# The Student's Style in Learning English at Islamic Senior High School

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***Abstract***

*In this era Learning is a fundamental aspect that must be taken into consideration. An important step in the teaching process is developing the teacher's strategy and the student's learning style. The purpose of this study is to investigate the types of learning styles that students use when learning English. This study employs qualitative research design. This study employs a case study methodology. This study was conducted from May 27, 2024, to June 1, 2024, at SMAS Al Hijrah II, located on Jl. Lau Dendang in Deli Serdang. Data is taken from the XI grade students. Approximately eight students were sampled using purposive sampling. Wawancara and observation are used in data collection to gather data. The research findings indicate that there are four types of learning styles used by researchers: visual, auditory, read-write, and kinesthetic (VARK)*

*Keywords: Learning accuracy, Style, Learning improvement*

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## A. INTRODUCTION

Learning style or we have commonly known as the types or models of learning is one of the things that should be considered. Brown (2000), defines learning style as how individuals perceive and process information in learning situations. It also stated in Nasution (2008), the learning style or "learning style" of students is the way students respond and use stimulant stimuli received in the learning process. In line with Joko (2006), "learning styles are a process of action of behavior, appreciation, and tendency of a student to try to empathize or gain knowledge in his way". Moreover, Chetty et al., (2019), learning styles are described as characteristics, strengths, and preferences about how people receive and process information. Nugrahani and Pangaribuan (2006), explained that learning styles could be an instructional strategy to provide cognitive information, content, and learning context. In this sense, it is more important for schools and teachers to understand the theories of learning styles and to get to know the student learning styles. According to Pramesti and Ratnadi (2020), learning style is related to how he learns and influences material absorption.

Knowing students' learning styles will make it easier for teachers to create an environment that encourages pupils to absorb as much knowledge as possible. Teachers must keep in mind that not all students learn in the same way. Teachers must adjust different teaching tactics by determining which learning type is the most popular in the class and which learning style is the least popular. There are four models in learning style, The VARK (Visual, Auditory, Read and Write, Kinesthetic), that model was extended from the VARK model by Neil Fleming in 2006. According to Drago and Wagner (2004), identity learning style is a difference that exists between individuals all over each learning method. Furthermore, Hativa (2000), the different learning styles of students exhibit that they hold dissimilar strengths and preferences in the ways they absorb and process information. Thus, Biggs and Moore, (1993), learning style may be thought of as a preparation of preconceptions by an individual engaged in the activity of learning.

Accoring to Gudnason (2017), no single method fits all people. Students will be able to improve their focus, concentration, and learning process if the teacher designs and implements their learning by paying attention to diverse learning styles. Nurmayani et al., (2017), if teachers want what they communicate to students to be truly accepted, they must combine with multiple strategies to create a form of blend content that is easy to obtain, especially according to students' learning styles. Matching between teacher strategy and students learning styles has a positive impact on achievement and satisfaction. A mismatch is said to occur when students" preferred methods of processing information are not aligned with the teachers" preferred strategy of teaching. When mismatches exist between the learning styles of most students in a class and the strategy of the teacher, the students may become bored and inattentive, do poorly on tests, get discouraged about the courses and the curriculum.

Many learning style experts showed the theory that students will learn more and will enjoy the class experience and environment when they can use their preferred learning styles. Then for support that, learning style concept must be studied in depth for three main reasons. Firstly, it is clear that learners have their own preferences regarding

learning and certain types of psychological characteristics are associated with certain types of individuals. Secondly, there is evidence showing that the attempt to provide different learning styles may help learners achieve better results.

Finally, teachers should know how to develop a classroom methodology that is based on students" learning styles It is the responsibility of the teacher and the student to be aware of learning style preferences to improve their teaching and learning. As teachers, we need to assess and understand how to teach all students by understanding how to present information in multiple modes. We can help students more effectively both in and out of the classroom, if we are aware of their learning style and can assist them in determining their preferences. As a student, it is vital to be self-aware of preferences to adjust study techniques to best fit each individual, even when the information and instruction provided do not match the preferred style.

In addition, Peacock (2001), proposes that "teachers should strive for a balanced teaching style that does not excessively favor anyone learning style rather than tries to accommodate multiple learning styles". According to Sisio (2017), teachers who match their students' learning styles to the methods they use to educate will see an increase in their students' achievement. Learning styles might make it easier for students to learn English.

## B.  RESEARCH METHODOLOGY

The VARK (Visual, Aural, Read and Write, Kinesthetic) Model was extended from the VAK model by Neil Fleming (2006). Fleming introduces the learning style as "an individual"s characteristics and preferred ways of gathering, organizing, and thinking about information". Therefore, VARK is a sensory model focused on how learners prefer to receive and deliver new knowledge. Based on the VARK model, learners could be classified into:

### 1. Visual Learners

Visual students respond strongly to visual resources, including charts, pictures, diagrams, maps, flow charts, and highlighted text. They also convey information to others, they also prefer to design maps or charts. Visual learners are characterized by the following:

a. They tend to prefer sitting at the front of the classroom to avoid visual obstruction.

b. They often prefer to take detailed notes to absurd the information.

c. They use words and phrases that evoke visual images.

d. They learn by seeing body language and facial expressions to understand the lesson.

### 2 Auditory Learners

Auditory students like to learn things from listening, discussion, chatting, and recording. They also prefer to talk to others and discuss with them to explain facts and informations. Auditory learners are characterized by the following:

a. They speak slowly and tend to be natural listeners.

b. They acquire knowledge by reading aloud.

c. They prefer to have things explained to them verbally rather than to read written information.

d. They learn by listening and verbalizing.

e. Like dialogue and discussion.

**3. Read-Write Learners**

These students appear to prefer textual materials. As a result, they favor textbooks and lecture notes. Read-write learners are characterized by the following:

a. They prefer for information to be displayed in writing, such as a list of ideas.

b. They emphasize text-based input and output.

c. They enjoy reading and writing in all forms.

**D. Kinesthetic Learners**

Kinesthetic students tend to use practical resources such as exercises and case studies. They also prefer to do things in order to learn about it. Kinesthetic learners are characterized by the following:

a. Learn best when they are involved or active.

b. They use movement as a memory aid.

c. Remember what was done, but have difficulty recalling what was said or seen.

d. They learn by doing and solving real-life problems.

e. They like to sit near the door that can easily get up and move around

## C. LITERATURE REVIEW

Experience as the source of learning and development in 1984. Kolb"s experimental learning theory (ELT) and Kolb"s learning styles inventory (LSI). Kolb"s learning theory includes four different learning styles, which are based on a four-stage learning cycle. The learning cycle stages are:

1. Concrete Experience (CE)- Feeling

2. Reflective Observation (RO)- Watching

3. Abstract Conceptualization (AC)- thinking

4. Active Experimentation (AE)- doing

The purpose a variation to Kolb"s position, establishing relationships among styles and the way information is dealt with:

## 1. Active/Reflective

Active people regard themselves to have comprehended a piece of information only after they have discussed it, applied it, or attempted to explain it to others. Reflexive persons, on the other hand, prefer to think about the situation before taking any action. Information processing is related to active/reflective.

## 2. Sensorial/Intuitive

Sensory individuals are designed to learn from tasks that involve issues and data that can be solved using well-behaved approaches with no surprises or unexpected outcomes. Furthermore, this approach typically relates to students who are detail-oriented and excellent memorizers of data and practical applications. Conversely, intuitive that students are expected to uncover alternate options and relationships on their own, using abstractions and formulas to learn new concepts and accomplish new jobs swiftly and innovatively. Sensorial/intuitive perception is linked to information perception.

## 3. Visual/Verbal

Visual is driven people to find no difficulties in interpreting, for example, pictures, diagrams, timelines, or movies. Distinctly, verbal students" learning processes are driven by written or spoken explanationsbeing the most widely used learning styles informal education. Visual/verbal is referring to information retaining.

## 4. Sequential/Global

Sequential people structure their learning process by logically, successively chained steps, each one of them related to the search for solutions. On the other hand, global students' learning processes are marked by random jumps: they can frequently answer a hard problem without knowing how they arrived at the solution. In formation organization is linked to sequential/global.

## D. RESEARCH RESULTS AND DISCUSSION

To strengthen this research, the researcher includes several relevant kinds of research as follows: The first relevant research is entitled the analysis of students' learning styles. From Isnaeni Wahab and Nuraeni (2020). This research uses a descriptive research design with a qualitative approach, a questionnaire is a tool in this study that is used to see what learning styles are dominant in students in the learning process. The goal of the study was to figure out what kinds of learning styles students have.

The conclusion drawn from the findings of this study is that three learning styles predominate among students in the department of english for the 2017 academic year: visual learners is the preferred the students learning style. The second relevant research entitled a study of EFL students' learning styles in English classroom interaction was researched by Irma Dewi Isda, Purwati, Baihaqi, and Nuramalin (2016). This research used a qualitative approach, data collection was carried out through observation and survey questionnaires by researchers. The goal of this study is to determine the most common type of learning style among EFL students, as well as how to utilize that learning style in the English classroom interaction process. The findings of this study show that

EFL students use kinesthetic, visual, auditory, and group learning modes in teaching English, with kinesthetic being the most prominent.

In other words, EFL students at the University of Samudra use greater kinesthetic learning approaches when learning English. The third relevant research entitled Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching, from Abbas

Pourhossein Gilakjani (2012). This research is an analysis of learning styles of Iranian University EFL students. there are more than 100 students who completed the questionnaire to be able to determine the type of learning style of each student. To increase the awareness and understanding of lecturers and to know or recognize the influence of learning styles on the teaching process of students in the classroom is the purpose of this research. considering a literature review is an important thing that will determine how learning styles affect the existing teaching process

The goal of this study is to determine the most common type of learning style among EFL students, as well as how to utilize that learning style in the English classroom interaction process. The findings of this study show that EFL students use kinesthetic, visual, auditory, and group learning modes in teaching English, with kinesthetic being the most prominent. In other words, EFL students at the University of Samudra use greater kinesthetic learning approaches when learning English. Finding a learning style allows students to understand their learning strengths and limitations and learn from them. Teachers can include learning styles into their classes by first identifying students' unique learning styles, then matching teaching styles and student learning styles to achieve a match between teaching techniques and students' unique learning styles. In this scenario, the goal of adopting learning styles is to determine the most effective and efficient manner for students and teachers to learn and teach. So, what made this research different from some previous research was the place of this research, researcher took take this research at senior high school, which the previous researcher had never researched my title there. Then, for the sample and data collection, the researcher used the interviews with students so that the researcher got much information so that the analysis becomes in-depth, different from previous research that used a questionnaire.

Then, the researcher used the VARK Theory to support this research. the researcher did a research that could show the teacher and students what was the dominant learning style is used by the students in the class.

## E. CONCLUSION

Learning styles of students at SMAS Al Hijrah II in the context of English language learning. The study employs a qualitative research design with a case study methodology, collecting data from eight grade XI students through interviews and observations using purposive sampling. The findings identify four learning styles visual, auditory, read-write, and kinesthetic (VARK)—as outlined by Fleming (2006).

The research emphasizes the importance of understanding individual learning styles in the teaching process. It highlights that students have different ways of perceiving and processing information, and when there is a mismatch between teaching strategies and students' learning styles, it can negatively impact academic performance and

satisfaction. The study suggests that by aligning teaching methods with students' preferred learning styles, educators can create a more effective learning environment.

Providing insights into how learning styles can be integrated into teaching strategies, particularly in the context of English language learning at the high school level. It also offers a comparison with previous research, differentiating itself by focusing on high school students and using interviews for data collection, which allows for a deeper analysis. The research concludes that recognizing and accommodating students' learning styles can lead to improved learning outcomes and satisfaction in the English language classroom.

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