

Aligning Classroom English Learning Models with Students' Learning Styles (VAK): A Qualitative Study in Secondary Education

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ABSTRAK

The learning model is a systematic approach in delivering subject matter to suit the characteristics and needs of students. The selection of a learning model in a subject is also based on the adjustment of students' learning styles, namely VAK (visual, auditory, kinesthetic) in terms of adjustments carried out practically and contextually. Extracurricular learning allows students to develop learning strategies that fit their learning style. Students who recognize their learning styles tend to have better control over their learning process and show improved learning outcomes. This research was conducted by MTS AL-Irsyad using a qualitative approach and two informants, namely a teacher and a student. Learning will be more effective if teachers are able to adapt observation-based methods to students' learning styles. These adjustments encourage students to develop self-study strategies that improve reading and writing skills. that the application of appropriate learning styles not only contributes to the improvement of oral comprehension, but also plays a role in developing students' reading and writing skills gradually.

Keywords : Learning Model, VAK, learning Style , Reading, Writing.

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INTRODUCTION

Language is a communication tool used to interact between humans, both between individuals and each other, between groups and between communities in the social environment (Noer, Astri and Hairuddin, 2021; Astri, Noer and Wahab, 2022; Astri, Nur and Misnawati, 2022). Ronal Wardhaugh stated that language is an arbitrary system of vowel symbols used for human communication. From this understanding, it can be interpreted that language is an arbitrary sound symbol system used for human communication (Pateda, 2011). English is a global language that plays a very important role in global interaction and global communication along with the progress and competition of globalization as it is today.

One of the important things in learning is the learning model. The learning model in the classroom is related to how educators convey, teach, facilitate, and provide examples to students in the teaching and learning process. Choosing a learning model is an important task for an educator because educators must be able to choose the right learning model by paying attention to the character, condition of the student, attitude, available facilities, and the condition of the educator. According to Priansa, J. (2017), the learning model is a blueprint for teachers to prepare and carry out the learning process. There are various English learning models, such as Make a Match learning model, problem-based learning, Think Pair Share, and creative song-based learning model.

Adjustments to learning models in the classroom and student learning styles are very important to be carried out with the aim of realizing learning outcomes in the teaching and learning process.

According to L. Mei Ph'ng (2018), learning style refers to the student's preferred learning approach for all learning situations (Astri, 2018; Astri and Wahab, 2018, 2019; Astri *et al.*, 2023). In general, there are three learning styles: visual, auditory, and kinesthetic. Visual learning styles make great use of the sense of sight because they can receive information by looking at visual images clearly, then recording the information. Students with auditory learning styles focus on the sense of hearing when receiving information, and those with kinesthetic learning styles are closely related to activities and practices.

A study conducted by Specific Diagnostic Studies found that 29 percent of all students in elementary and secondary schools are visual learners, 34 percent learn through hearing, and 37 percent learn well through kinesthetic/tactile mode (Miller, 2001). Therefore, choosing the right learning model and knowing the learning style of individual students is very important in helping the student learning process. In this case, the researcher is interested in knowing how educators adapt the appropriate English Learning Model in the Classroom and the Individual Learning Style of Students outside the classroom with the aim of knowing how educators adapt the English learning model in the classroom to the learning style of each student and to find out how the learning style of students outside the classroom can improve students' English language skills.

METHOD

This study uses a descriptive qualitative approach with two main informants involving one English teacher, namely MB and SP as one of the grade IX students at MTS AL-Irsyad. This data is taken from the results of the answers to interview questions. The interview was conducted offline based on the questions given by the researcher and then the answers were presented with data along with the results of the interviews that had been conducted. According to Saroso (2017), interviews are one of the most widely used tools to collect qualitative research data. Interviews allow researchers to collect diverse data from respondents in a variety of situations and contexts. The interview method is effective in qualitative research because by conducting interviews the researcher can obtain data for his research.

RESULTS AND DISCUSSION

The learning model is a systematic approach in delivering subject matter to suit the characteristics and needs of students. The learning model used by Mahbubah teachers is flexible and situational. Teachers do not stick to one method, but adjust to the material, the level of student understanding, and the observed learning style. This approach reflects the principles of differentiated learning (Tomlinson, 2020).

MB as a resource person in this study explained that he had tried to adapt the English learning model to the students' learning style. These adjustments are mainly made through practical and contextual approaches, for example by using real media in learning procedural texts.

However, MB also acknowledged that there are challenges in implementing this strategy, such as low interest in learning students and differences in ability levels in reading and writing skills. MB said. "I have tried adjusting the language learning model to the learning style of students, yes, but there are also challenges such as student learning interest, usually I just practice immediately, for example, the text procedure using plastic food wrap, I give it a look and give an example and then later their fibers, if the writing questions are the same, how can students see one word and continue to write again, In reading, there are some students who can do it, and there are also those who don't know it".

Alzubi (2019) "Adjusting teaching approaches to students' learning styles significantly improves understanding and engagement in English classes." This shows that the step of adjusting the learning

model according to the student's learning style is a good step, but in this case, there are also obstacles such as the comparison of students' learning interests. SP said "Suitable and can be adjusted. That the learning model is suitable and can be adjusted when the lesson is ongoing. this shows that practice and active learning can attract students' interest in learning. this is in line with Rahmawati, F., & Cahyono, B. Y. (2021). "Teachers recognize that hands-on practical activities such as creating projects or demonstrations increase student participation and are in line with an active learning approach."

Learning style is an individual's way of processing information. Dunn & Honigsfeld (2021) group learning styles into three main types: visual, auditory, and kinesthetic (VAK). Putri & Hermagustiana (2020) "Differentiated instruction strategies help teachers to accommodate the learning needs of students who have diverse learning styles, including those who are kinesthetic, visual, and auditory. In this case, MB said that if you adjust the learning model like that, usually the visual and audio are relatively different from kinesthetic. As for SP students, it is important to know the SP learning style, "It is important to know the right way to learn". Azizah, L., & Fahriany, F. (2019) "Understanding one's own learning style can help students adopt more effective strategies according to their preferences and improve their learning outcomes."

Extracurricular learning allows students to develop learning strategies that fit their learning style. Students who recognize their learning styles tend to have better control over their learning process and show improved learning outcomes (Dunn & Honigsfeld, 2021).

When asked about reading ability, the SP informant said that he had an interest in reading, although he still experienced problems with the pronunciation aspect. A student's reading ability develops gradually, along with his or her interest in continuing to learn outside the classroom. Although pronunciation is still a challenge. This indicates that visual and reflective learning strategies are an important part of the process of improving reading skills. By learning independently according to the learning style they are comfortable with, students can focus more on understanding the content of reading, enriching vocabulary, and building learning independence. Azizah and Fahriany (2019) emphasized that "students' awareness of their own learning styles, in this case, visual and independent tendencies, encourage them to take the initiative to read outside the classroom, which ultimately helps improve reading skills overall. Meanwhile, students' writing skills still face challenges related to the difference between pronunciation and word writing in English.

However, the existence of an interest in reading and an active effort to find the meaning of words also supports the improvement of writing skills, even if indirectly. Self-reading activities enrich understanding of sentence structure, word form, and context of use, all of which contribute to the development of writing. Marlina and Musthafa (2020) emphasize that "Reading and writing skills are interrelated, and students who frequently read in a language tend to show better performance in writing."

In other words, a reading learning strategy that suits students' style indirectly improves writing skills, especially in terms of vocabulary and sentence structure. Although the informant's writing ability is still limited, there is a tendency to develop especially when students understand the content of the reading and are able to imitate the form of the sentence. When students learn according to their own learning style, both auditory through the teacher's explanation and visually by reading independently. Literacy skills such as reading and writing can improve gradually, although they still depend on the context and understanding of the material. "Learning outcomes can improve significantly when students use strategies that suit their preferred learning style, especially when they understand how to learn best." (Rahimirad, M., & Shams, M. R. (2019).

The findings of the study show that teachers who apply a learning model based on the character of the material and observations of students' learning styles are able to create adaptive and effective learning. Adjustments between learning methods and styles prove to be important in improving students' understanding of English materials. Guru Mahbubah applies the principle of differentiated learning (Tomlinson, 2020), while Septia develops an independent learning strategy that suits his learning style. The students' reading and writing skills in this study also showed positive developments that were closely related to the suitability of the learning styles used, both inside and outside the classroom. One of the informants stated that he liked reading activities even though he still had problems in pronunciation, and was used to looking for the meaning of words independently. This indicates a tendency for visual and reflective learning styles that strengthen literacy skills through independent strategies. Marlina and Musthafa (2020) emphasized that reading skills that continue to be honed through independent activities will have a direct impact on improving students' writing skills, because the two skills are interrelated. In addition, although the informant admitted that writing words in English still felt difficult due to the difference between pronunciation and writing, he still showed motivation to understand the material in its entirety. The student stated that his learning outcomes have improved, especially when learning is adjusted to the learning method that suits him. This corroborates the findings of Rahimirad and Shams (2019) that learning outcomes tend to increase significantly when learning strategies are aligned with students' learning styles.

CLOSING

Conclusion

Thus, it is concluded that the implementation of appropriate learning styles not only contributes to the improvement of oral comprehension, but also plays a role in developing students' reading and writing skills gradually. This also emphasizes that an adaptive and personalized learning approach is able to support the mastery of English language skills as a whole.

Suggestion

The author realizes that there are still shortcomings in writing. The author hopes that the next research can focus on the development of students' learning abilities based on appropriate learning styles, not only focusing on reading and writing skills, can comprehensively the four (reading, listening, writing and speaking) English skills.

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