

**A STUDY OF STUDENTS LEARNING MODALITIES AT ENGLISH EDUCATION PROGRAM AT MUHAMMADIYAH UNIVERSITY OF BENGKULU**

Tya Joice Angelia, Epi Wadison,  
University of Muhammadiyah Bengkulu  
Email: [tyajoicea03@gmail.com](mailto:tyajoicea03@gmail.com) [epiwadison@umb.ac.id](mailto:epiwadison@umb.ac.id)

**Abstract**

The objective of this research was to find students learning modalities in learning English at English education program. Design of the research in this research, the researcher used descriptive qualitative method and the research includes collecting and analysis of non-numeric data to understand concept and experiences. Subject of the research was students of the English education program. Researchers conducted research in semesters 3rd and 5th of the 2022/2023 academic year. Semester 3th consists of 29 students and semester 5th consists of 18 students, so the entire subject numbered 47 students. The research instrument is a questionnaire. The questionnaire was adapted from (Ldpride, 2021). The finding of this research showed that learning modalities in the 3rd semester was kinesthetic with percentage 44%. While in the 5th semester learning modalities was kinesthetic with percentage 36%. And learning modalities in the 3rd and 5th semesters are kinesthetic with a percentage 36%. It was suggested that the importance of knowing the appropriate learning modalities for the way they carry out learning activities will have a positive impact, such as being able to make it easier for students to absorb information so as to increase their interest and learning achievement.

**Keywords: Learning Modalities, English Education Program**

**INTRODUCTION**

Learning modalities are the sensory channels or pathways through which individuals give, receive, and store information. The sensory or senses include visual, auditory, and kinesthetic (VAK). Visual, auditory, and kinesthetic learning model (VAK) is a learning model that optimizes three learning styles in the form of seeing, listening, and moving. Russel in (Yuliani & Najmiah, 2019) explained the VAK learning model, which is a learning model by utilizing the potential / learning style possessed by training and optimally developing learning styles so that learning outcomes improve. Learning modalities have an important role in education, especially in the process of teaching and learning activities. Learning modalities are important in education because this is the fastest and best way an individual has in receiving, absorbing, organizing, and processing the information he receives. (Prashnig, 2007) revealed that students' learning modalities that match the way they carry out learning activities will have a positive impact, such as being able to improve their learning achievement. These various learning activities will create a learning atmosphere that is

conducive, fun, and in accordance with the needs and abilities of students. Of course, it also makes it easier for students to absorb information so as to increase their interest and learning achievement (Fetriani et al., 2020).

There have been several previous studies about learning modalities. First, revealed with reference to the research work of Reiff, Eisler, Barbe, and Stronck, (Martin, 2015) notes that learning rates based on different modalities are "30% for visual, 30% for auditory, 15% for kinesthetic, and 25% for mixed modality". Based on the research, the researcher found that most of the students chose to learn by using visual style and auditory style. However, not many students learn to use the kinesthetic style. The second, (Cabual, 2021) with the title "Learning Styles and Preferred Learning Modalities in the New Normal" based on the research, the researcher found that are the majority of the students are "visual" with 52.76%. The study's findings revealed that the students' group is "visual", and the rest are distributed to the other three learning styles. Last, (Nidhi, 2017) based on the researcher, he found that about 60%-65% of the general population, college students absorbed and remembered the best information by seeing. Therefore, most students learn using visual style.

Based on the importance of learning modalities and some previous research, the title to be study is "**A Study of Students Learning Modalities at English Education Program at Muhammadiyah University of Bengkulu**". This study is different from previous research. This research was conducted using the learning modalities to find out students learning style in learning English at English education program. This study aims to determine the learning style of the VAK learning model that can increase student knowledge acquisition more quickly.

## **RESEARCH METHODOLOGY**

### **Design**

The researcher used descriptive qualitative method and the research includes collecting and analysis of non-numeric data (e.g., observation, questionnaire, interview, and video ) to understand concept and experiences.

### **Subject of the Research**

Subject of the research was students of the English education program. Researchers conducted research in semesters 3rd and 5th of the 2022/2023 academic year. Semester 3th consists of 29 students and semester 5th consists of 18 students, so the entire subject numbered 47 students.

### **Instrumentation**

The research instrument is a questionnaire. The questionnaire was adapted from (Ldpride, 2021). Questionnaires can be thought of as a kind of written interview. This means that to collect data, the researcher provides a question or statement so that the respondent can be answered. In this study, the researcher gives a questionnaire to 3rd and 5th semester English students about learning modalities and instruct them to answer the questionnaire. The instrument used in this research is a 5-point Likert scale.

### **Technique of Collecting Data**

To collect the data, researchers came to the classroom to distribute questionnaires to students and the students were asked to

complete 30 sets of questions for the modalities they used. There are ten questions for each of the three types of learning modalities, which are numbered from one to thirty. Then gave them time to fill out the questionnaires for 20 minutes. then, researchers instruct them to fill out the questionnaire by following the instructions in the questionnaire, such as writing down the name, semester, and NPM. After that, it gives students the opportunity to answer the questionnaire by filling out a checklist in the selected column listed based on their learning modalities. After they finished filling out the questionnaire, the researchers instructed them to re-collect the completed questionnaire. The frequency of data collection is carried out as much as 2 to 3 times in one semester. The results of the distribution of questionnaires in 3rd semester were 29 questionnaires distributed and 29 questionnaires collected. Meanwhile, in 5th semester the questionnaires distributed were 20 and the collected questionnaires were 18.

**Technique of Analysis Data**

Data analysis technique use in this research is Descriptive Analysis. Descriptive analytics is the process of using current and historical data to identify trends and relationships. To do a descriptive analysis first, count the results of the answers of the respondents who voted strongly agree, agree, neutral, disagree, or strongly disagree by the number of respondents and multiplied by 100 percent.

**FINDINGS AND DISCUSSION**

**Findings**

**1. The result of students learning modalities in learning English at English education program in 3rd Semester**

Based on the finding data in students learning modalities in 3rd semester in learning English at English education program, the data as the table 4.1 below:

**Table 1. Students Learning Modalities in the 3rd Semester**

<b>Learning Modalities</b>	<b>%</b>
Visual	26%
Auditory	33%
Kinesthetic	41%
	100%

Based on table 1, it can be described that in the 3rd semester, the highest learning modalities was kineasthetic. The percentage of learning modalities in English students can be seen in table 4.1 above. Learning modalities in the Visual have a relatively high number of students 26% compared to the other two learning modalities, which are 41% each in the Kinesthetic and 33% in the Auditory. From the explanation above, it can be

concluded that the most dominant learning modalities used by 3rd semester students was kinesthetic.

**2. The result of students learning modalities in learning English at English education program in 5th Semester**

Based on the finding data in students learning modalities in 5th semester in learning English at English education program, the data as the table 2 below:

**Table 2. Students Learning Modalities in the 5th Semester**

Learning Modalities	%
Visual	35%
Auditory	29%
Kinesthetic	36%
	100%

Based on tabel 2, it can be described that in the 5th semester students the highest of three learning modalities was also kinesthetic. The percentage of learning modalities in English students can be seen in table 4.2. Of these learning modalities in the Visual had a relatively high number of students 35% compared to the other two learning modalities, which are 36% each in the Kinesthetic and 29% in the Auditory. From the explanation above, it can be concluded that the most dominant learning modalities used by 5th semester students was kinesthetic.

**3. The result of students learning modalities in learning English at English education program in 3rd Semester and 5th Semester**

Based on the finding data in students learning modalities in 3rd semester and 5th semester in learning English at English education program, the data as the table 3 below:

**Tablet 3. Students Learning Modalities in the 3rd and 5th Semesters**

Learning Modalities	%
Visual	35%
Auditory	29%
Kinesthetic	36%
	100%

Based on table 3, it can be described that in the 3rd and 5th semesters, the highest of three Learning Modalities was Kinesthetic. The percentage of learning modalities in English students can be seen in table 4.3 above. Learning modalities in the Kinesthetic had a relatively high

number of students 36% compared to the other two learning modalities, which are 35% each in the Visual and 29% in the Auditory. From the explanation above, it can be concluded that the dominant learning modalities in the 3rd and 5th semester student was kinesthetic. Based on research that has been carried out by researchers, researchers found that learning modalities that was widely used by English education program students in 3rd semester and 5th semester was Kinesthetic.

### **Discussion**

The research aimed to find out Students Learning Modalities in English Education Program. The finding of this research showed that students' learning modalities in learning English at 3rd and 5th semester English education program were visual, auditory, and kinesthetic. The most dominant learning modalities used by the students was kinesthetic.

The finding of this study showed that the criteria for student learning modalities at 3rd semester were visual, auditory, and kinesthetic with dominant strategy used was kinesthetic. As confirmed by Kolb (2010), the learning modalities can be said as high criteria because mostly the students applied visual, auditory, and kinesthetic in learning. Kinesthetic becomes the most dominant one since every student has a learning style and learning preferences that are useful and helpful to them. Some find their dominant learning style, but others use different learning styles in other situations. A kinesthetic learner is someone who needs to be actively engaged in their education They are 'tactile' learners who use movement, testing, trial and error and a non-traditional learning environment to retain and recall information.

Another finding showed that similar to 3rd semester students, 5th semester students preferred to use kinesthetic learning modalities rather than auditory and visual. This finding confirmed by expert as Dybvig (2004) who stated that kinesthetic students will learn better when they do experiment and involve physically in the classroom experiences. They remember information well when they actively participate in activities, field trip, and role play. Kinesthetic type is slightly different with tactile learner who tactile learners learn by "handing on" experience the material. They like to do an experiment in a laboratory, hand and build models, touch and work with mat note or instruction and do physical involvement in class.

Furthermore, learning modalities are the sensory channels or pathways through which individuals give, receive, and store information. The sensory or senses include visual, auditory, and kinesthetic (VAK). (Huda, 2014) states that the VAK learning model is a multisensory learning style that engages three learning styles namely seeing, listening, and moving. Moreover, (Mackay, 2011) claims that the VAK learning model learning style in which students have a mixed and balanced blend of three sensory modalities through sighting, sounding, and acting out to learn well to increase their ability.

This research finding also confirmed some previous studies. First, revealed with reference to the research work of Reiff, Eisler, Barbe, and Stronck, (Martin, 2015) Instructional Settings and Learning Modalities Ten Years from Now, he notes that learning rates based on different modalities are "30% for visual, 30% for auditory, 15% for kinesthetic, and 25% for mixed modality". Based on the research, the researcher found that most of the

students chose to learn by using visual style and auditory style. however, not many students learn to use the kinesthetic style. The second, (Cabual, 2021) with the title "Learning Styles and Preferred Learning Modalities in the New Normal" based on the research, the researcher found that are the majority of the students are "visual" with 52.76%. The study's findings revealed that the students' group is "visual", and the rest are distributed to the other three learning styles. The last, (Nidhi, 2017) styles of learning VAK based on the researcher, he found that about 60%-65% of the general population, college students absorbed and remembered the best information by seeing. Therefore, most students learn using visual style.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Regarding to the finding of this research, it can be concluded that seen in the table above learning modalities in the 3rd semester was kinesthetic with percentage 44%. While in the 5th semester learning modalities was kinesthetic with percentage 36%. And learning modalities in the 3rd and 5th semesters are kinesthetic with a percentage 36%.

### **Suggestion**

Based on the result of the research, the researcher has some suggestions; (1) Teachers must meet the needs of learning modalities students, like a visual student by creating appropriate instructional material, as they learn best when they can see what they are learning. The teacher's teaching strategy and approach should be in accordance with the student's learning modalities. At the beginning of each class, a diagnosis of learning modalities should be given. Because when teachers deliver learning based on student modalities, the learning results received by students will be delivered faster; (2) The importance of knowing the appropriate learning modalities for the way they carry out learning activities will have a positive impact, such as being able to make it easier for students to absorb information so as to increase their interest and learning achievement.

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