



Identifying Students' Learning Styles and Strategies in English Learning: Survey of SMK Negeri 1 Dobo

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Abstract

This study explores the dominant learning styles of students at SMK Negeri 1 Dobo in learning English and the strategies they use to develop these styles. Recognizing students' learning preferences is crucial for optimizing the educational experience and enhancing language acquisition. Through a descriptive quantitative approach, data were gathered from 30 students via questionnaires. The findings reveal that visual learning is the most preferred style among the students, who benefit from images, diagrams, and visual aids in language learning. To support their learning, students primarily use metacognitive strategies, which foster self-directed improvement, followed by knowledge strategies and occasional social strategies for practical application. These insights underscore the need for tailored instructional approaches that align with students' visual preferences while integrating other methods to foster a comprehensive learning environment. This study provides valuable input for educators to align teaching methods with students' dominant learning styles, thus enhancing engagement and learning outcomes.

Keywords: *English Learning, Learning Strategies, Students' Learning Styles, Survey Study, Quantitative Research*

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INTRODUCTION

According to Torre (2013) cited in Arjulayana (2016) stated that learning style is one of the educational instruments which can determine learning process successfully that is why the teacher could be able to understand students' learning style to evaluate the students' individual preference. Moreover, Nurhamzani (2020) stated that learning styles is considered to have an important role in the process of teaching and learning activity. Every learner in a classroom receives and processes information in a different way that makes one student different from the others. In other words, learning styles are crucial for students determined their style in their English learning process. The styles also make students get more information about their language learning. Therefore, language

learning styles are one of the main factors that help to determine how the students learn a second or foreign language.

Furthermore, Violita (2014) stated that there are three primary ways in which a person can learn or three learning styles. Those include visual (sight), auditory (sound), and kinesthetic (actions/touch). An individual's preferred or best process by which they will learn is typically through one or a combination of these styles. It can be said that if the students know about their learning styles, they can be easy in managing their learning process in English be good.

The importance of student's learning styles observed in the English learning process is that if the teaching style of teacher matches the student's learning style, the result of their learning will be better (Arsyad, 2015). It means that if the learning style and the learning strategy of students go well with the teaching method and the learning materials used by the teacher the students will be very possible to succeed, have better self-confidence, and low 'anxiety'. On the other hand, if there is unsuitability between the learning style and the learning strategy of students with the teaching method and the teaching materials of teacher, the students' learning result will be poor and they will not have self-confidence and will experience significant anxiety (Arifin, 2015).

The researcher found some problems faced by the students of SMK Negeri 1 Dobo academic year of 2020/2021. There are various factors that might have been the cause of the failure in learning English. The students did not know the kind of learning style they have. Most of the students still had difficulties in expressing their opinion, feelings or experiences orally. They really had a problem with their learning English. It automatically influences their achievement in English. While the researcher found the students difficult to learning English, such as when they learn listening, they could understand the audio said, the students also does not like speaking and when the teacher gives them reading text, most of them still look the meaning in dictionary. From the explanation above, it can be said that learning style should be accommodate by the teacher, in order to help the students to learn, so that the objective of learning can be achieved

Many students were affected by how they learn and how their learning patterns differed from those of their classmates. Therefore, this showed that it is crucial that students be made aware of their learning styles and to make the learning process more meaningful and effective, teachers must also cater their teaching styles to the needs of the students so that the optimum result from the teaching could be achieved. Besides that, to make sure that the curriculum fits the learners, we need to know the learners, and this means that we have to know how they access, process and express information and their learning and thinking styles.

There was a study which conducted by Widiyanti (2017) toward students' in learning present continuous tense at junior high school of Bina Utama Tanggamus. She focused her study toward some learning styles such as Visual learning style, Audiotory learning style, Read-Write learning style, and Kinesthetic learning style. Meanwhile, this study is conducted to find out the most dominant and the strategies of students' learning styles in learning English in SMK Negeri 1 Dobo.

Thus, based on the explanation above, the researcher intended to identify the students' learning styles that they most preferred of their English learning process in this research entitle "Identifying Students' Learning Styles and Strategies in English Learning: Survey of SMK Negeri 1 Dobo". To reach the aim of the study, the researchers need to answer these following questions:

1. What are students' most dominant learning styles in learning English?
2. What are the strategies that students should use to develop their learning styles in learning English?

LITERATURE REVIEW

The Concept of Learning Styles

Definition of learning styles

Learning styles are a method that is used by each person to reserve information easily in learning process. In addition, Rachmah (2018) defined that learning style is both a characteristic which indicates how a student learns and likes to learn, as well as instructional strategy informing the cognition, context and content of learning. It can be said that learning style can motivate and facilitate students in many ways of their learning process.

Wang (2007: 409) cited in Putri (2019) defined that learning style as an individual's preferred or habitual ways of process in the knowledge and transforming the knowledge into personal knowledge. It supported by Pritchard (2009: 41) cited in Jamilah (2018) defined that learning style is a mode of learning, an individual's preferred or best manners in which to think; process information and demonstrate learning or a particular way in which an individual learns. There are many overlapping features contained within these definitions. So a most dominant learning styles is a visual for example using pictures to practice listening, speaking, reading and writing rather than an unstructured manner. It means that learning styles involves of students' habit, way and best manner for them encounter their knowledge of material in learning English.

Learning styles is a way for students use in learning English because it can make students understand, remember and think about the material. It is also helping students in understanding the material in learning English process. Moreover, Putri (2019) summarized that learning styles are a consistent way that done by the students in capturing stimuli or information, how to remember, think, and solve the problems.

Types of learning styles

Every learner in a classroom receives and processes information in a different way that makes one student different from the other. In order words, learning style as crucial for students determine their style in their English learning process. The styles also make students get more information of their language learning. There are three types of learning styles. Those are:

a. Visual

Visual learning style focuses on perception, when learning new thing, usually this type needs to see something according to visual in order to understand and comprehend. Besides that, visual type is also more comfortable learning by using colors, line and shape.

b. Auditory

Auditory learning style relies on hearing as receiver information and knowledge. A person who has this type, it is important that listening to the speech of the teacher well and clearly.

c. Kinesthetic

Kinesthetic learning style like learning that wrap up movement. A person who has this type feels easier to learn something. It is not only just enough to read a book, but also practice it by doing or touching object that learned will give knowledge for kinesthetic type.

While, Reid (1987) cited in Nurhamzani (2020) described that some characteristics of students as follow:

- a. **Visual:** students learn better by seeing pictures, watching movies, or something that shows the visualization which attracts their eyes.
- b. **Auditory:** students learn better by hearing words or oral explanations; they interested in hearing audio tapes or class discussion.

- c. **Kinesthetic:** students prefer learning by experience that involves physical activities, such as field trips and role play.
- d. **Tactile:** tactile learners are slightly same as kinesthetic learners which involve physical activity, yet they much prefer to learn by “handing on” experience the material. They like to do experiments, touch and work with the material. Such as do/play a puzzle.
- e. **Group:** students prefer learning with at least one other student, they memorize information better while interacting with other students, such as working in pair.
- f. **Individual:** students prefer to work individually, depending on their self- reflection and their own thoughts.

Based on the explanation above, the researcher can conclude that learning styles have some categories such as visual, auditory, kinesthetic, tactile, group and individual. These styles have beneficial way to lead students manage their learning English in classroom.

Understanding the important of students' learning styles in learning English

Nurhamzani (2020) stated that understanding students' learning style is an approach to achieving the students' academic potential. Learning style has an essential place in the lives of individuals. When the individual knows his/her learning style, he/she will integrate it in the process of learning so he/she will learn more efficiently and fast and will be successful (Gilakjani, 2012). Like, Hawkar (2014) believed that understanding students' learning styles and preferences can benefit both students and teachers. As students learn in various ways, it appears impossible to change the learning style of each student in the classroom. Instead, teachers might modify their teaching style to be more consistent with their students' learning styles.

Learning styles has an important way in learning English. The teacher will know about the variation of the styles that students have. So, it can help the teacher become aware of the students' differences in the classroom. Learning styles are founded to affect students' learning behavior. Students who have different learning style preference would behave differently in the way they perceive, interact with, respond to the learning environment (Alvio, 2018). It means that if the students understand about the students' learning styles, they can easily make students be active in teaching and learning process.

Racham (2019) found that student' learning styles and English achievement has a significant correlation. In another word, someone' learning styles does significantly affect her or his success in learning, especially in learning English. He also suggested that by knowing that the students' learning styles relate to English achievement, the students should realize their learning styles. If the students want to have better achievement, they have to learn based on their learning styles. Then, since the students' learning styles can influence the students' English achievement, the lecturers should become more pay attention to their students. The lecturers should be aware that students learn and receive a lesson in different ways.

Based on the explanation above, the researcher can conclude that understanding students' learning strategies has important role for teacher and students in teaching and learning English process. By knowing about the students learning styles, it has given significant and efficiently for the teacher be easy to teach about learning English.

The Types of Language Learning Strategy

In order the students master English either as active or passive in their life so the students have known the strategies before. Strategy is the way to do an activity or investigate or to make solution to a problem.

There are three types of strategies should be mastered by the students in order they can listen before speak, speak before read, read before write base on correct metacognitive, knowledge and social strategies.

Metacognitive Strategy

Metacognitive strategy is the ability of someone to arrange the process of her knowledge. It is supported by Jhon Flavell and Mustika (2012:42) Metacognitive strategy is the strategy in learning process base on metacognitive concept has found who define metacognitive as the ability of someone who arrange his cognitive process as autonomous.

Metacognitive strategies are vital cognitive skills that allow learners to action, target, and engage in their learning. They encompass varying skills — such as relating new learning to old, purposefully choosing how to approach one’s thinking, and exercise executive function for sequential task planning, monitoring, and evaluating cognition. According to Oxford (2002), these foundational metacognitive skills allow learners to regulate and take charge of their learning journey actively. This includes activities such as consciously planning study approaches, choosing suitable strategies, monitoring progress, correcting mistakes, analyzing the effectiveness of different methods, and making necessary adjustments to improve their learning approach. Ridley et al. (1992) explain that these skills help learners to shape their learning behaviours and behaviours, ensuring that learning continues to develop.

Shared metacognitive strategies have been shown to improve the quality of learning. According to Oxford (2002), these strategies help students to set up, regulate and evaluate their learning, which are crucial aspects to effective learning. O’Malley and Chamot (1990) underscore the importance of metacognitive strategies by noting that learners who lack metacognitive approaches are directionless, as they miss the opportunity to plan, monitor, and review their learning trajectory and goals. These strategies foster self-awareness in learners, helping them to better understand their own learning processes and the nature of the tasks they undertake, ultimately resulting in higher academic achievement and more positive learning outcomes (Wenden, 1991).

Moreover, metacognitive strategies are adaptable across diverse learning contexts, whether in traditional face-to-face classrooms or virtual environments. This adaptability ensures that students can enhance their learning outcomes in various educational settings. Rahimi and Katal (2012) argue for further research into the role of metacognitive knowledge in determining how effectively individuals learn a second language. They suggest that investigating the metacognitive strategies of successful language learners and identifying the specific strategies used in various language tasks could help educators develop targeted teaching approaches that support language acquisition. This research could illuminate the characteristics of effective learners and enhance the understanding of metacognitive strategy used in language learning.

Knowledge Strategy

Knowledge strategy is the way to investigate or to create knowledge and change it to get advantages. It is supported by Mc Dermott Consulting Firm (2005) Knowledge strategy is a special method to optimum creations of knowledge and change it for advantages competitive at company. Knowledge strategy define to fill the gap of knowledge and the gap of knowledge that needed.

Knowledge strategy, as defined by Bratianu and Bolisani (2015), combines elements of knowledge management and strategic management to transform knowledge into a valuable organizational asset. By considering knowledge as a strategic resource, knowledge strategy aims to improve decision-making and value creation in organizations. In predictable environments, this strategy can involve planned, systematic approaches to acquire, organize, and apply knowledge resources in alignment with business objectives. However, in unpredictable and turbulent settings, organizations face greater challenges, requiring them to adopt strategies that are not only planned but also adaptable to frequent changes.

In the context of learning English, knowledge strategy can be applied by tailoring language acquisition methods to suit individual learning styles. For instance, visual learners may prioritize reading materials and videos, while auditory learners might focus on listening to conversations and recordings. A strategic approach would combine multiple learning styles to optimize knowledge retention and application. Similarly, an emergent strategy in language learning allows for adapting methods based on personal progress and feedback, reflecting how knowledge strategies evolve in organizational settings. This flexible approach supports learners in refining their techniques and adjusting to challenges, ultimately fostering better language mastery in the face of varied learning needs.

Social Strategy

Social strategy is method that performed by someone or a group of people to achieve purpose. Social strategy is also mean the steps that performed by individual or community together in order can do their life's activities.

The theory proposing effective language learning strategies developed by Oxford stresses the power of social interaction in the language process. Because language pursues social purpose, your student has to learn through connection with the rest of society. Some specific strategies that he mentions in Oxford (1990) are enabling learners to interact (through asking questions, working cooperatively and empathetic face-to-face or written communication). These approaches support learners by enabling them to gain clarity, practice with others, and become aware of different perspectives and cultural nuances.

Oxford's social strategies include three main categories: Asking for Clarification or Correction, Cooperating with Others, and Empathizing with Others. Asking for Clarification or Correction helps learners confirm their understanding and correct mistakes. Cooperating with Others allows students to practice language in a supportive group environment, either with peers or more proficient speakers, building both their confidence and language skills. Empathizing with Others encourages learners to understand cultural contexts and consider others' feelings, which fosters respectful and effective communication.

In the classroom, Oxford's strategies have been successfully integrated into lesson planning. A study developed a teaching plan that incorporated social strategies at various stages of a foreign language course, with activities designed for students to engage with each other in meaningful ways. Experts provided feedback on the lesson model to ensure it effectively encouraged students to practice language through interaction.

Through social strategies, students develop their reading, listening, writing, and speaking skills. These approaches assist in the process of language learning, and more importantly, provide learners with the social skills to defy conversational manners and apply themselves in a new language with confidence and respect.

METHODOLOGY

This research used a quantitative approach in which survey descriptive research as the method of the study. According to Pinsonneault and Kraemer (1993) cited in Glasow (2005) defined that survey research means for gathering information about the characteristics, action, or opinion of large group of people. So that why the researcher want to find what are students' most dominant learning styles in learning English. Beside that to find what are the strategies that students should use to develop their learning styles in learning English.

Sample is the group of people you select to be in your study. According to Arikunto (2006) cited in Lerebulan (2017) said that if the population is 100 people or less, just take the whole population as the sample of the research. But if the population more than 100 people just take 10-15 % or more than 24% of the population as the sample based on the capacity of researcher. Therefore, the researcher chose tenth grade from SMK Negeri 1 Dobo as the sample. In this research there are 124 students of SMK Negeri 1 Dobo. The researcher takes 24% of the population. As a result, the samples of this study are 30 students.

Technique of collecting data

According to Arikunto (2006: 151) cited in Maturbongs (2016) stated that questionnaire is commonly used as a research instrument chosen to collect the data. Questionnaire is the number of written questions that used to acquire information from respondents.

There are two main questionnaires that used in administered by researcher to find out what are students' most dominant learning styles in learning English and what are the strategies that students should use to develop their learning styles in learning English. The first questionnaire of learning styles is used to measure what are students' most dominant learning styles in learning English which consist of visual, auditory and kinesthetic contain 20 items. The second questioner of strategies is used to measure what are the strategies that students should use to develop their learning styles in learning English. That consist of three main categorize such as metacognitive cognitive, knowledge and social in learning English which include 28 items for learning strategies. Each items has score 1 to 5. With criteria 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 strongly agree.

Technique of data analysis

The researcher used mean score to analyze the data of questionnaires. The researcher used formula by Arikunto (2021):

$$P = \frac{F}{n} 100\%$$

P = Presentage

F = Frequency of Answer

n = Total number of respondents

After converting to a percentage, the value is then categorized into a calculation criterion for percentage assessment (Effendi and Manning, 1989).

FINDINGS

The students' most dominant learning styles in learning English

In finding English students' conceptual knowledge about learning styles, the questionnaire is developed based on the theory in chapter II. It is written in Indonesian language, and it is divided to the students, is designed by using likert' scale range from 5 to 0 with the descriptor such as strongly agree (5), agree (4) neither agree nor disagree (3) disagree (2), strongly disagree (1) and

not decided (0). The result of the questionnaire can be seen in appendix 46 and can be described as follows.

Item 1 shows that there were 6 students (20%) strongly agree that I remember what I see well better than I lesson, 21 students (70%) responded agree with the statement, 1 student (3%) has no idea about it, only 1 student (3%) disagree with the statement and only 1 student (3%) strongly disagree with the statement.

Item 2, when asking about I understand learning materials by using media, photos, pictures and video, 5 students (17%) responded strongly agree, 10 students (33%) of the students state agree, 7 students (23%) have no idea about it, 7 students (23%) disagree and only 1 student (3%) strongly disagree. Item 3 shows that 5 students (17%) of the students strongly agree that I think my speaking ability is the best where as my writing ability is very difficult, 5 students (17%) of the students stated agree, 6 students (20%) have no idea about it, 11 students (37%) of the students disagree and 3 students or 1% state strongly disagree.

In term of item 4, 14 students or 47% of the students responded strongly agree that I understand English lessons easily when it is explain by speaking, 11 students or 37% of the students responded agree and 5 students or 17% of the students have no idea about it.

Item 5 shows that 8 students or 27% of the students state strongly agree that I like the teacher give the test by speaking rather than by writing, 7 students or 23% state agree, 5 students or 17% of the students have no idea about it, 5 students or 17% responded disagree and 5 students or 17% responded strongly disagree.

In relation to item 6, 13 students or 43% of the students strongly agree that I understand what is said by the teacher easily, 13 students or 43% of the students responded agree, 2 students or 7% of the respondents have no idea about it and 2 students or 7% of the students state disagree.

Item 7 shows that 3 students or 10% of the students strongly agree that I move a pen, fingers of my hand and my feet when I listen, 11 students or 37% of the students responded agree, 2 students or 7% of the students have no idea about it, 7 students or 23% of the students state disagree and 7 students or 23% responded strongly disagree.

Regarding to item 8, 9 students or 30% of the respondents strongly agree that I learn easily by doing, 12 students or 40% of the respondents state agree, 5 students or 17% of the respondents have no idea about it and 3 students or 10% responded disagree and only 1 students or 3% of respondents strongly disagree.

Dealing with item 9, 3 students or 10% of the respondents strongly agree that I learn English more easily by listening only, 10 students or 33% of the students state agree, 2 students 7% of the students have no idea about it, 9 students or 30% state disagree and 6 students or ,20% state strongly disagree.

Item 10 shows that 7 students or 23% of the students strongly agree that I like to act my ideas, 13 students or 43% of the students' state agree, 5 students or 17% of the students have no idea about it and 5 students or 17% of the students state disagree.

Item 11 shows that, 7 students or 23% of the students strongly agree that I like better to listen in order to fine the meaning of the same words, 9 students or 30% of the respondents state agree, 8 students or 27% of the students have not idea about it,4 students or 13% of the students disagree and 2 students or 7% of the students state strongly disagree.

In term of item 12, 2 students or 7% of the students strongly agree that My ability to understand English by seeing and doing only, 16 students or 53% of the students agree, 4 students or 13% of the students have no idea about it, 5 students or 17% disagree and 3 students or 10% of the respondents strongly disagree.

Item 13, 10 students or 33% of the students strongly agree that I find new vocabularies and learn pronunciation by listening to songs in English, 15 students or 50% of the students' state agree, only 1 student or 10% of the students have no idea about it and 4 students or 13% of the students' state disagree.

In term of item 14, 2 students or 7% of the students strongly agree that I like to speak by describing people, 12 students or 40% of the students agree, 4 students or 13% of the students have no idea about it, 10 students or 33% of the students disagree and 2 students or 7% of the respondents strongly disagree. Item 15 shows that, 6 students or 20% of the students strongly agree that I like to speak for discussing a topic, 14 students or 47% of the students agree, 5 students or 17% have no idea about it, 2 students or 7% of the students disagree with the statement and 3 students or 10% of the respondents strongly disagree. Regarding item 16, 2 students or 7% of the students strongly agree that I speak English with my English teacher and friends at school, 7 students or 23% of the students agree, 10 students or 33% of the students have no idea about it, 9 students or 30% of the students disagree with the statement and 2 students or 7% of the respondents strongly disagree. Item 17 shows that 13 students or 43% of the students strongly agree that Giving help to other people who have difficulties, 11 students or 37% of the students agree, 2 students or 7% of the students have no idea about it and 4 students or 13% of the students' state disagree.

In relation to item 18, 3 students or 10% of the students strongly agree that refusing to speak in Indonesian, 4 students or 13% of the students agree, 4 students or 13% of the students have no idea about it, 8 students or 27% of the students disagree and 11 students or 37% of the respondents strongly disagree. Item 19 shows that 13 students or 43% of the students strongly agree that Giving congratulation to a friend who success, 13 students or 43% of the students agree, 1 student or 3% of the students have no idea about it, 2 students or 7% of the students disagree and only 1 student or 3% of the students strongly disagree with the statement. Item 20 shows that 10 students or 33% of the students strongly agree that Advise for speaking English as a habit, 12 students or 40% of the students agree, 3 students or 10% of the students have no idea about it, 4 students or 13% of the students disagree and only 1 students or 3% of the respondents strongly disagree with the statement.

Strategies that students use to develop their learning styles in learning English

In order the students master English either as active or passive in their life, so the students have known the strategies before. Strategy is the way to do an activity or investigate or to make solution to a problem. The strategies that students should use to develop their learning styles in learning English are metacognitive strategies, knowledge strategies and social strategies. The detail can be seen on appendix 48

Metacognitive strategies. Item 1 shows that 3 students or 10% of the students stated that they strongly agree that I practice my English in language laboratory, 5 students or 17 responded agree with the statement, 10 students or 33% have no idea about it, 10 students or 33% disagree with the statement and 2 students or 7% of the respondents strongly disagree. Item 2, when asking about I learn more to solve my problem in learning English, 13 students or 43% of the students responded strongly agree, 14 students or 47% of the students state agree, 2 students or 7% of the students have no idea about it and only 1 student or 3% disagree with the statement. Item 3 shows that 10 students or 33% of the students strongly agree that I repeat the way that people speak English, 15 students or 50% of the students state agree, 3 students or 10% have no idea about it and 2 students or 7% of the students disagree.

In term of item 4, 13 students or 43% of the students responded strongly agree that I try to become a good English learner, 13 students or 43% of the students responded agree, 2 students 7% of the students have no idea about it and 2 students or 7% state strongly disagree. Item 5 shows that 10 students or 33% of the students stated strongly agree that I plan learning schedule better, 13 students or 43% state agree, 4 students or 13% of the students have no idea about it and 3 students or 10% responded disagree.

In relation to item 6, 13 students 43% of the students strongly agree that I look for people who can speak English well in order to train me to learn English, 10 students or 33% of the students responded agree, 3 students or 10% of the respondents have no idea about it, 3 students or 10% of the students state disagree and only 1 student or 3% of the student state strongly disagree.

Item 7 shows that 10 students or 33% of the students strongly agree that I read English as much as I can for developing my knowledge and vocabularies, 12 students or 40% of the students responded agree, 5 students or 17% of the students have no idea about it, 2 students or 7% of the students stated disagree and only 1 student or 3% responded strongly disagree. Regarding to item 8, 6 students or 20% of the respondents strongly agree that I understand objective learning for improving my English is getting better, 14 students or 47% of the respondents stated agree, 4 students or 13% of the respondents have no idea about it and 6 students or 20% respondent disagree. Dealing with item 9, 4 students or 13% of the respondents strongly agree that I think about English improvement, 12 students or 40% of the students stated agree, 10 students or 33% of the students have no idea about it, only 1 student or 3% of the student state disagree and 3 students or 10% of the respondents stated strongly disagree.

Knowledge strategies item 10 shows that 4 students or 13% of the students strongly agree that I say or write new vocabularies in some minutes, 11 students or 37% of the students stated agree, 3 students or 10% of the respondents have no idea about it, 10 students or 33% of the students disagree and 2 students or 7% of the respondents strongly disagree. Item 11 show that, 6 students or 20% of students strongly agree that I try to speak English although it doesn't like as a native speaker, 19 students or 63% of the respondents' state agree and 5 students or 17% of the students disagree. In term of item 12, 15 students or 50% of the students strongly agree that I want to learn English and to pronounce new vocabularies in English, 8 students or 27% of the students agree, 4 students or 13% of the students have no idea about it and 3 students or 10% strongly disagree with the statement.

Item 13, 8 students or 27% of the students strongly agree that I act out new vocabularies in different ways (Oral and Written), 16 students or 53% of the students state agree, 4 students or 13% of the students have no idea about it and 2 students or 7% of the respondents disagree. In term of item 14, 2 students or 7% of the students strongly agree that I speak English with my friends, 6 students or 20% of the students agree, 11 students or 37% of the students have no idea about it, 9 students or 30% of the students responded disagree and 2 students or 7% responded strongly disagree. Item 15 shows that 5 students or 17% of the students strongly agree that I watch the news on Television in English or the shows are spoken in English and films in English, 8 students or 27% of the students agree, 8 students or 27% of the students have no idea about it, 7 students or 23% of the students disagree and 2 students or 7% strongly disagree with the statement.

Regarding item 16, 5 students or 17% of the students strongly agree that My spare time, is used to read articles or newspaper that I like in English, 9 students or 30% of the students agree, 7 students or 23% of the students have no idea about it, 7 students or 23% of the students disagree and 2 students or 7% strongly disagree with the statement. Item 17 shows that 8 students or 27% of the students strongly agree that I write notes, messages, letters or reports in English for

increasing vocabularies, 9 students or 30% students of the students agree, 3 students or 10% of the students have no idea about it, 10 students or 33% of the students disagree.

In relation to item 18, 12 students or 40% of the students strongly agree that First of all I read the text in English as whole quickly than come back read carefully from the beginning in order I can understand, 11 students or 37% of the students agree, 4 students or 13% of the students have no idea about it and 3 students or 10% of the students disagree.

Item 19 shows that 3 students or 10% of the students strongly agree that I use new words have the same meaning oral and written, 16 students or 53% of the students agree, 5 students or 17% of the students have no idea about it, 4 students or 13% of the students disagree and 2 students or 7% of the students strongly disagree with the statement.

Item 20 shows that 9 students or 30% of the students strongly agree that I correct sentence in English, 11 students or 37% of the students agree, 5 students or 17% of the students have no idea about it, 4 students or 13% of the students disagree and only 1 student or 3% of the student strongly disagree with the statement. Item 21 shows that 5 students or 17% of the students strongly agree that I design new words to become correct sentence, 10 students or 33% of the students agree, 7 students or 23% of the students have no idea about it, 5 students or 17% of the students disagree and 3 students or 10% strongly disagree with the statement. In relation to item 22, 2 students or 7% of the students strongly agree that I understand new words without translate, 8 students or 27% of the students agree, 6 students or 20% of the students have no idea about it, 10 students or 33% of the students disagree and 4 students or 13% of the respondents strongly disagree with the statement.

Social strategies item 23 shows that 13 students or 43% of the students' state that they strongly agree that If I don't understand something in English, I ask other people to explain it to me. 11 students or 37% responded agree with the statement, only 1 student or 3% have no idea about it and 5 students or 17% strongly disagree with the statement. Item 24 when asking about I ask for the teacher of English in order to correct my English, 14 students or 47% of the students responded strongly agree, 11 students or 37% of the students stated agree, 3 students or 10% of the students have no idea about it and 2 students or 7% of the respondents strongly disagree with the statement.

Item 25 shows that 3 students or 10% of the students strongly agree that I practice English with friends in the class and out of the class, 12 students or 40% of the students stated agree, 7 students or 23% have no idea about it, 4 students or 13% of the students disagree and 4 students or 13% state strongly disagree. In term of item 26, 8 students or 27% of the students strongly agree that I ask helping from the teacher of English to guide me in learn English, 13 students or 43% of the students responded agree, 4 students or 13% of the students have no idea about it, 2 students or 7% state disagree and 3 students or 10% states strongly disagree.

Item 27 shows that 7 students 23% of the students state strongly agree that I ask in English when learning process is going on, 8 students or 27% state agree, 8 students or 27% of the students have no idea about it, 6 students or 20% responded disagree and only 1 student or 3% states strongly disagree. In relation to item 28, 4 students or 13% of the students strongly agree that I learn the culture of English, 12 students or 40% of the students' respondents agree, 5 students or 17% of the respondents have no idea about it, 7 students or 23% of the students' state disagree and 2 students or 7% of the students' state strongly disagree with the statement.

DISCUSSION

The students' most dominant learning styles in learning English

The study's findings reveal that visual learning style is the most dominant preference among students learning English. This agrees with Reid's (1987) learning styles, which include visual, auditory, kinesthetic, tactile, and group and individual learners. Visual learners are said to be those who understand the content better when provided with pictures, charts, and other graphics. This preference aligns with the study's observation that students benefit from learning aids like videos, images, and visual presentations, which help them better understand and remember language content.

According to Nurhamzani (2020), understanding one's learning style facilitates more efficient learning. In this study, many students indicated that visuals significantly enhance their comprehension of English. These students reportedly find it easier to grasp new vocabulary and language concepts through visually supported methods, such as illustrated materials or multimedia presentations. This reflects Nurhamzani's claim that awareness of learning style enables students to harness their strengths, thus improving their academic achievement and engagement in language learning.

The importance of visual learning is also supported by Racham's (2019) research, which suggests a significant correlation between learning styles and language achievement. Visual learners, as seen in this study, often respond well to imagery and graphic organizers that break down complex language structures into more digestible formats. Racham (2019) emphasizes that by tailoring instruction to visual preferences, teachers can enhance students' comprehension and retention, resulting in better academic performance.

Although visual learning emerged as the primary preference, some students also showed interest in auditory methods, such as listening to English audio or engaging in discussions. This preference for mixed methods suggests that while visual input is crucial, additional auditory cues can support and reinforce learning. The document's theoretical framework highlights that mixing styles is often beneficial, providing students with varied resources that cater to their dominant visual preferences while supplementing with auditory elements for a richer learning experience.

In summary, the dominant visual learning preference observed among students indicates the value of incorporating visually supported activities into English instruction. By adapting teaching methods to accommodate this preference, while integrating other styles as complementary tools, educators can foster a more engaging and effective learning environment.

Strategies commonly used by the students in learning English

This research highlights three primary strategies that students use in learning English—metacognitive, knowledge, and social strategies—each offering unique benefits based on the students' preferences and learning styles. Among these, the findings reveal that metacognitive strategies are the most commonly used by students, indicating a strong focus on self-directed learning and skill improvement.

Students often favored metacognitive approaches, such as going to the language lab to practice listening skills. In this environment, it was possible for them to hear native speakers whom they would try to mimic, thereby improving their pronunciation and fluency skills. This goes hand in hand with what Oxford (2002) argued about the relevance of metacognitive strategies such as self-monitoring and goal-setting for students as these give them some authority over their learning by availing them language resources that boost their comprehension and speaking abilities. Also, students were encouraged to put efforts in their English language abilities owing to the focus of their educators on the role of English language in the modern era.

The second most common strategy among students was knowledge strategies. These strategies involve independent efforts to acquire and use new information, often through repetitive practice and self-testing. For instance, students reported actively expanding their vocabulary by memorizing words and attempting to use them in both writing and speaking, even if only in simple sentences. This aligns with Bratianu and Bolisani's (2015) concept of knowledge strategies as systematic methods for enhancing knowledge retention and application, reinforcing the students' desire to build a solid vocabulary foundation. For visual learners, this approach is particularly effective, as it allows them to use written words and definitions as visual cues for memory, while auditory learners may use pronunciation drills or simple dialogues to reinforce new vocabulary. Knowledge strategies thus serve as a bridge between theoretical understanding and practical application, allowing students to integrate language concepts into their everyday use gradually.

Lastly, social strategies were used to a lesser extent, but they played an important role in providing students with real-life practice and feedback. Many students reported engaging in conversational practice with their friends and occasionally asking teachers to correct their writing. During classroom activities, students were encouraged to participate actively; they weren't afraid to speak or read aloud, even when they made mistakes. This atmosphere, cultivated by supportive teachers, allowed students to practice social strategies without fear of embarrassment. Oxford (1990) emphasizes the importance of social strategies in language learning, as they foster interpersonal communication and allow learners to gain insights through group interactions. For auditory learners, practicing spoken English with classmates and receiving feedback from teachers helps them hone listening and speaking skills in a real-world context. Visual learners can observe body language and expressions, further enhancing their understanding.

The findings suggest that metacognitive strategies were the most preferred, followed by knowledge strategies, with social strategies being used occasionally but effectively. This hierarchy reflects the students' emphasis on self-directed and structured learning processes. Metacognitive strategies give them a strong sense of ownership over their learning, supported by knowledge strategies for vocabulary and comprehension building. Social strategies, while less dominant, provide a valuable complementary role, enabling students to apply and refine their language skills in interactive settings. Together, these strategies provide a well-rounded approach that caters to the students' diverse learning styles, ultimately fostering a more comprehensive English language learning experience.

CONCLUSION AND SUGGESTION

In conclusion, students at SMK Negeri 1 Dobo with a high preference for learning English with the eye are in scores vision as a visual learner as using visual images, diagrams, and written texts for comprehension purposes. In this aspect too, learners should use different language learning strategies such as self-reflective (metacognitive), knowledge based, and social strategies to acquire the language optimally. These strategies assist learners in developing an organized and interactive view of learning which complements their visual learning approaches.

This evidence suggests that, in the case of these students, English lessons should be taught in the style of a multi-sensory approach and be practical to cater for visual, audio and movement preferences. Also, the implementation of different language learning strategies in the curriculum will make the learning experience more meaningful as well as enhance students' abilities to understand the language more broadly. Addressing language teaching approaches to the most developed modes of learning and offering a variety of strategies allows teachers to improve the language learning environment.

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