important only if they sound practical, genuine and significant to them, they have to get things done using their motoric senses to get it.

This study hopes for teachers could have more method to accommodate the three learning types. The more variation of method used, more students could adapt to their own learning style preference. It also has an impact on the students to be more motivated in their learning.

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