
UNVEILING ENGLISH LEARNING STYLE: A DESCRIPTIVE STUDY OF ENGLISH AS FOREIGN LANGUAGE (EFL) LEARNERS' LEARNING STYLE

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ABSTRACT

This research in title “Unveiling English Learning Style: a Descriptive Study of English as Foreign Language (EFL) Learners’ Learning Style”. Consideration of learning styles in education is crucial for improving the effectiveness of the learning process. Learning styles categorize into visual, auditory, visual- auditory and kinesthetic. By recognizing personal character of learning early, the learning process will be more effective and can be significantly improved. Adapting learning styles to the learning process can enhance comprehension, improve classroom interactions, and increase learning satisfaction. Recognizing g learning styles helps design teaching strategies but also impacts overall learning outcomes. this research awas conducted as descriptive qualitative research. This research intends to unveiling English as Foreign Language (EFL) learners’ learning style .

Keywords; *EFL learner, Descriptive, Learning Style*

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INTRODUCTION

Consideration of learning styles in education is crucial for improving the effectiveness of the learning process. Learning styles are sequence of experiential enacted personal characteristics that subsidize to focus, each in manner of learning as a unit in learning process (Kusumaningtyas et al., 2024). The characteristics, strengths and preferences in the way people receive and process information are specific part of learning style (Adnew, 2017). Learning style is also an arrangement of personal absorbing information process then organizes and processes information (Muslim et al., 2022). Each individual has a different way of understanding information, therefore teachers must be able to establish and adapt learning methods to these differences. By recognizing learning styles early on, the learning process will be more effective and can be significantly improved.

Learning styles categorize into visual, auditory, visual- auditory and kinesthetic. Visual learning style students foster to understand material through pictures, posters, and graphics. Visual learning style address of someone to attain information such as looking at pictures, diagrams, maps, posters, and

graphics. Learning style as a personal character can not be of students cannot be shaped by one habituation, habituation of learning styles must be molded repeatedly in order to produce habituation in learning styles (Muslim et al., 2022). A kinesthetic learning style involves physical activity such as moving, doing, and touching. Students that learning style understands lessons more easily when they move, touch, or take action. They can understand subtle meanings when their sense of touch has felt something subtle. The learning process in this kinesthetic learning style emphasizes the active use of the sense of touch and body movement. Meanwhile, an auditory learning style favors to use the sense of hearing to grab information. Audio-learning, with its inherent flexibility, may foster a greater sense of autonomy by giving learners control over when and where they engage with content (Jafarian & Kramer, 2025). Understanding students' learning styles can help teachers determine appropriate learning strategies so that teaching and learning activities can take place in a more focused manner.

Recognizing g learning styles helps design teaching strategies but also impacts overall learning outcomes. A good learning process can be seen one way from the aspect of achievement (Andari, 2025). These styles constitute a

whole pattern that provides a general direction for studying behavior (Wahyudin & Wahyuni, 2022). Adapting learning styles to the learning process can enhance comprehension, improve classroom interactions, and increase learning satisfaction. Every student has their own preferences for how they receive information, and when learning approaches align with these preferences, the learning process becomes more enjoyable and effective. This impacts student academic achievement and the achievement of learning objectives. Therefore, it is crucial for education systems to provide space for the development of diverse learning approaches.

In addition to improving understanding, the application of learning styles also impacts student motivation and engagement in learning. In some learning contexts, certain learning styles appear to be more dominant in students, and an appropriate approach can increase their enthusiasm for learning. Considering the entire statements, it can be concluded that learning style is personal characteristic approach towards acquiring and using information in learning and solving problem (Andari, 2025). Since students perceive that learning methods align with their own way of understanding information, their engagement in class

increases. This also contributes to increased overall motivation to learn. Therefore, selecting methods that align with learning styles is key to creating a conducive learning environment.

Furthermore, the learning styles approach face challenges in identify and maximize. Some experts argue that adapting learning methods to students' styles does not necessarily have a significant impact on learning outcomes. Therefore, broader and more flexible learning strategies are needed that focus beyond learning styles. An approach that combines various active learning techniques can be a more effective solution. By utilizing a variety of teaching methods, teachers can overcome the limitations that may arise from a single approach. Understanding these differences allows teacher to choose a method that is more suitable for each student (Anwari, 2025). Employing interactive media motivate students in learning because they can listen to audio, watch videos or see text, animation and graphics simultaneously (Atmazaki et al., 2021; Muflihah & Aziz, 2018). Thus, this research is conducted to unveiling EFL learners' learning styles that expected them assist learning outcome.

RESEARCH METHOD

This research occupied qualitative approach that employed descriptive research. This research was conducted to uncover students' belief of English as Foreign Language learners. As the goal of qualitative research with descriptive approach is extensive and draws from multiple sources such as direct or participant observations, interviews, archival records or documents, physical artifacts, and audiovisual materials (Leal Filho & Kovaleva, 2015). The subject of this research was senior high school students.

FINDINGS AND DISCUSSION

1. Findings

This research uncovered students belief of learning style. Subject of this research has been interviewed and analyzed that regarded to EFL learner. The entire result divulge subsequently.

Based on interviewed of thirteen subjects declared that most (N=10) has been expose of learning style understanding. Seven of ten subjects have been labeling them self of their characteristic of learning. LT as one of subject in this research stated that understands lessons more easily through what she/he sees and practices directly. LT also prefers reading, taking notes

while writing, and studying in a quiet atmosphere because she is easily distracted by noise. LT realized that personal character of learning assist to achieve learning outcome. In addition DL declared that is more comfortable speaking directly and quickly, and tends to understand the person she is talking to through visual contact. DL also enjoys activities such as watching, drawing and write an daily journaling. SD as our subject stated that also easily understands lessons through visual aids and prefers images as a learning medium. Therefore, the use of visual media such as images, videos, and diagrams are more effective in supporting SD's learning.

PS also stated that Therefore, a visual media-based learning strategy will support PS's optimal understanding of the material. PS also believe if learning atmosphere influence effectiveness of learning process. TG state that also feels more comfortable learning with activities that involve movement and visual observation, such as learning while walking, looking at the other person's face while talking. Thus, a learning strategy that emphasizes the use of visual media and practical activities will be more appropriate to support TG's understanding and

learning achievement. SE declared that SE's habit of learning is by listening, reading aloud, and remembering information better when spoken. Moreover SE personal experience of learning and listening music is more effective. Based on interview result declared that EV focuses to reading, paying attention of graphic and picture. Moreover EV enjoy learning by listening music and paying attention to long oral presentation.

2. Discussion

This research directed through in dept interview to acquire students learning style. This research unveiled that most (N=10) recognized about their personal characteristic of learning. they can delineate learning atmosphere, effective stimulus and media that assist them to achieving learning outcome. More over Andari (2025) stated the visual learning style has significant relationship with learning achievement of students at Islamic High School Hidayatul Mubtadiin, South Lampung. According to wahyudin (2022) it is prominent relationship between students' personal character of learning and their English proficiency. More over, according Yang (2025) integrating adaptive teaching strategies across different disciplines emphasizes a

dynamic approach that adapts to different learning styles. Thus, recognizing personal character of learning or learning style foster learning process.

CONCLUSION AND IMPLICATION

1. Conclusion

Consequently, this study unveiling student belief of learning style as personal character of learning. Each student address their self with learning characteristic and learning atmosphere to achieve their learning outcome. Learning style also assist them in getting effective learning process. Moreover, students has recognized their learning style and atmosphere.

2. Implication

This research unveiling EFL Learners' learning style beliefs that expect assist EFL learners boosting their process of learning.

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