

**UNDERSTANDING THE INFLUENCE OF LEARNING STYLE CATEGORIZATION ON
SPOKEN ENGLISH PROFICIENCY: A QUALITATIVE EXPLORATION AT SMAN 1
KEBOMAS, GRESIK**

Belintang Yugus N.P¹⁾, Nirwanto Ma'ruf²⁾, Paulina³⁾

*Department of English Language, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Gresik, Indonesia*

belintangnovala@gmail.com, nirwanto.maruf@umg.ac.id, paulina@umg.ac.id

Abstract: At SMAN 1 Kebomas, this study examines the connection between spoken English competency and learning approaches. It aims to: explore how individual learning styles relate to spoken English proficiency through qualitative methods like interviews and observations and investigate students' personal experiences and perceptions of how their learning style impacts their ability to express themselves in English through interviews and discussions. Embarking on a comprehensive journey, this study aims to elucidate intricate relationship between individual learning style categorizations, spoken English proficiency among students at SMAN 1 Kebomas. The researcher utilizes several instruments to get the data. The small group interviews and observation and survey are the research instruments that will be employed in this study: Small Group Interview & Observation. The results and conclusion of practising speaking abilities through active usage of English is beneficial, particularly for individuals with a kinesthetic style. Research findings at SMAN 1 Kebomas confirm Triandanda, (2022) by demonstrating that kinesthetic students may enhance their speaking skills through active practice techniques. Observe and mimic language usage in movies and plays. Gain exposure to genuine spoken English through listening exercises. This research found that auditory and kinesthetic learning significantly impact students' spoken English at SMAN 1 Kebomas Gresik. Auditory learners benefit from listening-based activities like podcasts and discussions, while kinesthetic learners thrive with hands-on activities like role-playing and simulations. Both styles benefit from audio input, but kinesthetic learners require physical engagement to solidify their learning. Teachers are able to create more interesting and successful learning experiences by taking these learning types into consideration.

Keywords: Learning style, Spoken English Proficiency, Investigated

INTRODUCTION

The concept of learning styles has passed through a dynamic historical journey dynamic history, developing significantly in the realm of educational discourse (Devy, Kurnia & Syukri, 2022) , (Ramadhan, 2019) , (Norhasanah, Yusuf and Suherdi, 2022)). At the beginning of the 20th century, educational theorists and psychologists began investigations into the differences that among individuals in the process of learning. However, there is a systematic investigation of learning styles. The study of learning styles acquired significant popularity in the second part of the twentieth century.

In 1970s, Howard Gardner introduced the theory of multiple intelligences, which states that everyone have varied cognitive strengths and learns through different modalities. Gardner's theory revolutionized the understanding of learning, shifting the focus from a singular approach to a more diverse perspective (Schwartz, 2022),(Rezanovich, 2021). This concept sets the foundation for recognizing diverse learning styles, emphasizing that learners excel in different areas of linguistic, naturalistic, interpersonal, and logical-mathematical intelligence, as well as physical-kinesthetic, musical, and interpersonal intelligence (Manns, 2021) , (Ashmawi & Frazier, 2022), (Gist, jackson & lee, 2019).

In addition, in the 1980s, David Kolb established his experiential learning theory, which describes learning as a cyclical development that

includes active experimentation, reflective observation, abstract conception, and practical experience. Kolb's model provides a framework for understanding how individuals perceive and process information, offering insight into how different learning styles emerge through the experiential learning cycle.

During this evolutionary phase, theorists such as Kolb, Gardner and others catalyzed a paradigm shift in educational thinking. Their contributions encouraged educators to reconsider traditional teaching methodologies and recognized the need to adapt instruction to accommodate diverse learning preferences. Studies exploring the cognitive and psychological aspects of learning, especially those conducted by theorists such as Carl Rogers and Jean Piaget. (Kolb & Plovnick, 1974),(Soliman, Stainton & Chamberlain, 2021). Advances understanding of individual learning variation and its implications for education.

In addition, influential educational trends such as personalized learning and differentiated instruction strengthened the recognition of varied learning styles (Kettler & Taliaferro, 2022), (Saiful & Saali, 2019) , (Mae E. Nava, Cortezano & Yazon, 2022). The personalized learning model, which emphasizes tailored education based on individual strengths and preferences and habits, in an educational setting, underscores the importance of

understanding and accommodating diverse learning styles.

The expanding understanding of learning styles has influenced pedagogical practices, teacher training programs and curriculum development (Mavuso, Olawumi & Khalo, 2022), (Soliman et al., 2021), (Mior, 2019). Educators are increasingly recognizing that a one-size-fits-all approach is not sufficient to meet the needs of diverse learners. Instead, they seek to integrate different instructional strategies that cater to various learning styles, fostering a more inclusive and effective learning environment (Gore & Walker, 2020), (Nazia Rahmat & Khan, 2023), (Bridges, 2023).

Essentially, the history of learning styles has been shaped by several educational theories, studies and paradigms, each of which contributed valuable insights into the multifaceted nature of how individuals learn.

These contributions have significantly influenced educational discourse, emphasizing the importance of recognizing and embracing diverse learning styles in promoting improved learning outcomes (An & Abril, 2022) (Nazia Saeed, Dr. Rahmat Shah & Dr. Itbar Khan, 2023), (Brady & Pinar, 2019).

Understanding the terms associated with the categorization of learning styles and English proficiency is fundamental to understanding the core of this study. Firstly, the term "learning style" encompasses a variety of methods or approaches that individuals use to acquire and organize information (Casserly & Padden, 2018), (Alabsi, 2021). This includes the different ways in

which learners perceive, understand and acquire knowledge (Tomlinson, 2021), (Mohseni & Rahmanpanah, 2020). Learning styles categorize how the student prefers to learn, which includes visual, auditory, kinesthetic, read-write, or Kinesthetic modalities. Auditory learners favor auditory signals over visual aids, which facilitates information retention for visual learners. While kinesthetic learners excel at practical experiences, those who are proficient in reading and writing prefer learning through written or text-based materials (Daoruang, Mingkhwan, & Sanrach, 2020), (Cherry, 2019), (Sule & Abubakar, 2020). This categorization helps educators to tailor

instruction to suit diverse learner preferences, thus fostering a well-rounded and comprehensive learning

"Categorization" in the context of learning styles signifies the systematic grouping or classification of individuals based on their preferred way of learning (Ayyub, Akib, & Amin, 2021).

This process involves identifying and organizing students into different categories or profiles according to their dominant learning styles and habits. This process assists educators in recognizing and addressing the various needs of students, adapting teaching methods to accommodate different learning preferences effectively (Sugiartha, Supatra & Hadisaputra, 2021), (Peranginangin, Sagala & Lulbis, 2022), (Ariffin, Halim, Darus & Azidah, 2021). In addition, "English proficiency" indicates the proficiency and

competence that an individual demonstrates in oral communication using the English language (Wang , Coetzee & stratchan, 2020), (Shirokikh, 2021), (Han, 2019). This includes fluency, pronunciation, vocabulary usage, grammar, and effective communication skills. The ability to articulate thoughts, ideas and emotions in an integrated and proficient manner in English is a fundamental aspect of language proficiency (Mostafa, 2021),(Mackay, 2019), (Austin & Vaughn, 2019).

In this study, the words are used to investigate the association between learning style classification and English competence among students at SMAN 1 Kebomas. This study aimed to determine how different learning styles affect students' capacity to explain oneself effectively in English. By categorizing students based on their learning preferences and assessing their English proficiency, The intention of this study is to identify the relationship between learning styles and language competency.

Previous research investigating the correlation between learning style categorization and English proficiency have create significant contributions to educational discourse. Several studies have investigated how students' preferred learning styles affect their language acquisition and speaking proficiency. For instance, (Faridah & Aziz Wahab, 2022).The effect of these events on students' English competence has been determined using the VAK (Visual, Auditory and Kinesthetic) learning style grouping.

This research highlights the differences between auditory, kinesthetic, and visual learners in terms of the different ways they approach different English subjects and how these variations impact on their capacity for speaking.

Moreover, study conducted by Anak Agung Ayu Triananda (2022) based on (N. Fleming et al., 1958). Research efforts incorporated diverse learning styles, including the addition of the Read-Write modality to the VAK framework, have emerged in recent years. These studies aimed to expand understanding beyond traditional categorizations and explore the relevance of literacy learning preferences in relation to English language proficiency. By including additional learning styles, researchers are seek more thorough understanding of how varied preferences impact on students' language acquisition and speaking competence. The study aimed to extend understanding beyond traditional categorizations and explore the relevance of literacy learning preferences in relation to English proficiency. By including additional learning styles, the researchers sought a more comprehensive understanding of how varied preferences impact on students' language acquisition and speaking competence. The study was conducted with 20 students at 7th Semester of Ganesha University of Education as participants. The study was conducted with open-ended questionnaires and charts with the aim

of finding out the general English learning styles of the students.

Additionally, study conducted by Siti Aisah Ginting (2022) The survey utilized questionnaires and interviews among students in an educational setting has been instrumental in uncovering the complex relationship between learning style categorization and English language proficiency. These questions provide valuable insights into students' perceptions of their learning styles and their self-assessment of language ability (Nurhaliza & Sari, 2023). The survey utilizing open ended questionnaires and interviews among students in an educational setting has been instrumental in uncovering the intricate relationship between learning style categorization and English language proficiency. These questions provide valuable insights into students' perceptions of their learning styles and their self-assessment of language ability. outcomes (Sulistyanto , Prayitno and Sutama, 2023).

In previous study, the research used the categorization of learning styles according to Flemming and Mills in 1958, namely VAK (Visual Auditory and Kinesthetic). The research used questionnaires and open-ended surveys. The previous study was conducted at the university level with different focus, samples and methods. Previous study used open-ended questionnaires and unemployed an observations as data validation. In addition the previous study , aimed to explore the practical implications of categorizing different learning styles on

English speaking ability. By focusing on subjective experiences and perceptions, this research seeks to uncover the influence of students' learning style preferences on their spoken English proficiency. The aim is to obtain rich qualitative data that explains how students' individual learning styles contribute to their ability to effectively articulate thoughts and ideas in English.

Ultimately, this research intends to contribute valuable insights to the practice of deepening knowledge tailored to diverse learner preferences in English language education. Through a qualitative exploration of the complexities involved in the relationship between learning styles and English proficiency, this research seeks to provide educators with practical information and strategies to effectively adapt teaching methods and create a well-rounded learning environment that supports improved language learning outcomes

Understanding this terminology is crucial as it underlines the foundation on which this research is based. This section highlights the importance of recognizing individual learning preferences and how they relate to students' English language competence. By explaining these key terms, this section will form the basis for understanding the subsequent analysis and findings regarding the relationship between learning style categorization and English language proficiency in the academic context of SMAN 1 Kebomas. Furthermore, this study takes a unique approach by including one learning

type, read-write, from VAK (Visual, Auditory, and Kinesthetic) to VARK. Read/Write defines persons who prefer knowledge in written form. Books, magazines, and articles all employ notes in various formats (Fawwas, Setyaningsih, & Dirgantara, 2022).

METHOD

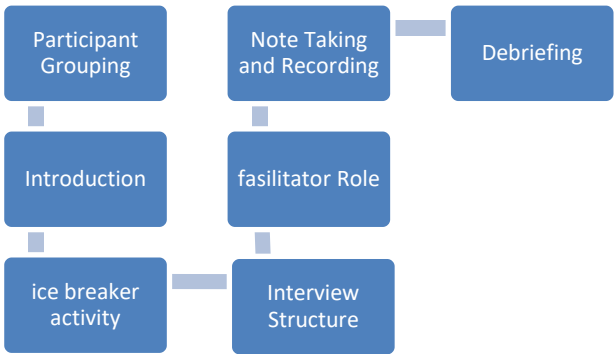
In this chapter, the researcher discusses the study's methodology, which covers the research design, setting, data collecting procedures, data analysis, and validation. The study looks at the association between learning methods and spoken English ability among students at SMAN 1 Kebomas in Gresik. A qualitative case study design is used to fully examine the relationships between learning styles and spoken English.

h. This approach allows for immersive exploration through techniques like focus group interviews, which reveal students' experiences and challenges in spoken English beyond mere test scores.

The research targets XI-grade students at SMAN 1 Kebomas, specifically from classes XI-7 and XI-8, ensuring a comprehensive representation of learning styles. Participants are carefully selected based on various factors, including grade level and personal learning preferences.

For data collection, the researcher will use small group interviews and observations. Small group interviews will facilitate collaboration and provide valuable insights into the connection between learning styles and spoken

proficiency. Observations will further enrich understanding by examining classroom dynamics and the implementation of learning styles, ensuring a non-disruptive presence while collecting detailed notes on student interactions and teaching methods. This method aims to capture the essence of the classroom environment and its influence on spoken English proficiency.



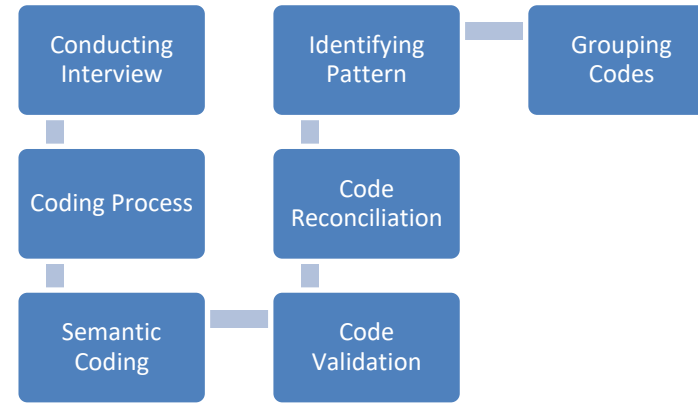
The researcher will analyze the data immediately after gathering it, using qualitative research methods. Qualitative research offers descriptive insights from people's words and actions. Data analysis involves categorizing and synthesizing information to understand the studied phenomena. This research adopts a qualitative case study method to explore students' backgrounds and learning preferences. Thematic analysis will identify patterns and themes from collected data, analyzing the questionnaire from Vark-Learn Limited. The process for analyzing qualitative data using thematic analysis is outlined in the research.

| | | |
|--------|-----------------------|------------------------------|
| Step 1 | Conducting Interviews | Interviews will be conducted |
|--------|-----------------------|------------------------------|

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|--------|-----------------|---|
| | | to gather interview transcripts, capturing the nuanced perspectives of the participants |
| Step 2 | Coding Process: | Upon completion of data collection, the coding process will commence. Codes can be generated semantically, directly reflecting the visible aspects of the data. |
| Step 3 | Semantic Coding | The researcher will create codes based on the surface-level content of the data, often using the participants' own words. This approach, known as in vivo coding, ensures alignment with the participants' language |

| | | |
|--------|----------------------|---|
| Step 4 | Code Validation | It is imperative to review and validate all generated codes to ensure consistency and accuracy. For instance, codes with similar meanings or implications need to be identified and reconciled. |
| Step 5 | Code Reconciliation | Upon reviewing the interview transcripts, the researcher may identify codes that reflect similar learning styles or methods among participants. |
| Step 6 | Identifying Patterns | Through a thorough analysis, the researcher determines that certain codes, such as "The effectiveness of watching movies to |

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|--------|----------------|---|
| | | improve students' English speaking skills" and "Students will learn more easily with pictures," indicate a preference for visual learning styles |
| Step 7 | Grouping Codes | The researcher consolidates these related codes into a cohesive group, referred to as the visual group. The naming of such groups is guided by the research question, ensuring consistency and relevance to the study's objectives. |



The proposed research aims to explore the link between learning styles and English proficiency at SMAN 1 Kebomas, Gresik using a systematic approach. Researchers will use triangulation, which means employing multiple data collection methods to ensure valid and reliable results. Four triangulation methods exist, including interviews, observations, and surveys to confirm the truthfulness of the information gathered.

The Several Items to validate the research Is :

Table 3.3

| N o. | Items | Steps | Explanati on |
|------|--------------|--------------|---|
| 1. | Observa tion | Verify Style | When the researche r giving out the closed-ended questionn aire, make sure to check the participan t styles. Observe how students |

| | | | |
|--|--|--|---|
| | | | <p>behave when participating in oral English activities. Verify that the way they behave match the way learners learn. For instance, a student who describes themselves as a visual learner can be observed using visual aids or taking notes in class.</p> |
| | | <p>Identifying Learning Preferences</p> | <p>Observation be able to uncover unconscious learning behaviors that conflict with self-</p> |

| | | | |
|----|-------------------------|--------------------------|--|
| | | | <p>reported preferences.</p> |
| 2. | <p>Interview</p> | <p>Dig Deeper</p> | <p>Interviews allow you to dig deeper into students' learning experiences. Ask them about specific challenges they face in spoken English and explore how their preferred learning style can contribute to those challenges.</p> |

RESULT AND DISCUSSION

Data Finding

This study investigates of how the study habits of students of SMAN 1 Kebomas Gresik influence their ability to speak English. The researcher used direct observation methods and interviews with some of the highest scoring students to discuss the topic of study.

The results showed that there are several factors that affect students' English speaking ability.

This research discusses the important connection between individual learning styles and proficiency in spoken English. Teachers play a crucial role in motivating students by using creative methods like multimedia, games, and engaging exercises. Students, such as ARI, express a preference for lessons that align with their learning styles, particularly audio formats like podcasts and songs, which they find helpful for improving their speaking skills.

Learning Media

Learning media such as audio, video, movies, and games, significantly enhance students' English abilities, as students at SMAN 1 Kebomas Gresik reveal. For instance, RA highlighted how audio materials help them learn new vocabulary. Students enjoy listening exercises that improve their speaking and understanding of English. Visual media, like movies, aid in grasping conversations and contexts, while other activities such as quizzes and discussions also promote interactive learning.

Learning Styles

Different learning styles, particularly auditory and kinesthetic, affect how students express their thoughts in English. Auditory learners excel in verbal tasks, benefiting from quiet environments to focus better. They show a preference for oral communication and remember

information best through listening, as noted by several students. Overall, using songs and engaging media aids in vocabulary acquisition while creating a fun learning atmosphere.

Listening and speaking are closely linked language skills. Listening is essential for developing speaking abilities. Students report that listening practice helps improve both skills, especially in conversations. One student prefers listening practice to prepare for speaking tests by memorizing speeches while listening. Another student listens to YouTube podcasts and songs to enhance her speaking by learning vocabulary and accents from different speakers.

Additionally, students find analyzing films more engaging and beneficial for improving their English. The conversations and stories in film reviews make learning enjoyable. They believe that listening to these dialogues helps make learning English easier.

Kinesthetic students prefer learning through hands-on experiences and can obtain information through direct practice. They engage well with things that involve movement, creativity, and sound. These students often learn vocabulary through games, as game characters provide relevant contexts for practicing English. Watching movies and listening to music also help them learn English by providing clear language in engaging formats. Many students find that movies and songs improve their

speaking skills by allowing them to mimic pronunciation and understand new vocabulary through entertaining visuals and dialogues. Overall, these methods are effective for developing listening, speaking, and vocabulary skills in English.

Practice is closely linked with English speaking skills, as it includes any active use of the language. Research shows that practice can enhance self-confidence, communication skills, vocabulary, language comprehension, listening skills, creativity, speaking fluency, togetherness, and cultural understanding. One student noted that watching films and listening to music aids in learning.

Movies, particularly with English subtitles, can improve speaking, listening comprehension, and vocabulary. Drama and movie watching offer enjoyable and effective methods for enhancing these skills. The research also highlights how individual students' learning styles affect their spoken English skills.

The facilitator's role is vital in enhancing English speaking ability, as they can boost student enthusiasm and motivation. Innovative teachers who cater to learning preferences, using audio and visual materials, engage students effectively. The teacher's understanding of learning styles contributes to better learning outcomes.

Learning media also plays an influential part. Students enjoy listening exercises, which improve their spoken English, and find that movies enrich their understanding of conversation contexts. Other activities like quizzes and discussions further enhance their interactive learning.

The impact of learning styles shows distinct experiences for visual, auditory, and kinesthetic learners, each benefiting from tailored teaching methods. The study indicates that appealing and relevant media motivates students to enhance their language skills. This approach allows students to improve vocabulary and overall fluency.

In this section, the researcher examines the learning style of auditory students and how it affects their English speaking ability. Data was gathered through interviews and observations at SMAN 1 Kebomas. Auditory learners learn best by listening, are easily distracted by noise, and prefer speaking over writing. Teachers can support them by using auditory methods, enabling speaking opportunities, and incorporating technology.

Auditory students at the school remember information better when they hear it rather than read it. They benefit from listening to teachers, engaging in discussions, and using audio recordings, which help them grasp vocabulary, grammar, and sentence structure. Songs can also enhance their motivation and understanding.

According to Fleming D. B. (1995), auditory learners acquire knowledge through listening and speaking instead of reading. The study confirms that these strategies promote better language skills.

The researcher also explores the relationship between listening and speaking, noting that they are interconnected skills. Students improve their speaking skills by listening to YouTube podcasts and songs and by watching movies. These methods make learning more engaging and enjoyable. Syahrir (2019) emphasizes the value of listening for auditory students, stating that it enhances their speaking skills.

Finally, the research highlights kinesthetic learners, who thrive through physical interaction and experience. They prefer hands-on activities and use visual aids to understand concepts. Engaging learning environments help kinesthetic students effectively develop their English skills.

Practice is important for improving English language skills, especially for kinesthetic learners. Activities like watching English movies and dramas help enhance speaking skills, listening comprehension, vocabulary, and cultural understanding. Reading subtitles boosts grammar and vocabulary, while listening to movie conversations improves listening skills. Regular practice at Sman 1 Kebomas shows that these activities lead to better speaking, listening, reading, and

writing skills. The findings support the idea that kinesthetic learners benefit from active methods, such as observing language in films and using subtitles for better understanding.

CONCLUSION

Conclusion

Based on the research, the teacher's contribution as a facilitator and learning media in improving students' speaking ability. Therefore, the data shows that there are 2 learning styles that affect students' English speaking ability, namely:

Auditory: Auditory students learn effectively by listening. They are easily distracted by noise, prefer speaking to writing, and benefit from audio and video media. Teachers can improve auditory students' abilities by using auditory-focused learning methods, providing speaking opportunities, and using technology to support their learning. Auditory students improve their English speaking skills by listening to podcasts, songs, and watching English movies. In addition, they practice with their friends and sometimes practice in class.

Kinesthetic: Kinesthetic students learn through direct experience with information and language. They engage in activities that involve physical movement, manipulation of objects, and interaction with the environment. Teachers encourage kinesthetic students by using learning methods that involve physical movement, games, and

simulations. they improve their English speaking skills by role-playing, simulations, and taking English practice classes.

The practice intended by kinesthetic learners is the practice or action performed by the characters in the movie. Therefore, kinesthetic learners also requires audio or listening practice. However, it is different from auditory learners who can implement ideas in English with voices only.

The categorization of students' individual learning styles contributes to a nuanced understanding of SMAN 1 Kebomas Gresik students' spoken English proficiency. Students with different learning styles approach learning in different ways. By understanding students' learning styles, teachers can help them learn English more effectively and enjoyably.

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