Students' Learning Styles in Using U-Dictionary Application on Learning English

Erpin Said[1], Naina Zena Ali Sahib[2], Adira Nuryanindi Jamal[3], Dian Saputra[4]

[1,2,3,4]Universitas Muhammadiyah Sorong, Indonesia

[1]erpinsaid.ums@gmail.com, [2]nainazenaalisahib@gmail.com, [3] adiranuryanindijamal@gmail.com, [4]dian.ums14@mail.com

[*]erpinsaid.ums@gmail.com

Abstract

This study aims to explore the students' learning style in using U-Dictionary on learning class, specifically at SMA Muhammadiyah Al-Amin. The qualitative method was applied in this study. In collecting the data, the writer used questionnaire and interview. Nine students who were chosen for this study based on their English teacher's assigned scores for each class are the participants. The questionnaire and interview are used in this research to collect the data. These instruments were adopted from Nihaya (2011) "In this study use questionnaire and interview was given to students to determine the learning styles of students in 11th grade at SMA Muhammadiyah Al-Amin Sorong City". The result shows that most of students have 3 types of learning style, there are 6 (46%) students is visual learner as dominant learning style, the second is 4 (31%) students are kinesthetic, and the last is 3 (23%) students are auditory. It means that students' learning style in using U-Dictionary most likely is visual learner.

Keywords: *Learning styles, U-Dictionary, Learning English.*

INTRODUCTION

Technology in education helps students to improve learning activities and improve the quality of education. All the information that is already summarized and integrated into a program that is useful for making student learning easier in the application students can choose problems according to their wishes through the available features technology has ushered in a new era of education where the learning process becomes easier, more interesting and flexible. However, learning styles becomes a crucial factor that can influence students that in learning English. In theory, there are two categories of how individuals learn. Students should be able to carry out and dig their deep understanding about how they can use English orally as well as they can (Wael, Asnur & Ibrahim, 2018).

First, are the Way individual can absorb information easily, this concept is called learning modality. The second is how to build and help this information, this concept is called brain domination. While the learning style in a combination of individuals who absorb, read, and help information. Learning styles are the easiest way that individuals have in absorbing, organizing, and processing the information received. An appropriate learning style is the key to student success in learning. Wael et al. (2019) found that the ability to communicate orally had a significant effect in increasing students' self-confidence and helping students to communicate well in foreign languages. By realizing this, students are able to absorb and process information and make learning easier with students' own learning styles. The use of learning styles that is limited to only one form, especially those that are verbal or through an auditory route, of course, can lead to imbalances in absorbing information.

However, learning activities, students need to be assisted and directed to identify learning styles that suit themselves so that learning objectives can be achieved effectively. There are three modalities

(types) in learning styles, namely visual, auditory, and kinesthetic (Deporter&Hernacki, 2000). Language learners have their own way to learn a language (Wael et al. 2023). Many other experts categorize learning styles based on cognitive preferences, intelligence profiles and sensory preferences. In this study, using sensory preferences, namely visual, auditory, and kinesthetic learning styles. The reason for using sensory preference is because in the process of student learning activities it can be observed through sensory organs. Based on sensory preferences, visual learners learn through what they see, auditory learns by listening, and kinesthetic learns by moving, working, and touching. Every student has all three learning styles, it's just that one style usually dominates. Learning achievement is a final assessment of the process and recognition that has been done repeatedly and will be stored for a long time because learning outcomes participate in shaping the individual personality. who always want to achieve even better results so that they will change the way of thinking and produce better work behavior (Hamalih, 2001).

Wong (2004), also defined that learning styles as an individual preferred or habitual way of processing the knowledge and transforming the knowledge into personal knowledge. It means that language learning styles are the students habitual in learning process and to transform the knowledge into personal knowledge. In the field of education, most Indonesian students pass English reading tests, Hasanudin et al (2023). Each student had habit or attitude to get knowledge in learning process. Kolb and Kolb (2005 p.195), The learning styles encompass feeling, thinking, doing, and watching to varying degrees depending on learner maturity. It means that, learning style is sensory and mental at once which is influenced by personality type, educational specialization, career choice and current job role and tasks.
Language learning style is a way the individual or students to get information in teaching learning process. It was supported by Brown (2000:12) he defined that learning styles as the manner in which individuals perceives and process information in learning situation. It means that learning style is a way of someone to observe and get information in learning situation. Students' learning styles are also influential, experts in educationtry to develop theories about learning styles as away to find ways to make learning easy and fun, (Wael et al. 2022). There are several types of learning styles from different version. In particular conditions, this competence is needed in almost any kind of profession (Saputra et al, 2023). The researcher explains types of learning styles based on experts' opinion. The writer also will point out the differences of learning styles among them.

Clark (2008), This allows the learners to become involved, regardless of their preferred learning style, thus VAK theorists have come up with three main categories as follows:

1. Visual learners have two sub-channels - Learners who are visual Like to liar through written language, such as reading and writing tasks. They remember what has been written down, even if they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are visual-spatial usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. They easily visualize faces and places by using their imagination and seldom get lost in new surroundings.
2. Auditory learners respond best when presented with learning material that they can listen to or discuss, and often read aloud or move their lips when reading. They tend to learn more through verbal instructions, lectures, or group discussions and by talking aloud as much as possible. To help with retention, the auditory learner prefers studying in a group and putting hard to remember items into a song or rhyme.
3. Auditory learners respond best when presented with learning material that they can listen to or discuss, and often read aloud or move their lips when reading. They tend to learn more through verbal instructions, lectures, or group discussions and by talking aloud as much as possible. To help with

retention, the auditory learner prefers studying in a group and putting hard to remember items into a song or rhyme.

Table 1. Clark's Theory Characteristics of Different Learners

Visual Learner	Auditory Learner	Kinesthetic learner
• They remember what has been written down, even if they do not read it more than once. • They have difficulty with the written language • They do better with chart, demonstration, videos and other visual materials • They like to write down directions and pay better attention to lectures if they watch them.	• They difficulty with reading and writing. • They often do better in talking to classmate or a tape recorder and learning what has been said. • They prefers studying in a group and putting hard to remember items into a song or rhyme. • They tend to learn more through verbal instructions, lectures.	• Do best by touching and moving. • Often lose their focus if no movement. • They like to scan the material first and use color highlighters • Take notes by drawing pictures, diagrams or doodling. • They prefer hands-on activities in which they stay actively involved in the learning process.

According Wulandari & Handayani (2019),U-Dictionary is one the offline dictionaries that can be download from an android or smartphone. It is a light application for translating more than 38 languages without internet connection.With U-Dictionary, Everyone not only can translate words and short phrases, but also practice the skills in any language. From the main tab, everyone can quickly access short tests and mini games to practice any language wanted. U Dictionary is an application learning language that can help to learn in 38 languages Include the English language. "U-Dictionary is an application that is used both when the phone is online and offline, and this application was released on March 24th, 2016, offered by Youdao, Hong Kong. In 2019 U-Dictionary has been downloaded by more than 50 million users worldwide. The advantages of using U-Dictionary are free, unique, and simple to get in the application and just download it for Apple smartphone users, it can be download from App Store, and is also available for Android users it can be download from Play Store" (Juwita et al., 2020).

METHOD

This research implied qualitative approach. According to Sugiyono (2017: 9) states that "Qualitative research methods is a research method based on the philosophy of post positivism or interpretive, is used to examine the condition of the natural object, where the researcher is the key instrument, the data obtained tend to be qualitative, data analysis is inductive/qualitative, and research results to understand the meaning, understand the uniqueness, construct phenomenon, and find a hypothesis ". This approach was selected due to the fact that the study conducted was pertinent to current situations and events that were still happening.

This research was conducted at SMA Muhammadiyah Al-Amin Kota Sorong that already use this application to learning. Nine students who were chosen for this study based on their English teacher's assigned scores for each class are the participants. The questionnaire and interview are used in this research to collect the data. These instruments were adopted from Nihaya (2011) "In this study use questionnaire and interview was given to students to determine the learning styles of students in eleventh grade at SMA Muhammadiyah Al-Amin Sorong City". This type of data collection used to be the complement each other that the information is in accordance with the research. In this research, data verification methods are classified into several types which are; 1) Increase persistence in collecting data, 2) Identify the data and classify, 3) Arrange data systematically and form a pattern of relationship between data with inductive and deductive thinking.

RESULT

After collecting and analyzing the data both from interview and questionnaire, the researcher found that students' learning style in using U-Dictionary application at Eleventh grade of SMA Muhammadiyah Al-Amin Sorong City that are visual learning styles are 6 students (46%), auditory learning styles are 3 students (23%), and kinesthetic learning style are 4 students (31%).

The result showed that the student at eleventh grade of SMA Muhammadiyah Al-Amin Sorong City have different learning style in U-Dictionary application. The data of interview can be presented as follows:

Visual Learning Style

Student 1:

"When I learn, I always memorize something, the way I do is imagine that it can help me in learning process" (student 1)

From the statement above, it can be stated that student 1 tend to use visual learning style in her learning process because he said that he always memorizes something when he felt it was difficult to remember. In another way, he tries to imagine that. By imaging, it will help him much in learning process. Therefore, it can be concluded that he is visual learning styles.

Auditory Learning Style

Student 4:

"I like to learn by learn by look screen feature because I can remember the explanation by listen the audio" (Student 4)

From the statement above, it can be said that student 4 is auditory learner because the student can more understand by listen the audio and can easily remember the explanation by listening the audio in U-Dictionary application.

Kinesthetic Learning

Student 7:

> "I like to use grammar check feature because help me to fix my grammar error easily even have letter limitation, and when I learn I like to do practice" (Student 7)

From the statement above, it can be said that student 7 is kinesthetic learner because the student likes to use grammar check, it means the student like to scan material first and highlighters.

Based on the findings, it has the similarity between this research and the previous study, because both examine of analyzing students' learning style in U-Dictionary application is used online, and also the result from Banks and Financial institution Course One which the students are visual learner. The difference between this research and the previous study are that first research using YouTube to improve speaking skills in U-Dictionary application, which the students are not just watching the video but can get any themes that explained general problem or comment mistakes in learning English, and the second research used Duolingo application as language learning application for learning English, meanwhile in U-Dictionary, the students are not just pronoun word but they can choose what accent they want to hear UK or US with phonetic symbols. The third, the researcher only used questionnaire to get the result but, in this research, will put interview as an addition to collect the data. The fourth is the use of Digital Media in learning English which is need linking to collect this application, but it is different with U-Dictionary application that students can access without login and this application can be able to use if the user cannot reach the connection. And the fifth is by using google translate as a media to translate in English, meanwhile in U-Dictionary application has grammar check to know the wrong word that can fix wrong sentences.

The Analysis of Questioner

The students learinng style in using U-Dictionary application on learning English at eleventh grade of SMA Muhammadiyah Al-amin Kota Sorong. The researcher collect the data from 13 on questioner.The data from questioner it was can be describe as follows :
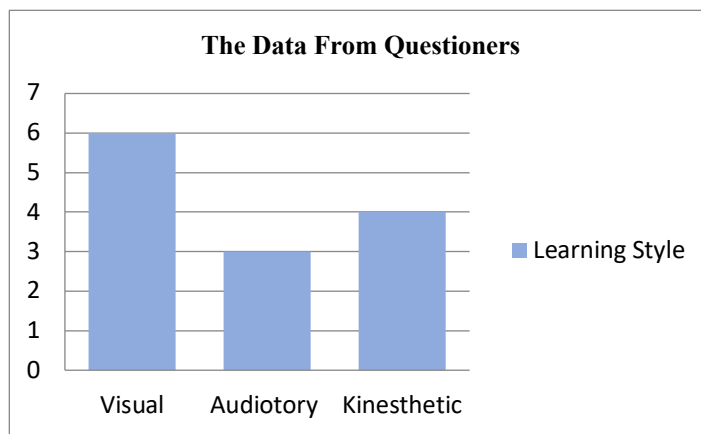

Figure 1. The Data of Questionaire

From the questioners chart of learning style above the researcher concluted visual learning style are 6 students (46%), audiotory learning style are 3 students (23%) and kinesthetic learing style are 4 students (31%).

Table 2. Learning Style

No	Types of learning style	Students
1	Visual	6
2	Audiotory	3
3	Kinesthetic	4

After collecting and analyzing the data the researcher ties to conclude about the both data from interview and questioner based on the data, the researcher found that sudents learning style in using U-Dictionary appliation at Eleventh grade of SMA Muhammadiyah Al-Amin Kota Sorong they are 6 students (46%) are visual, 3 sudents (23%) are audiotory and 4 (31%) students are kinesthetic.

DISCUSSION

The researcher calculating the data of questinonnaire by using percentage formula, coding the data before to know how many percentage in learnig style of students in using U-Dictionary application. After that, the reseacher coding the data of interview as first step. After getting the data, the researcher placed all units which were having the same coding. Second, the researcher did it by reducing,this process of reducing the data occurring repeatedly. Reducing means choosing the main thing, focused on the topic variable. Third, the researcher put the data from reducing to data display into essay and the result of this reseacrh are are 6 (46%) of students (4 are visual based on the findings the students 1 is visual learner because the students 1 always learning by the video in U-Dictnary application,this is line with Clark's theory (2008) about visual learning style, 3 (23%) of sudents are audiotory besed of the findings the students 4 is audiotory learner because the student 4 easy remmeber something by listen the audio in U-Dicitionary appplication, this is line with Clark's theory (2008) and the last is 4 (31%) of students are kinesthetic besed the findings the student 7 is kinesthetic kearner because the student 8 easy remember with write down again and again.

CONCLUSION

After analyzing the data, the researcher found that students learning styles in using U-Dictionary application on learning English at eleventh grade of SMA Muhammadiyah Al-Amin have 3 types of learning style, there are 6 (46%) students is visual learner as dominant learning style, the second is 4 (31%) students are kinesthetic, and the last is 3 (23%) students are auditory. Furthermore, this research also has the suggestion for the next research, which are:1)English teacher can do the learning activities in the classroom that can relate to students' learning style by using different methods and media, 2)Students should realize that the way they learn is different from the other, so that students also should focus on their learning style to help them learn better, and 3) For the further research is that they can use this research as their reference to conduct it regarding students' learning style.

REFERENCES

Brown, H.D.(2000).Principles of LanguageLearning and Teaching, 4Thedition. New York : Longman.
Clark, D. (2008). Visual, Auditory, and Kinaesthetic Learning Styles (VAK). Retrieved 15 August, 2010.
Deporter & Hernaki. (2000),*Quantum Learning.*Edisi Revisi Kaifa,Bandung.
Hamalik, Oemar. (2001) *Proses Belajar Mengajar*. Jakartta: Bumi Aksara,2008. *Metode Diskusi*

Kolb, A. Y., & Kolb, D. A. (2005). *Learning styles and learning spaces: enhancing experiential learning in higher education*. Academy of Management Learning & Education, 4(2), 193- 212.

Hasanudin, H., Akib, M., Said, E., Wael, A., & Hartanti, R. (2023). Students' motivation in reading test responses washback effect on learning in higher education. KnE Social Sciences, 54-71.

Saputra, D., Akib, M., Patty, A., Hartanti, R., & Hardianti, R. (2023). ANXIETY IN SPEAKING ENGLISH; STUDENT'S ATTITUDE AND THE ROLE OF GENDER. *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, *14*(1), 78-83

Sugiyono. (2008) *Metodology Penelitian Kuantitatif, Kualitatif, dan R&D*.Bandung : CV Alfabeta

Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). Exploring Students' Learning Strategies in Speaking Performance. *International Journal of Language Education*, *2*(1), 65-71.

Wael, A., Saputra, D., & Setyawati, E. (2019). Enhancing Studentsâ€™ Oral Communication By Using Communicative Language Teaching (CLT). Qalam: Jurnal Ilmu Kependidikan, 8(1), 38-49.

Wael, A., Tahang, H., Hasanudin, H., & Siregar, I. (2022). Students' Sensory referred on Learning Styles at English Education Department of Universitas Muhammadiyah Sorong. *Qalam: Jurnal Ilmu Kependidikan*, *11*(1), 23-29.

Wong, J. K. K. (2004). Are the learning styles of Asian international students culturally or contextually based? International Education Journal, 4(4), 154-166

Wulandari,D.,& Handayani,C.(2019). The use U-Dictionary as a Learning Media To Increase The Students'Vocabulary in Teaching Speaking. In *Seminar Nasional Multi Disiplin Ilmu Universitas Asahan.*