

**THE IMPACT OF VISUAL AND AUDITORY
LEARNING STYLE IN INSTRUCTIONAL VIDEOS
FOR ENGLISH LANGUAGE LEARNERS**



A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in part fulfillment of the requirements for the degree of Education in English Education Department

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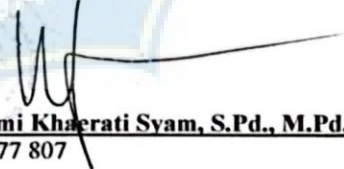
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Kamis, 06/06/2019	I-II	Introduction: jenis learning style, alafan hanya dua learning style (kelebihan & cara spesifik)	
Jumtk, 07/06/2019		hal. 8. hasil penelitian sebelum kemampuan visual dan auditory	
Sabtu, 08/06/2019	III-IV	CV, hasil rubrik, Dokumentasi the most prominent figure based on literature U/ed.	

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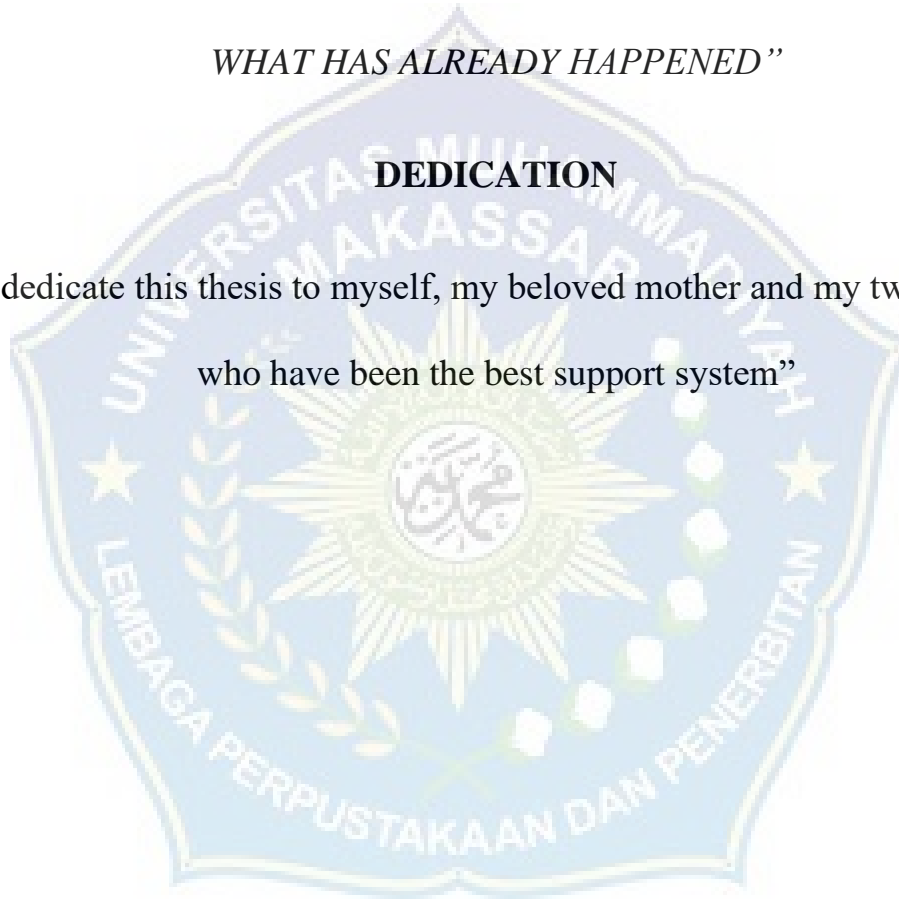
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MOTTO

*“DON'T WORRY ABOUT WHAT HASN'T HAPPENED YET, BUT LIVE
WHAT HAS ALREADY HAPPENED”*

DEDICATION

“I dedicate this thesis to myself, my beloved mother and my two sisters
who have been the best support system”



ABSTRACT

Magfirah, 2024 .”*The Impact of Visual and Auditory Learning Styles in Instructional Videos for English Language Learners*”. English Education Department of Faculty Training Teacher and Education Universitas Muhammadiyah Makassar. Supervised by Eny Syatriana and Yassir Mallapiang. This research aims to find information about the impact of visual and auditory learning in instructional videos on English Language Education students at Universitas Muhammadiyah Makassar. This research examining students’ perspectives on the impact of visual and auditory learning in instructional videos based on their experiences. The subjects of this research are second semester students of English Education in the academic year 2023/2024 at Universitas Muhammadiyah Makassar who were selected using purposive sampling technique. Data were collected and analyzed using a qualitative approach. The instrument used to collect data is interview. The data were analyzed based on the interview results and made conclusions about the impact of visual and auditory learning in learning videos based on students’ experiences. This research is expected to provide benefits for students in learning English. The results of this research indicate that visual learning styles have more positive impacts on students than auditory learning styles because students will more easily understand the material if it is presented in visual form. In addition, students also feel interested and enthusiastic and are not bored in participating in learning. It is evident from 13 or 100% of the subjects that 7 or 54% of the subjects apply a visual learning style, 4 or 30.7% of the subjects apply an auditory learning style and 2 or 15.3% of the subjects apply both. It means that students apply more visual learning styles than auditory learning styles.

Keywords: Visual and Auditory, Learning Style, Instructional Videos.

ABSTRAK

Magfirah, 2024 *“The Impact of Visual and Auditory Learning Styles in Instructional Videos for English Language Learners”*. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Yassir Mallapiang. Penelitian ini bertujuan untuk menemukan informasi tentang dampak pembelajaran visual dan auditori dalam video instruksional pada mahasiswa Pendidikan Bahasa Inggris di Universitas Muhammadiyah Makassar. Penelitian ini meneliti perspektif mahasiswa tentang dampak pembelajaran visual dan auditori dalam video pembelajaran berdasarkan pengalaman mereka. Subjek penelitian ini adalah mahasiswa semester dua Pendidikan Bahasa Inggris pada tahun akademik 2023/2024 di Universitas Muhammadiyah Makassar yang dipilih dengan menggunakan teknik purposive sampling. Data dikumpulkan dan dianalisis dengan menggunakan pendekatan kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah wawancara. Data dianalisis berdasarkan hasil wawancara dan membuat kesimpulan tentang dampak pembelajaran visual dan auditori dalam video pembelajaran berdasarkan pengalaman mahasiswa. Penelitian ini diharapkan dapat memberikan manfaat bagi siswa dalam belajar bahasa Inggris. Hasil penelitian ini menunjukkan bahwa gaya belajar visual lebih banyak memberikan dampak positif bagi siswa dibandingkan gaya belajar auditori karena siswa akan lebih mudah memahami materi jika disajikan dalam bentuk visual. Selain itu, siswa juga merasa tertarik dan antusias serta tidak bosan dalam mengikuti pembelajaran. Terbukti dari 13 atau 100% subjek terdapat 7 atau 54% subjek yang menerapkan gaya belajar visual, 4 atau 30,7% subjek yang menerapkan gaya belajar auditori dan 2 atau 15,3% subjek yang menerapkan keduanya. Artinya, siswa lebih banyak menerapkan gaya belajar visual daripada gaya belajar auditori.

Kata Kunci Visual dan Auditori, Gaya Belajar, Video Pembelajaran.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Al-hamdulillahirobbilal-aalamiin, praise and grateful for Allah SWT, the most gracious and most merciful and also the almighty. Shalawat and salam addressed to the final chosen messenger, the prophet Muhammad SAW, who has brought us from the darkness to the brightness. For all the outpouring of his grace and guidance so that the researcher is able to complete the final thesis, this thesis entitled "*The Impact of Visual and Auditory Learning Styles in Instructional Videos for English Language Learners*". However, the researcher thanks to help, guidance, instruction and motivation from various parties who have helped in the completion of this thesis,. For this reason, the researcher would like to express his sincere gratitude to all parties:

1. My beloved mother, Hj. Rosmini who always supports, prays, and struggles to finance researchers in the process of seeking knowledge.
2. My father, the late H. Anwar who remains the first love of the researcher and the reason for the researcher to continue to survive.
3. Prof. Dr. H. Ambo Asse, M. Ag, Rector of the University of Muhammadiyah Makassar.
4. Erwin Akib, M.Pd., Ph.D, Dean of the Faculty of Teacher Training and Education, University of Muhammadiyah Makassar.

5. Dr. Umami Khaerati Syam, S.Pd., M.Pd, as the head of the English Education Department Faculty Teacher Training and Education, Universitas Muhammadiyah Makassar.
6. Prof. Dr. Eny Syatriana, M.Pd. as the first supervisor for guidance, direction, motivation from the beginning of the preparation of the proposal until the completion of this thesis.
7. Dr. Yassir Mallapiang, SS., M.Pd. as the second supervisor for guidance, direction, motivation from the beginning of the preparation of the proposal until the completion of this thesis.
8. My siblings, Irmayani and Sastri Ayu who always give full support and help to researchers.
9. My best friends, Nunu, Lala, Ikka, Heni, Nisa, A'maa, Nanda, Vera, Fatimah, Nurul who have become the researcher's second family during college, thank you for struggling together, thank you for still embracing each other, thank you for not giving up, we are great.
10. Finally, for myself. Thank you for enduring, struggling and working hard. Thank you for not giving up, thank you for being the best motivator for yourself, and thank you for being strong and standing on your own feet.

Makassar, June 2024


Magfirah

LIST OF CONTENTS

LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELING SHEET.....	iv
SURAT PERYATAAN	vii
SURAT PERJANJIAN	viii
MOTTO	ix
DEDICATION	ix
ABSTRACT	x
ABSTRAK	xi
ACKNOWLEDGEMENT	xii
LIST OF CONTENTS	xiv
LIST OF APPENDIX	xvi
CHAPTER I	17
INTRODUCTION	17
A. Background	17
B. Research Question	4
C. Research Objectives.....	4
D. Significant of The Research.....	4
E. Scope of The Research	5
CHAPTER II.....	6
LITERATURE REVIEW.....	6
A. Previous Research Related Findings.....	6
B. Some Pertinent Ideas.....	8
1. Concept of Impact	8
2. Visual and Auditory	10
a. Definition of Visual Learning	10
b. Characteristic of Visual Learning	11
c. Definition of Auditory Learning	13

d.	Characteristic of Auditory Learning	14
e.	Principles of Visual and Auditory Learning	15
1)	Visual Learning.....	15
2)	Auditory Learning.....	16
f.	Advantages of Visual and Auditory Learning Styles.....	17
3.	Learning Style	17
b.	Benefits of Understanding Learning Styles	19
c.	Learning Style Factors	20
	The following are the internal factors of learning style:	20
	Here are some descriptions of external factors of learning styles:	21
4.	Instructional Videos	23
b.	Benefits of Instructional Videos.....	25
c.	Advantages of Instructional Videos	26
d.	Disadvantages of Instructional Videos.....	27
C.	Conceptual Framework.....	29
	CHAPTER III RESEARCH METHODOLOGY	31
A.	Research Design	31
B.	Research Subject.....	31
C.	Research Instrument.....	32
D.	Data Collection Technique	33
E.	Data Analysis.....	33
	CHAPTER IV FINDINGS AND DISCUSSION.....	35
A.	Findings.....	35
B.	Discussion	43
	CHAPTER V.....	54
	CONCLUSIONS AND SUGGESTION	54
A.	Conclusion.....	54
B.	Suggestion.....	55
	REFERENCES.....	56
	APPENDIX.....	61
	Appendix A: Interview GuideInstructions:	61
	BIOGRAPHY OF RESEARCHER	112

LIST OF APPENDIX

Appendix 1. Interview Guide.....	61
Appendix 2. Transcript Result Interviews	62
Appendix 3. Documentation of Interviews.....	87
Appendix 4. Supporting Documents.....	89



CHAPTER I

INTRODUCTION

A. Background

Learning is a process or effort made by everyone to change behavior by gaining knowledge, skills, attitudes, and positive values from the various things they have learned. In learning, each student must be given the opportunity to find things that they like so that they do not feel bored during the learning process. Learning will be effective if students are given the opportunity to find and investigate their own knowledge because they will get more practical experience from their own learning activities. In the learning process, the teacher determines the learning strategy for students starting from the media, methods, time allocation, and learning resources that will be used. Boring teaching methods will make it difficult for students to understand the lesson. Therefore, it is important for teachers to know and understand the learning style of each student so that students do not feel bored when learning takes place.

In the learning process, every student has a different learning style. Some are quick to understand lessons and some tend to be slow or a little behind their other friends, but each has advantages and disadvantages. This is because each student has a different learning style. Learning style is a way for students to easily understand, organize, and process the learning material they receive.

There are three learning styles according to Deporter and Hernacki (2000), namely visual, auditory, kinesthetic. However, in this research, researchers only focused on examining two learning styles, namely visual and auditory, because this research used learning media, namely instructional videos. In instructional videos, students with visual and auditory learning styles can follow the learning process well because students can see and hear learning material at one time.

Visual learning style is a learning style that relies on vision when learning, this learning style usually uses videos more often in learning. While auditory learning style is a learning style that emphasizes the sense of hearing. For example listening to audio tapes, lectures, discussions or debates. This learning style is a learning style that combines two types of learning, namely learning by seeing (visual) and learning by hearing (auditory). When students utilize both learning styles well, their learning process can improve and they can better understand and absorb learning materials better, especially English.

One of the supporting media for English learning that is suitable for visual and auditory learning styles is to use instructional videos as learning media. With videos, students with visual and auditory learning styles can learn well and focus on learning because by using videos students will rely more on their vision and hearing during the learning process. This is in line with the experience of researcher when researcher use videos in learning.

When the researcher was at the third semester, one time the researcher was joining one of the “Learning Theory and Learning Model” course where the lecturer used videos in presenting the material. During the researcher joining the class, the researcher was impressed with the method used by the lecturer in that learning. The thing that impressing the researcher was also, when the researcher tried to understand the material presented, the researcher could look back at some parts of the material that the researcher still did not understand by repeating the contents of the video. The other thing that impressed the researcher was that the researcher was able to understand the material by using visualization and hearing simultaneously. According to the researcher's experience, the use of videos in presenting the material is possible to improve the researcher comprehension because videos are able to describe in detail and clearly the new vocabulary in English.

However, this researcher's personal impression cannot be used as a conclusion or generalization of the positive impact of using visual auditory through video in English language learning. Therefore, the researcher is interested in convince that this learning style may be generalized to have an impact on English language learning through a study. The researcher assumes that this learning style will can give impact to English learning in general, at least for learners or students at FKIP Universitas Muhammadiyah Makassar.

In this research, visual and auditory learning in instructional videos is expected to make it easier for students to understand well the material that has been

learned, especially in learning English. The focus of this research is to find out the impact perceived by students based on their experience after the application of visual and auditory learning on instructional videos in learning English. Finally, the researcher determined the research topic entitled "The Impact of Visual and Auditory Learning Styles in Instructional Videos for English Language Learners".

B. Research Question

Based on the background above, the researcher formulates the following Question:

“ What is The Impact of Visual and Auditory Learning in Instructional Videos for English Language Learners”

C. Research Objectives

Based on the question that have been formulated above, the aim of this research is to find out what is the impact of visual and auditory learning in instructional videos for English Language Learners based on the students perceptions.

D. Significant of The Research

The significance of this research is that it is expected to provide benefits in the student learning process:

1. To find information about the role of visual and auditory learning in English learning.
2. This model is expected to be applied in other English learner community.

3. For further researcher, this research can be used as a source or reference for further research.

E. Scope of The Research

To avoid misunderstanding about this research, the researcher determines the research boundaries as follows:

4. This research focuses on finding out English learners perception about their experience in joining English class using visual and auditory learning style in instructional videos.
5. Based on the explanation in number one, this research will use qualitative approach that invertigates the impact of visual and auditory learning in learning videos based on students' experiences.
6. The subject of this research is the learners who had experience of joining English class using visual and auditory learning style in instrusctional videos at English Education Department Universitas Muhammadiyah Makassar.
7. This research is based on the theory of De Porter and Hernacki (2000) which states that learning styles are divided into three namely, visual, auditory, and kinesthetic. however, in this research, it will only focus on examining two learning styles, namely visual and auditory by using learning media, namely instructional videos.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Related Findings

Several research have been conducted on the impact of visual and auditory learning. The study can be seen in this section.

According to research Widya & Usman (2019), this research aims to determine the effect of visual learning styles, auditorial learning styles and kinesthetic learning styles on UNJ Office Administration Education students. The results of this research indicate that in the UNJ Office Administration Education Study Program in 2019 it is proven that the visual learning style variable has a positive and significant effect on student understanding of the material discussed. When the instructor explains the material, he must use the help of visual media rather than just giving a lengthy explanation that students do not understand. While the auditory learning style variable has a positive and significant influence on students. Auditory learning styles predominantly use the sense of hearing to carry out learning activities. Students with auditory learning styles will have difficulty reading material when their friends are busy in class, and cannot concentrate if there is a commotion. It can be concluded that visual and auditory learning styles are effective for students to use because the results of the research show many positive effects on student understanding.

Then, according to research Kayalar & Kayalar (2017) the purpose of this research was to evaluate students' views regarding Auditory Teaching and Learning Strategies for an interactive and communicative classroom environment. The results of this study showed that language learners' responses were that they should record lectures and learning sessions in class by using smart phones or small tape recorders, and they should discuss issues in groups. To help them remember later, they should summarize lecture notes and lesson notes and record them on tape. Since auditory learners enjoy listening, they should read questions and solve problems aloud to memorize information and analyze it quickly. This means auditory learning style is recommended to be used by students in learning.

Furthermore, according to research Ritonga & Rahma (2021) This research aims to analyze the VAK (visual, auditory, kinesthetic) learning style that can generate student interest in online learning. The results of this research show that the learning styles of students who study online during this pandemic greatly affect their desire to learn. The attendance list shows this, students who follow the lesson, students' involvement in questions and answers about the subject matter, and the number of students who are willing to do the teacher's assignments when visual learning methods are used. This is due to the fact that the tasks given are visual and the way they are done is designed to be as interesting as possible so that students are interested in participating. This means that visual learning style is very influential in increasing students' interest in learning.

The results of previous research show that applying visual auditory and kinesthetic learning styles has a good effect on the student learning process. Because by applying learning styles, it can increase students' interest in participating in the learning process. students understand learning material faster when teachers use visual media rather than just giving explanations. There are some students who also apply auditory learning styles that have a good effect on the learning process because they can create an interactive and communicative learning atmosphere.

It can be concluded that some researchers argue that visual and auditory learning is effective for students to apply in learning. Therefore, students must have a learning style that suits them so that they can increase their interest in learning and be more enthusiastic in learning and can understand learning material well. In this research, researcher will find the same results regarding learning styles. however, the difference is that the previous research examined three learning styles while this research will only focus on two learning styles, namely visual and auditory, using learning media, namely instructional videos.

B. Some Pertinent Ideas

1. Concept of Impact

a. Definition of Impact

Effect is a term that can be used to describe impact. Usually every decision made by someone has an impact, be it positive or negative.

In this research, researchers will discuss the impact felt by students after applying visual and auditory learning styles. Learning styles are important for students, because students have different learning styles. by applying learning styles, students will be more motivated and enthusiastic in learning because they learn according to their own desires.

Of course, this will have an impact on students' learning development because they will understand the material they learn more quickly when they apply learning styles during the learning process. In addition, learning styles also have an impact on education. It is related to the learning styles used for teaching, learning materials (curriculum), and assessment as a metric to evaluate learning outcomes. The match between teaching methods and learning styles is very important for teachers. To ensure that the teacher's instruction can have a positive impact on students, the teacher must thoroughly understand the student's learning style.

According to DePorter & Hernacki (2000) learning style is a combination of ways to absorb, organize, and process information. At the same time, James and Gardner say learning styles are complex ways in which students can see and feel the best way to process, distort and remember what they have learned.

2. Visual and Auditory

According to DePorter & Hernacki (2000) "there are three learning styles of a person learning styles, namely visual, auditorial, and kinesthetic learning styles" but in this research, researchers only focused on visual and auditory learning styles.

a. Definition of Visual Learning

Visual learning style is a learning style that focuses more on vision. This learning style will absorb new material more easily if it sees something visually first. Therefore, this type of learning prefers to learn from media such as photos and videos, and also read books that have illustrations. According to Y. Wahyuni (2017), visual learning style is a learning style that uses vision more. More precisely, visual learning style is learning by looking at something, whether in the form of pictures or diagrams, demonstrations, demonstrations, or videos. Students prefer to read or look for information when learning. They will understand new knowledge easier and faster after seeing or reading it. They even prefer reading to hearing and processing information.

Visual learning styles include learning styles that are used through vision, such as pictures, comics, posters, magazines, miniatures, props, and

so on, according to Satrianawati (2018) as cited in Hae et al. (2021) this type of media is basically designed to help students understand the material, attract attention and encourage them to be more active or enthusiastic in learning. As previously explained, this type of student usually prefers to learn or receive information by seeing or reading. After seeing or reading, they will be easier and faster in digesting information and processing new information received. That way, students will better understand the subject matter they are learning.

Using the sense of sight to process information is known as a visual learning style. Students who learn best by seeing things with their eyes (visual learning style) have a significant role in their sight or eyes (visual learning style) (Mintarti, 2016). To understand a lesson, students who learn best visually must observe their teacher's body language and facial expressions. To get a clear view of the lesson, they usually sit in the front seat. People learn faster when exposed to visual displays, such as pictures, diagrams and videos in textbooks (Mintarti, 2016). They think in pictures.

b. Characteristic of Visual Learning

According to DePorter and Hernacki (2000) in his book *quantum learning*, the visual learning style is detailed to something, remembering what is seen rather than what is heard, usually not distracted by sound, fast and diligent readers, and prefer to read. Students who use a visual learning style depend on their ability to see, so there must be aids or props that can be seen

directly if you want to explain something either using learning materials such as PowerPoint, slides, handouts, animations, videos, and concept maps. The following are the characteristics of students with a visual learning style:

- 1) Detail to something.
- 2) Good handwriting.
- 3) Easier to understand what is seen than what is heard.
- 4) Thorough and diligent readers
- 5) Prefer to read rather than be read to.
- 6) Prefer to see directly rather than being told.
- 7) Easier to remember by learning directly through notes.

According to Rusman (2017) as cited in Rustandi et al. (2020), in a visual learning style, ideas, concepts, data, and other information are packaged in the form of images and techniques. students who use a visual learning style will have difficulty learning if faced with material that has sound or movement. So the eyes are the most sensitive sense to receive stimulus in learning because he learns with a visual style.

The difficulty felt by students with a visual learning style is the tendency to take late notes on the blackboard. In this learning approach, students prefer to see things that are interesting to understand rather than listening.

c. **Definition of Auditory Learning**

Auditory learning style is a learning process that relies on hearing as a receiver of information and knowledge. Someone with this type of learning is more focused on hearing the teacher or lecturer speak well and clearly without the need for visual displays when learning. In English, listening is also very important in learning because students can immediately grasp the subject matter they are listening to." One of the best ways to help students pronounce words correctly is by listening, Albiladi et al., (2018)". As mentioned earlier, listening is essential for developing English proficiency. It is easier to understand things if you listen. "We listen carefully and make inferences based on what we hear. Thus, the capacity to listen is the capacity to understand the spoken language of native speakers Meilinda, (2019)".

Unlike the visual learning style, students with auditory learning style rely more on the sense of hearing than the sense of sight, they tend to prefer to hear rather than see. This auditory learning model is also very helpful for students in learning English because they will more easily capture what they hear from audio learning. Auditory means learning through hearing, listening, speaking, presenting, arguing and responding. However, Dave Meier (2002) as cited in Hasnah et al. (2021) state that the auditorial mind has more power than we know. Our ears continue to capture and store auditory information, even if we don't realize it. In an auditorial learning style, students can access all kinds of sounds and words, both created and remembered. This makes

learning easier for auditory students. Auditory learning is usually done through class discussions, presentations, reading text aloud, asking questions, or by providing answers to questions.

d. Characteristic of Auditory Learning

Students with an auditorial learning style have the following characteristics, according to De Porter and Hernacki (2000) in his book *quantum learning* talk to themselves while working, are easily distracted by noise, enjoy reading aloud, and listening, find it difficult to write but are great at telling stories, learn by listening and remember what is spoken rather than what is seen, like to talk, like to discuss, and like to explain things in detail, there are several characteristics of students with auditory learning styles:

1. When working, like to talk to yourself
2. Displays a neat appearance
3. Easily distracted by interruptions
4. Learn by listening and remember what is spoken rather than seen
5. Enjoys reading aloud and listening
6. Move their lips and pronounce the words in the book when reading
7. Usually a fluent speaker
8. Are better at spelling aloud than writing it down
9. Prefer oral jokes to reading comics

The weaknesses found in the auditory learning style are that students often forget the explanations given by the teacher, often experience mistakes

in capturing what is explained by the teacher, and often forget to do the work given verbally.

e. Principles of Visual and Auditory Learning

Here are some learning styles in learning according to Colin Rose and Nichol (2002) as cited in Setiana (2020):

1) Visual Learning

Learning must use the senses of the eye through observing, drawing, demonstrating, reading, using media and teaching aids. Students usually prefer to see pictures or diagrams, like performances, demonstrations or watching videos. For students who learn with a visual learning style, what plays an important role is the eye/sight (visual). In this case, the teaching methods used by teachers should be more focused on emphasize demonstrations/media, for example inviting students to objects related to the lesson, or by showing the demonstration tools directly to students or describing them on the blackboard

Visual learning styles, such as upward glances when speaking and speaking quickly, are the most common student characteristics. To understand lesson material, students with a visual learning style must pay attention to their teacher's body language and facial expressions. To see better, students usually sit at the front. By using diagrams, illustrated

textbooks, and videos, students learn faster. Students with a visual learning style prefer to take detailed notes to obtain information in class.

2) Auditory Learning

In the visual learning style, learning must involve listening, speaking, presenting, expressing opinions, ideas, responding and arguing. A student prefers listening to audio cassettes, lectures, discussions, debates and verbal instructions (commands). Recording tools really help the learning of auditory type students. Recommend after reading something new, describe and say what you have read while closing your eyes out loud. The reason is that after it has been read, visualized (when remembering with closed eyes) and described aloud, it has automatically learned and stored it in multisensory.

Glancing is a more dominant auditory learning style. eyes horizontal when speaking and to the left or right. For this reason, teachers must pay attention to students and their hearing aids. Students with an auditory learning style can learn faster by using verbal discussions and listening to what the teacher says. Tone, voice, pitch (high and low), speed of speaking, and other auditory elements help hearing students understand the meaning conveyed. Students who listen sometimes do not understand written information. Students with an auditory learning style usually memorize faster if they read the text aloud and listening to cassettes.

f. Advantages of Visual and Auditory Learning Styles

- a) Combining all three learning styles will make learning more effective.
- b) Has the ability to develop and exercise the potential of students that has been owned by each individual.
- c) Provides direct experience to students.
- d) Able to maximally involve students in discovering and understanding concepts through physical activities such as demonstrations, experiments, observations, and active discussions.
- e) Able to serve each student's learning style.

3. Learning Style

a. Definition of Learning Style

According to de porter in his book *quantum learning* "Learning styles are a combination of how they absorb, organize and process information". learning styles are the ways in which people take in and process information when they are learning. He contends that preference for a particular learning style is one facet of learning style and describes the selection of one gaining knowledge of one circumstance or state over another. Understanding learning styles allows students to optimize their learning process and improve their understanding and recall of the material they have learned. According to Kurniati et al. (2019) Learning style refers to the way a person learns and their efforts to use various perspectives to understand new and difficult

information. In addition, Y. Wahyuni (2017) asserts that learning style is defined as a person's mental process, behavior, and desire to learn through habits. By understanding learning styles, students will more quickly understand and capture subject matter. They will be more enthusiastic and not easily bored because they learn according to their own learning style.

Students' study habits affect the way they learn. Learning in a way that is unique to the student is called a learning style. Students' ability to understand data must have different categories. Students belong to the category who are enthusiastic to write the teacher's explanation, students who feel comfortable hearing whatever the teacher says, and students who are happy to do practice and use it well. The different categories in learning will make the learning environment interesting. This will be achieved through the habituation component. students' learning styles are referred to as their categories or ways of learning.

Each student has a different learning style, so teachers need to act differently using a differentiated learning approach. This approach means that teachers accept students' wishes and do not impose their will. According to Simanjuntak & Listiani (2020) adjusting instruction is part of the process. Students' learning aims to maximize their potential. Therefore, teachers should provide opportunities for students to determine their learning style so that the learning process can run smoothly and students can also receive material well.

b. Benefits of Understanding Learning Styles

Understanding their students' learning styles allows lecturers to create more suitable lessons and increase the intensity of students' attention and engagement. Knowing students' learning styles is very important for educators and students. Understanding learning styles is the best way to maximize learning in the classroom. If one discovers one's learning style and knows how best to help oneself learn through that style, then one can thrive and perform well in the classroom, even in subjects that are considered difficult. "Learning style is an approach that explains how individuals learn or the way each person concentrates on the process, and masters difficult and new information through different perceptions"(Ghufron, 2020).

Understanding the learning styles that students and lecturers use is essential to enable students to make the most of their learning potential and improve their learning outcomes. On the other hand, for educators, understanding each student's learning style will help them choose the learning methods to use that suit their students' learning styles in the classroom. According to Winkel as cited in Daulay et al. (2022) learning styles are unique learning approaches for students. No two people have the same learning style, even if they attend school in the same class, in the same place, or even in the same family.

There are several reasons why educators need to understand the learning styles of their students in the teaching process, namely:

- 1) Making the teaching and learning process dialogic.
- 2) Understanding learner differences.
- 3) Communicate through messages.
- 4) Making the teaching process more rewarding.
- 5) Ensuring the future of learners' disciplines.

c. Learning Style Factors

According to Cicilia & Nursalim (2019) a person's learning style is influenced by natural innate factors and also environmental factors. This means that there are certain things that cannot be changed in a person even with practice. But there are also things that can be trained and adapted to an environment that sometimes cannot be changed. According to S. Wahyuni (2020) apart from internal factors, there are also external factors, namely things such as physical, emotional, psychological, and environmental factors.

Many things affect students' learning styles. Apart from internal factors, there are also external factors, namely things such as physical, emotional, psychological, and environmental (S. Wahyuni, 2020).

The following are the internal factors of learning style:

First, physical factors include two parts, namely health and disability. If a person's health is disturbed, the learning process will be disrupted. In

addition, they get tired quickly, lack enthusiasm, are easily dizzy, sleepy, etc. Meanwhile, disability is what causes imperfection about the body.

Secondly, there are at least seven psychological factors that affect learning. These factors are intelligence, attention, interest, talent, motivation, maturity and readiness.

Third, the fatigue factor, physical fatigue is seen from a decrease in endurance. While spiritual fatigue is seen from a lack of interest in learning, lethargy and boredom, mental fatigue can be seen and interest and drive to produce something is lost. Therefore, a different way or style of learning is needed.

External factors that influence students' learning styles are family factors, school factors, and community factors.

Here are some descriptions of external factors of learning styles:

First, family factors will be influenced by the family in the form of how parents educate, relationships between family members, family atmosphere and family economic conditions.

Second, school factors that will affect students' learning methods or styles include teaching methods, curriculum arrangements, teacher and student relationships, student and student relationships, school discipline or rules, learning atmosphere, curriculum standards, building conditions, school layout, etc. Teacher factors, such as the teacher's personality, the teacher's

ability to facilitate students, and the relationship between teachers and students will also affect the way students learn.

Third, community factors are external factors that influence how students learn. Community factors that affect students' learning styles or ways include student activities in the community, mass media, friends and forms of community life.

Understanding learning styles is very important for teachers, parents and students themselves. By understanding students' learning styles, teachers can choose educational methods and media that suit their students. In this case, teacher creativity needs to be expressed in various teaching methods and selection of educational media. Therefore, it is expected that the differences in learning styles between students can be adjusted properly. Based on this, the teacher must know the learning style of each student and provide a learning model or method that is suitable for the student's learning style (Hasibuan, 2021).

There are many ways to find out how students' learning styles are by observing each student in detail using classroom teaching methods. To understand students with auditory learning styles, use the lecture method and pay attention to students who listen to the end while to understand students with visual learning styles, use media in learning such as videos because students with visual learning styles will rely more on their vision in understanding the material. According to Nurdalilah (2021) students with

visual learning styles process information with their own discussion while students with auditorial styles process information by explaining it at length and in detail.

Based on the information about the learning styles, the researcher can conclude that understanding learners' learning styles is very beneficial because it can find out the best way to make learning plans, maximize learning enthusiasm, and achieve learning success. The benefits of understanding learners' learning styles for educators are also very important, because by knowing their learners' learning styles, educators can help in choosing the most effective learning strategies.

4. Instructional Videos

a. Definition of Instructional videos

An instructional video is a learning video that explains a concept or shows a person/group how to do something. This instructional video is one of the learning tools/media that is suitable for use by students in learning English. According to Sartika et al. (2021) and Syarifudin et al. (2018) as cited in Pujiani et al. (2022) students' vocabulary mastery and learning motivation can be improved by using videos as learning media. The use of videos can also support the visual learning model because students will focus on seeing and listening to instructional videos well. "Video has the advantage of creating independent learning, communicative and reproducible, showing something in detail and complex, being able to

repeat, slow down, even enlarge and compare two or more scenes at once. more specific, not monotonous, not boring and in the end can increase students' understanding of a concept (Nurdin et al., 2019).

The use of videos is considered very useful and can provide good results in improving students' English language skills. according to Kaniadewi et al. (2017) many researchers believe that video can be one of the media in the teaching and learning process. Furthermore Pramana et al. (2016), Sudiarta & Sadra (2016), and Susmiati (2020) as cited in (Oktapiani et al. (2021) argue that "Learning videos are learning media that combine audio and visual elements to convey information". So, learning videos will be able to facilitate student learning with audio and visual learning styles. According to Heo & Toomey (2020), Tegeh et al. (2019), and Yusnia (2019) as cited in Akhmad AR et al. (2021) learning videos that are presented appropriately will make it easier for children to understand learning materials.

This instructional video helps students who have visual and auditory learning styles because when they watch the video, they will see a lot and pay attention to the lesson and hear what is said in the video. According to Obagah & Brisibe (2017) instructional videos can generate repetition that helps students understand learning messages. Learning videos that convey English material with the aim of motivating students' interest in mastering English. by using this media, it allows students to watch learning videos

and find creative ideas that increase students' interest in learning English. According to Amin (2021) learning videos help students understand English Grammar in the new normal era.

b. Benefits of Instructional Videos

According to Sudjana et al (2017) as cited in Gumelar & Sudarwanto (2020) there are many benefits when using instructional videos as media in learning, namely as follows:

- 1) Learning will be more interesting to students, which can increase their desire to learn.
- 2) learning will be more easily understood by students and enable them to understand and achieve learning objectives,
- 3) learning methods will be more varied than just verbal communication through the teacher's words, so that the teacher does not get bored and does not run out of energy, especially if the teacher teaches every lesson hour,
- 4) students will have more time to do learning activities because they are not only listening to the teacher's explanation but also doing other activities such as observing, analyzing, and analyzing.

Based on the opinions about the benefits of instructional videos, it can be concluded that the learning process becomes more interesting and will be more varied because communication in the learning process can use

media other than verbal communication. In addition, using videos in learning is very interesting and can increase students' motivation to follow lessons in class.

c. Advantages of Instructional Videos

Instructional videos are learning materials (audio visual) that can be used to convey messages or subject matter. Instructional videos are media that present audio and visuals that contain good learning messages that contain concepts, principles, procedures, and knowledge application theories to help understand the subject matter. However, instructional videos also have advantages and disadvantages. The advantages of learning video media, according to Apriansyah (2020) are able to explain real events through processes, and because video media combines audio and visual elements, making the delivery of material faster and more efficient.

Furthermore, according to Nurwahidah, Zaharah (2021) instructional videos can be used more effectively and are suitable for small groups or classes. In line with this, according to Fitri & Putri (2021) instructional videos can help students understand the message or information conveyed without being tied to other teaching materials, so that learning becomes more effective and efficient.

Based on the explanation about advantages of instructional videos, it can be seen that instructional videos have many advantages. Here are some of the advantages of instructional videos:

1. It can be watched repeatedly without considering distance or time, making it more efficient.
2. Keeping students motivated in learning so that learning is not boring.
3. Helps students understand the material without being tied to other teaching materials.
4. Instructional videos can show small things directly.
5. Instructional videos can show activities or events in the past or elsewhere that cannot be shown live.
6. Can be used in large, small or individual groups.

From some opinions about the advantages of instructional videos above, it can be concluded that the advantages of instructional videos are that they help students understand the learning material provided by the teacher without being tied to other teaching materials and students are able to apply visual and auditory learning styles so as to make learning more effective and efficient.

d. Disadvantages of Instructional Videos

Not only do instructional videos have advantages, they also have disadvantages or weaknesses. According to Parlindungan et al. (2020) the disadvantage of learning video media is that students must have electronic devices such as laptops, computers and smartphones that are not cheap to use to play videos. Meanwhile, according Parlindungan et al. (2020) the

disadvantage of learning video media is that students must have internet access to be able to download videos provided by educators.

In addition, according to Apriansyah (2020) learning videos require a variety of additional equipment and take a lot of time to make. In addition, students have to remember every part of the video so they are less active in interacting with the material.

Here are some disadvantages of instructional videos:

1. Instructional videos require electric current to turn on the projector or other devices to display it, therefore instructional video media cannot be used if there is no electric power,
2. Instructional videos require a lot of funds or costs in making the video, requiring special skills to create and edit the video,
3. Instructional videos must require additional devices to display in the classroom, students must have internet access and devices such as laptops, computers or smartphones that are quite expensive to be able to access or download learning videos provided by the teacher if learning from home or distance learning.

Based on what has been explained about instructional videos, it can be conclude one of the media that supports visual and auditory learning styles is instructional video. By using videos, students can easily understand and master the material, especially in learning English. Although there are

some disadvantages of instructional videos, they are still very helpful for students in applying auditory learning styles so that students are able to understand the material because students can easily see and listen to the material through instructional videos.

C. Conceptual Framework

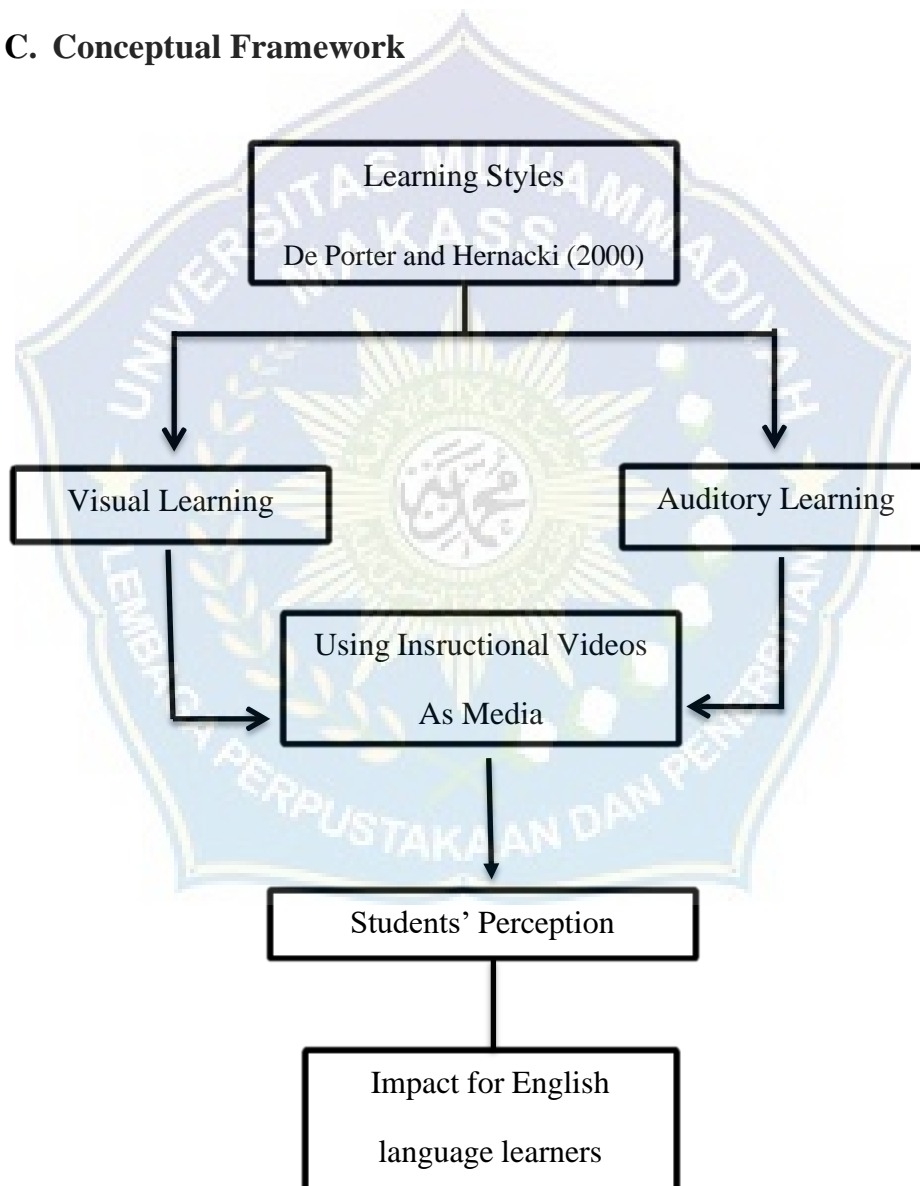


Figure 2.1

Based on the conceptual framework above, this research investigates one of the learning styles, namely visual and auditory learning styles in instructional videos applied in learning. The researcher will find out students' perceptions of the impact of visual and auditory learning in instructional videos based on their experiences when learning English in class.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive qualitative in finding the impact of visual and auditory learning styles in instructional videos towards English language learners. The subjects of this research are second semester students of the 2023/2024 academic year at Universitas Muhammadiyah Makassar. The instrument that was used to obtain data is an semi-structured interview. In which 13 students answered 15 questions related to visual and auditory impact in learning videos.

The researcher used interviews to collect and obtain specific and clear data then the researcher asked several questions to students regarding visual and auditory learning in instructional videos. Furthermore, the researcher recorded the results of the interview, to avoid any information being missed. In collecting data, researchers transcribed the interviews that had been conducted. Then the researcher classified the interview data regarding the impact of visual and auditory learning in instructional videos. (Creswell, 2016)

B. Research Subject

The subjects on this research is the second semester English education students academic year, totaling 13 students 2023/2024 at Universitas

Muhammadiyah Makassar. The sampling technique that was used in this research is purposive sampling technique because the sample is selected based on certain criteria or characteristics. Purposive sampling is a sampling method in which the researcher selects a sample based on the researcher's knowledge of the sample to be selected. Purposive sampling is based on considerations or standards that have been previously determined by research. Therefore, researchers chose purposive sampling for data collection techniques in this research. In which, the specific criteria that was used as samples are second semester students who had learned English using visual and auditory learning methods in learning videos. There are three classes in second semester students and researcher will only choose one class to be sampled. (Sugiyono, 2019 as cited in Meliawati, 2020).

C. Research Instrument

In this research, the instrument was used is a semi-structured interview. Semi-structured interviews are interviews that are freer than structured interviews. The purpose of this interview is to solve problems openly by asking interviewees to provide their opinions and ideas.

The interview questions consist of 15 questions related to the impact of visual and auditory learning styles in instructional videos, where each questions will be answeres by students by providing information they have about the impact of visual and auditory learning styles in instructional videos. (Sugiyono,2016).

D. Data Collection Technique

Data collection techniques are the most strategic step in research. Because data is the main purpose of research. (Sugiyono, 2016)

In this research, the researcher have collect data by interviews.

1. The researcher use conduct interviews to collect and obtain specific and clear data.
2. The researcher give some questions to the students regarding visual and auditory learning in instructional videos.
3. Furthermore, the researcher record the results of the interview, to avoid missing information.
4. In collecting data, the researcher make transcripts of the interviews that have been conducted.
5. Then the researcher classify the interview data on the impact of visual and auditory learning in instructional videos.

E. Data Analysis

Data analysis is the process of grouping sorting data into certain provisions to produce relevant results. (Sugiyono, 2016).

The researcher used the proposed method to analyze the qualitative information collected. The techniques used to examine the data include data minimization, data visualization, and conclusion or interpretation.

The following are the analysis techniques used by the researcher:

1. Data visualization is a technique that uses audio or recorded interviews. This technique is to make it easier for researchers to get the correct information from what students answered during the interview. Through the recording, researchers hope not to lose any information from the interview results.
2. Furthermore, data minimization is limiting the information that has been found, meaning that researchers will only take data that is relevant and in accordance with the impact of visual and auditory learning in instructional videos perceived by students.
3. The last is draw conclusion or interpretation. In this section, the researcher draw conclusions based on the data that has been obtained from the interviews.

In addition, researcher used a percentage formula to determine the number of students who use visual and auditory learning styles and the use of instructional videos in learning. This, based on the results of the interviews.

$$P = \frac{N}{T} \cdot 100$$

Description:

P: Percentage

N: Number of Part

T: Total

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts, namely findings and discussion. The findings obtained from the subjects answers in the interviews conducted represent the answers to the impact of visual and auditory learning styles in instructional videos.

A. Findings

The following findings are data from the subjects interviews results in each item of questions:

a. Question number one *“Based on your experience and knowledge, how many learning styles do you know?”*

Based on the answers given by the subjects regarding the question, it was found that out of 13 or 100% of the subjects, all students answered the same, namely knowing that there are three learning styles including visual, auditory and kinesthetic.

b. Question number two *“In your opinion, what learning style suits you?”*

Based on the answers given by the subjects regarding this question, it was found that out of 13 or 100% of the subjects, 7 or 54% of the subjects answered that they felt suitable with a visual learning style, 4 or 30.7% of the subjects answered that they felt suitable with an auditory learning style, and 2 or 15.3% of the subjects answered that they felt suitable with both.

c. Question number three *“Why did you choose this learning style?”*

Based on the answers given by the subjects regarding this question, it was found that out of 13 or 100% of the subjects, 7 or 54% of the subjects answered that visual learning can make students see the material and make students understand and pay attention to learning material faster. 4 or 30.7% of subjects answered that auditory learning style can make students understand the material quickly and easily practice it. 2 or 15.3% of subjects answered that by using visual and auditory learning styles, we can utilize the power of our senses, enrich the learning experience, and improve the understanding and retention of information. This helps create a more effective learning experience and maximize our potential in learning new material.

d. Question number four *“In your opinion, what are the advantages of this learning style?”*

Based on the answers given by the subjects regarding this question, it was found that out of 13 or 100% of the subjects, all students answered the same, namely applying a learning style that suits individual preferences can increase learning effectiveness. For example, people who have a visual learning style may find it easier to understand information if it is presented in the form of diagrams or pictures. because everyone has a unique way of processing and understanding information. For example, people with a visual learning style tend to process information better when they can see it. They may gain more understanding from diagrams, graphs or illustrations compared

to listening to verbal explanations or reading text. When information is presented in a format that suits their learning style, they can understand and remember the information better, which in turn increases their learning effectiveness. Conversely, someone with an auditory learning style may find it easier to understand information when they listen to it. They may gain more knowledge from a lecture, discussion or audio recording compared to looking at diagrams or reading.

e. Question number five *“Can this learning style increase your learning motivation?”*

Based on the answers given by the subjects regarding this question, it was found that out of 13 or 100% of the subjects, all students answered the same, namely applying a learning style that suits individual preferences can increase learning effectiveness, namely the learning style can increase learning motivation because students feel a little excited to take part in learning.

f. Question number six *“What benefits do you get after applying learning styles?”*

Based on the answers given by the subjects regarding the question, , it was found that out of 13 or 100% of the subjects, all students answered the same, namely feeling more confident resulting in more productive learning and improving work relationships, now and in the future. Because when learning with a style that suits your preferences, you will feel more

comfortable and confident in processing information. This can result in more productive learning as it will be more motivated and engaged in the learning process. It is easier to understand and remember information presented in the learning style thus increasing learning efficiency and effectiveness. Tend to have a more positive and optimistic attitude towards the learning process. Will be better prepared to face challenges and overcome obstacles that may arise.

g. Question number seven *“Are there any obstacles that you feel after applying learning styles?”*

Based on the answers given by the subjects regarding this question, out of 13 or 100% of the subjects, 4 or 31% of the subjects answered that they experienced obstacles such as network limitations when learning through videos, the way the lecturer explained the material, limitations in learning methods, and difficulty in converting all material into a visual format, requiring extra time to create or find the right visual material, and some people may not respond well to a visual approach. While 9 or 69% of subjects said they did not experience any obstacles.

h. Question number eight *“What are the solutions you usually do when you experience obstacles after applying learning styles?”*

Based on the answers given by the subjects regarding this question, it was found that out of 13 or 100% of the subjects, 9 or 69% said there were several solutions that could be done to overcome obstacles, namely trying to apply other learning styles, re-studying material that had not been understood

and re-watching material that used videos during learning, always focusing on learning, being active during learning, always taking notes, compiling a study schedule as best as possible, not playing cellphones while studying, being consistent, and discussing with friends to get a better understanding. While 4 or 31% of subjects said they did not have any solutions.

i. Question number nine “In your opinion, are visual and auditory learning styles effective to use?”

Based on the answers given by the subjects regarding this question, it was found that out of 13 or 100% of the subjects, 12 or 93% said that visual and auditory learning styles are very effective for individuals who have these learning preferences. They can help individuals understand information better because in the Visual Learning style the use of pictures, diagrams, graphs, and illustrations helps visual individuals understand and remember information better. Visualization provides a powerful stimulus for the brain, making it easier to understand and remember information. Visually presented information can also stimulate imagination and creativity. Visual individuals tend to be more focused and engaged when they can see information visually. They can easily pick up on details and patterns that may be missed in verbal or written form. Auditory Learning style auditory individuals tend to be more engaged and attentive when information is delivered verbally. They can easily pick up on intonation, tone, and nuances in sound that help in the understanding of information. Meanwhile, 1 or 7% said that visual and

auditory learning styles are not very effective because according to what I see, many students or female students do not understand if they only use visual and auditory because on average they do not understand through these explanations.

j. Question number Ten “*Have you ever used videos in learning?*”

Based on the answers given by the subjects regarding this question, it was found that out of 13 or 100% of the subjects, all students answered the same, namely that they have used videos in learning very often.

k. Question number eleven “*What do you think about videos used as learning media?*”

Based on the answers given by the subjects regarding this question, it was found that out of 13 or 100% of the subjects, all students answered the same, namely that videos can be a very effective learning media. Videos can present information visually and auditory, which can help individuals with visual and auditory learning styles. Due to the merging of visual and auditory videos present information visually and auditory simultaneously. This means individuals with visual learning styles can see images, graphs, animations, and other visuals that help them understand concepts better. Meanwhile, individuals with auditory learning styles can listen to the narration, explanations, and dialog that accompany the visuals. By combining these two elements, videos can meet the learning needs of both learning styles.

l. Question number twelve “*Do you feel suitable with learning media (instructional videos)?*”

Based on the answers given by the subjects regarding this question, it was found that out of 13 or 100% of the subjects, all students answered the same, namely they feel suitable with instructional videos because they can make students more enthusiastic and interested in participating in learning because they can convey information in an interesting and easy-to-understand way.

m. Question number thirteen “*Do you experience obstacles when learning using instructional videos?*”

Based on the answers given by the subjects regarding this question, , it was found that out of 13 or 100% of the subjects, all students answered the same, namely experiencing various obstacles when using instructional videos in learning such as network connections that sometimes do not support, limited quota owned by students and low video quality.

n. Question fourteen “*Do you think instructional videos are suitable for visual and auditory learning styles?*”

Based on the answers given by the subjects regarding this question, , it was found that out of 13 or 100% of the subjects, all students answered the same, namely instructional videos are very suitable for visual and auditory

learning styles. They present information visually and auditory, which can help individuals with these learning styles understand information better. Because by combining visual and auditory, as well as providing an engaging and accessible learning experience, instructional videos are perfect for individuals with visual and auditory learning styles. They can help individuals with these learning styles understand information better and improve their learning effectiveness.

o. Question fifteen "What impact do you feel after applying learning styles and using instructional videos as learning media?"

Based on the answers given by the subjects regarding this, it was found that out of 13 or 100% of the subjects, all students answered the same, namely the impact is very good because it can make students learn independently and more practically by watching videos.

Based on the researcher's findings by asking 15 questions to 13 subjects, the researcher can conclude that the application of learning styles and the use of instructional videos has a good impact on students. However, there are some obstacles that become students' problems in learning. By applying learning styles, students are able to express themselves when learning, students can also learn well and be more enthusiastic because they learn according to their respective learning styles. The use of videos is also

very beneficial for students because they can watch the learning material over and over again until they really understand the learning material well.

However, there are some obstacles such as unfriendly network connections and limited quota owned by students so that it becomes a problem for students who use videos in learning. there are many solutions that can overcome some of these obstacles. For example, restudying learning materials that have not been understood, re-watching learning videos that had network constraints, being more active in the learning process, being consistent and discussing with friends to get a better understanding. That means the obstacles experienced by students can be overcome but it depends on the students themselves.

B. Discussion

In the discussion section, the subject's answers are explained in detail by connecting to the theory of visual and auditory learning styles in instructional videos.

a. Learning styles

Based on questions number one, two, and three that have been answered by the subject about learning styles, it is found that students have applied learning styles in the learning process and have known three learning styles namely visual, auditory, kinesthetic. This is in line with the opinion of DePorter & Hernacki (2000) who said that “there are three learning styles of a

person learning styles, namely visual, auditorial, and kinesthetic learning styles". Students apply learning styles well so that they have been able to determine the learning style that suits them. out of 13 or 100% of subjects there are 7 or 54% of subjects who apply visual learning styles. they argue that visual learning styles really help them in understanding learning materials well because they can see the learning materials directly. Visual learning styles also make it easy for them to remember colors and details well, spell, read, or memorize subject matter very well. This is in line with the opinion of Y. Wahyuni (2017), who said that visual learning style is a learning style that uses vision more. More precisely, visual learning style is learning by seeing something, whether in the form of pictures or diagrams, demonstrations, demonstrations, or videos. Furthermore, 4 or 30.7% of subjects apply an auditory learning style. They argue that the auditory learning style is suitable to be applied in teaching because they feel that the auditory learning style is more in line with themselves. Apart from being able to understand the material quickly, they also find it easier to practice it. With an auditory learning style they can easily practice and correct pronunciation when wrong. this is in line with the opinion of Albiladi et al., (2018) who say that "One of the best ways to help students pronounce words correctly is by listening". 2 or 15.3% of subjects apply both visual and auditory learning. They argue that by using both visual and auditory learning styles, they can utilize the power of their senses, enrich the learning experience, and improve the understanding

and retention of information. This helps to create a more effective learning experience and maximize students' potential in learning new material.

b. Advantages of applying learning styles

Based on question number four which has been answered by the subject about the advantages of applying learning styles, it is found that visual and auditory learning styles have their own advantages. Visual learning styles tend to process information better when they directly see the object or learning material they are studying. While auditory learning styles tend to understand information when they listen to it such as lectures, discussions or audio recordings. People who have a visual learning style will more easily understand information if it is presented in the form of diagrams or pictures. because everyone has a unique way of processing and understanding information. For example, people with visual learning styles tend to process information better when they can see it. They will gain more understanding from diagrams, graphs or illustrations compared to listening to verbal explanations. When information is presented in a format that suits their learning style, they can understand and remember the information better, this is in line with the opinion of DePorter and Hernacki (2000) in his book quantum learning, which says that the visual learning style is detailed to something, remember what is seen rather than what is heard, usually not distracted by sound, fast and diligent readers, and prefer to read. On the other hand, someone with an auditory learning style will feel understand

information more easily when they listen to it. They gain more knowledge from lectures, discussions, or audio recordings than from looking at diagrams or reading. This is also in line with the opinion of DePorter and Hernacki (2000) who say that an auditory learner is more likely to hear and remember what is discussed than what is seen.

Based on the data obtained, it can be concluded that visual and auditory learning have their own advantages and disadvantages, including the following:

Advantages of auditory learning style:

- a) Has good communication skills.
- b) Quicker to memorize.
- c) Easily remember information they hear.
- d) Easy to learn foreign languages.
- e) Good multitasking skills.

Disadvantages of auditory learning style:

- a) Difficult to remember information if only read without sound.
- b) Often perceived as noisy and disturbing other students because they need sound when learning.
- c) Easily distracted by noises.
- d) Difficulty with written or visual tasks.
- e) Difficulty working on individual tasks.

Advantages of Visual Learning Style:

- a) can remember colors and details very well.
- b) can spell, read, or memorize subject matter very well.
- c) When memorizing or understanding information, they will usually visualize or imagine an image in their mind.

Disadvantages of Visual Learning Style:

- a) find it difficult to concentrate or learn in a crowded or distracting place.
 - b) Difficult to understand the teacher's explanation if it is not accompanied by pictures or graphs.
 - c) A student's focus is more easily distracted when he/she sees a display that he/she finds uninteresting.
- c. Increase learning motivation and benefits gained after applying learning styles

Based on questions number five and six, which have been answered by the subjects about the benefits obtained in applying learning styles and increasing learning motivation, it is found that visual and auditory learning styles can increase students' learning motivation because they can easily understand and try new things and are more interested and enthusiastic in participating in learning because they learn according to their learning style. The benefits they get from visual learning styles are that they can easily remember material, make it easier for them to understand learning, reduce boredom, and can increase student creativity and imagination. Furthermore,

the benefits obtained after applying the auditory learning style are that students are able to easily correct English words when they are wrong because they hear the learning material directly. They can also easily practice it because they only focus on listening to the material so they can capture the learning material very clearly. There are many benefits obtained by students in applying learning styles so that it can increase student learning motivation because students learn according to their own learning style. This is in line with the opinion of Y. Wahyuni (2017) who says that learning style is defined as a person's mental process, behavior, and desire to learn through habits. By understanding learning styles, students will more quickly understand and capture subject matter. They will be more enthusiastic and not easily bored because they learn according to their respective learning styles.

d. Obstacles experienced by students in applying learning styles

Based on question number seven which has been answered by the subject about the obstacles experienced in applying learning styles, it is found that there are several obstacles experienced by students in applying learning styles such as network limitations when using videos in learning, limitations in learning methods, the way lecturers explain which sometimes students do not understand and difficulties in converting all material into a visual format for students who apply visual learning styles. This is in line with the opinion of Rusman (2017) as cited in Rustandi et al. (2020), who said that “students

who use visual learning styles will have difficulty learning if faced with material that only has sound or movement”.

Based on this, question number eight is about solutions in overcoming obstacles when applying learning styles. It was found that there are many solutions that can overcome some of the obstacles experienced by students after applying learning styles. For example, restudying learning materials that have not been understood, re-watching learning videos that were constrained by the network, being more active in the learning process, being consistent and discussing with friends to get a better understanding. In addition, teachers must pay attention to the way of delivering material and learning methods used for students because teachers also have an important role in the success of the learning process. This is in line with the opinion of (Setiawan, 2022) who said that teachers have a role to educate, guide, assess, evaluate and motivate their students.

e. Visual and auditory learning styles are effective

Based on question number nine which has been answered by the subject about visual and auditory learning styles effectively used, it is found that visual and auditory learning styles are very effective for individuals who have these learning preferences. They can help individuals understand information better because in the Visual Learning style the use of images, diagrams, graphs, and illustrations helps visual individuals understand and remember information better. Visualization provides a powerful stimulus for

the brain, making it easier to understand and remember information. Visually presented information can also stimulate imagination and creativity. Visual individuals tend to be more focused and engaged when they can see information visually. They can easily capture details and patterns that may be missed in verbal or written form. Whereas with Auditory Learning style Auditory individuals tend to be more engaged and pay attention when information is delivered verbally. They can easily capture the intonation, tone, and nuances in sound that help in the understanding of information. This is in line with the opinion of Nurdalilah (2021) who says that students with a visual learning style process information by self-discussion while students with an auditorial style process information by explaining at length and in detail.

f. Use of instructional videos as learning media

Based on questions number ten, eleven, and twelve that have been answered by the subjects about instructional videos as learning media, it is found that the use of instructional videos is familiar to students because they have often used them in the learning process. Instructional video is one of the learning media that is quite interesting for students because it contains various animations that make students interested in watching it. By using videos in learning, it also makes it easier for students to know more vocabulary in English, this is in line with the opinion of Sartika et al. (2021) and Syarifudin et al. (2018) as cited in Pujiani et al. (2022) “vocabulary mastery and student learning motivation can be improved by using videos as learning media”.

The use of videos as learning media makes it easier for students to present information visually and auditory. This means that students with visual and auditory learning styles can learn well and listen to learning enthusiastically because in instructional videos students can see images, animations and listen to the audio in the video so that it makes the learning atmosphere more enjoyable. This is in line with the opinion of Apriansyah (2020) who said that video combines audio and visual elements, making the delivery of material faster and more efficient. Using instructional videos in learning will make students more interested in participating in learning because videos can present information attractively through images and animations. And students can also watch the video repeatedly, making it easier for students to better understand and master the learning material.

g. obstacles when using instructional videos in learning

Based on question number thirteen which has been answered by the subject about the obstacles experienced when using instructional videos in learning, it is found that there are various obstacles when using videos in learning, namely, limited quota owned by students, unfriendly internet connections and low video quality. This is in line with the opinion of Parlindungan et al. (2020) who said that the weakness of learning video media is that students must have internet access to be able to download videos provided by educators. This means that students must really prepare well from quota to network when they want to learn using videos to avoid such

obstacles. The quality of the video must also be further improved and the creativity in the video content must be made as interesting as possible to make students interested in watching it.

h. Visual and auditory learning styles in instructional videos

Based on questions number fourteen and fifteen that have been answered by subjects about visual and auditory learning styles in instructional videos, it is found that instructional videos are in accordance with visual and auditory learning styles because they can present information in accordance with these two learning styles. Students who apply visual and auditory learning styles also feel very enthusiastic in participating in learning and can help students understand learning materials better and increase their learning effectiveness. This is in line with the opinion of Fitri & Putri (2021) who say that learning videos can help students understand messages or information conveyed without being bound by other teaching materials, so learning becomes more effective and efficient. This is in line with the opinion of Fitri & Putri (2021) who say that learning videos can help students understand messages or information conveyed without being tied to other teaching materials, so that learning becomes more effective and efficient. In addition, it can make students learn independently and more practically by watching videos. using video media can also make students more creative in responding to the material being explained.

Based on what has been explained above about visual and auditory learning styles in instructional videos, it is found that visual and auditory learning styles are effective for students to use. However, based on the interview results, it can be concluded that the visual learning style has more positive impacts on students because it can make it easier for them to understand and remember the material well. Students also feel very enthusiastic and interested in learning because they do not feel bored and can increase their creativity and imagination. However, there are obstacles experienced by students, namely the difficulty in converting all material into a visual format because students with visual learning styles will find it difficult if they learn by listening to the explanation of the material alone. Based on this, the use of instructional videos can help students when experiencing these obstacles because with the use of instructional videos students with visual and auditory learning styles can understand learning materials easily because students can see and listen to learning materials at one time.

This means that instructional videos in learning have a fairly good impact and benefit for students because videos combine two learning styles so that students with visual and auditory learning styles feel enthusiastic and interested in participating in learning. although there are various obstacles, they can still be overcome by re-watching learning videos that were interrupted by the network, preparing quotas before participating in learning and being more active in the learning process in class.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the research results, the research conclusions are as follows:

Based on the data obtained, it can be concluded that the visual learning style has more positive impacts on students than the auditory learning style because students will more easily understand the material if it is presented in visual form. In addition, students also feel interested and enthusiastic and are not bored in participating in learning. It is evident from 13 or 100% of the subjects that 7 or 54% of the subjects apply a visual learning style, 4 or 30.7% of the subjects apply an auditory learning style and 2 or 15.3% of the subjects apply both. It means that students apply more visual learning styles than auditory learning styles. But there are obstacles, namely the difficulty of converting all learning materials to a visual format because students with visual learning styles will find it difficult to understand the material if they only listen to the explanation. Based on this, the use of instructional videos can help students overcome these obstacles because with videos, students with visual and auditory learning styles can understand the material well because students can see and listen to learning material at one time. This means that visual and auditory learning styles in instructional videos have many positive impacts on students.

B. Suggestion

Based on the research findings and discussion, the researcher would like to make the following suggestions:

1. For other researchers, additional research should be conducted on the same object but from a different angle. Because often students have problems in learning that are different and still need additional development and research related to this.
2. For students, they must know and understand what learning style suits them because learning styles greatly affect the enthusiasm and interest of students in participating in learning.
3. Furthermore, the results of this research are expected to be able to provide benefits for students and teachers in creating an interesting learning atmosphere and can be used as a reference for further research.

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APPENDIX

Appendix 1. Interview Guide

Appendix A: Interview Guide

Instructions:

1. The researcher asks the subject for permission to conduct research
2. After getting permission, the researcher explained a little about learning styles and the use of instructional videos.
3. Next, the researcher asked 15 questions related to learning styles and instructional videos.

No	Interview Questions List
1.	Based on your experience and knowledge, how many learning styles do you know?
2.	What learning style do you think suits you?
3.	Why did you choose that learning style?
4.	In your opinion, what are the advantages of applying learning styles? (Visual/Auditory)
5.	Does this learning style increase your motivation to learn?
6.	What are some of the benefits you have gained from applying your learning style?
7.	Are there any obstacles that you feel after applying learning styles?
8.	What is your usual solution when experiencing some obstacles after applying

	learning styles?
9.	Do you think visual and auditory learning styles are effective?
10.	Have you ever used videos as learning media?
11.	What do you think about videos used as learning media?
12.	Do you feel suitable with the media (instructional videos)?
13.	Do you have any problems when learning using instructional videos?
14.	Do you think instructional videos are appropriate for visual and auditory learning styles?
15.	What impact do you feel after applying learning styles and using videos as learning media?

Appendix 2. Transcript Result Interviews

1. Menurut pengalaman dan pengetahuan mu ada berapa gaya belajar yang kamu ketahui?

Student 1:

Ada 3 gaya belajar yang saya ketahui yaitu visual, auditory dan kinesthetic.

Student 2:

Gaya belajar yang saya ketahui ada dua yaitu mendengarkan atau biasa disebut pembelajaran auditory dan membaca yang sering disebut pembelajaran visual.

Student 3:

Ada dua yang sering saya dengar, yaitu visual dan auditory.

Student 4:

Menurut pengetahuan saya, ada tiga gaya belajar yaitu, visual, auditory, kinesthetic.

Student 5:

Ada 3 gaya belajar yang saya ketahui yaitu, visual, auditory dan kinesthetic.

Student 6:

Ada tiga yang saya ketahui yaitu visual, auditory dan kinesthetic.

Student 7:

ada tiga gaya belajar yang pernah saya dengar yaitu visual, auditory, kinesthetic.

Student 8:

Saya mengetahui ada tiga gaya belajar utama yaitu, visual, auditory, kinesthetic.

Student 9:

Pembelajaran visual, pembelajaran auditory, pembelajaran kinesthetic.

Student 10:

Dua yaitu, visual dan auditory

Student 11:

Berdasarkan pengetahuan saya, ada beberapa gaya belajar yang umum dikenal, termasuk gaya belajar visual, auditory, kinestetik.

Student 12:

Yang saya ketahui, ada dua yaitu visual dan auditory.

Student 13:

Setau saya ada tiga macam gaya belajar, yaitu visual, auditory, kinestetik.

2. Menurut kamu, gaya belajar apa yang cocok untuk kamu?
(visual/auditory)

Student 1:

With the auditory method

Student 2:

In my opinion, the learning style that suits me by auditory

Student 3:

Menurut saya, saya lebih cocok dengan gaya belajar visual

Student 4:

Saya merasa cocok dengan keduanya, visual dan auditory

Student 5:

Visual learning

Student 6:

Visual learning style

Student 7:

For me its auditory.

Student 8:

Menurut saya, saya cocok dengan keduanya yaitu visual dan auditory karena lebih mudah memahami.

Student 9:

Saya lebih suka pembelajaran auditory.

Student 10:

Visual learning

Student 11:

Gaya belajar yang cocok untuk saya yaitu visual

Student 12:

Visual

Student 13:

Sesuai dengan penilaian guru saya ketika smk, gaya belajar yang cocok dengan saya yaitu ketiganya, tetapi lebih dominan visual dan kinestetik

3. Kenapa kamu memilih gaya belajar tersebut?

Student 1:

Because with the auditory method I can understand quickly and its easy to practice.

Student 2:

I chose that learning style, because its really suits me who doesn't want to have difficulties and at the same time not be left behind by this increasingly modern era.

Student 3:

Karena dengan gaya belajar visual saya jadi bisa lebih mengerti materi yang diberikan.

Student 4:

Dengan gaya belajar visual dan auditory saya bisa lebih menangkap ilmu lebih cepat dan ilmu yang tersampaikan mudah untuk dipahami dengan gaya belajar tersebut.

Student 5:

It is suitable with me and make me more easy to understand with this style.

Student 6:

Its easier for me to.

Student 7:

because I prefer to hear information and respond best to spoken instructions.

Student 8:

Karena dengan menggunakan gaya belajar visual dan auditory, kita dapat memanfaatkan kekuatan indera kita, memperkaya pengalaman belajar, dan meningkatkan pemahaman serta retensi informasi. Hal ini membantu menciptakan pengalaman belajar yang lebih efektif dan memaksimalkan potensi kita dalam mempelajari materi baru.

Student 9:

Karena merasa lebih nyaman dan lebih mudah di ingat dan dipahami.

Student 10:

Karena dengan belajar visual kita dapat melihat materi dan membuat mahasiswa lebih cepat paham dan memperhatikan materi pembelajaran.

Student 11:

Menurut saya, gaya belajar tersebut lebih bagus dan membuat saya cepat mengerti.

Student 12:

Karena saya lebih suka belajar dari apa yang saya lihat

Student 13:

Kebetulan saya lebih mudah memahami pelajaran ketika menggunakan gaya belajar dan juga bisa langsung mempraktikkan apa yang dipelajari dan mempertahankan daya ingat.

4. Menurut kamu, apa keuntungan dari gaya belajar tersebut? (visual/auditory)

Student 1:

The advantages is that we are easy to correct pronunciation when wrong.

Student 2:

With this learning style we can gain a lot of knowledge independently without having to bother other people.

Student 3:

Dengan belajar visual kita bisa melihat langsung objeknya, jadi membuat saya lebih cepat memahami pelajaran.

Student 4:

Dengan gaya belajar visual dan auditory saya bisa lebih menangkap ilmu lebih cepat dan ilmu yang tersampaikan mudah untuk dipahami dengan gaya belajar tersebut.

Student 5:

Can make language instruction more relevant and foster student motivation.

Student 6:

The visual learning style makes it easier for me to remember colors and details very well, spell, read, or memorize subject matter very well.

Student 7:

Its simple really, when we were taught using a method that aligns or suits with our own learning style, we'll tend to understand the material better and retain the information for a longer period of time.

Student 8:

Mengaplikasikan gaya belajar yang sesuai dengan preferensi individu dapat meningkatkan efektivitas belajar. Misalnya, orang yang memiliki gaya belajar visual mungkin akan lebih mudah memahami informasi jika disajikan dalam bentuk diagram atau gambar. Karena setiap orang memiliki cara unik dalam memproses dan memahami informasi. Misalnya, orang dengan gaya belajar visual cenderung memproses informasi dengan lebih baik ketika mereka dapat melihatnya. Mereka mungkin mendapatkan lebih banyak pemahaman dari diagram, grafik, atau ilustrasi dibandingkan dengan mendengarkan penjelasan verbal atau membaca teks. Ketika informasi disajikan dalam format yang sesuai dengan gaya belajar mereka, mereka dapat memahami dan mengingat informasi tersebut dengan lebih baik, yang pada gilirannya meningkatkan efektivitas belajar mereka. Sebaliknya, seseorang dengan gaya belajar auditori mungkin merasa lebih mudah memahami informasi ketika mereka mendengarkannya. Mereka mungkin mendapatkan lebih banyak pengetahuan dari ceramah, diskusi, atau rekaman audio dibandingkan dengan melihat diagram atau membaca.

Student 9:

Kelebihan dengan gaya belajar auditory adalah mudah belajar melalui apa yang di dengar seperti mudah menghafal lirik lagu atau semacamnya.

Student 10:

Kelebihan adalah saya dapat belajar dengan nyaman dan tanpa kendala.

Student 11:

Beberapa kelebihannya menurut saya yaitu efektivitas pemahaman, motivasi, peningkatan konsentrasi.

Student 12:

Membuat kita lebih mudah paham, dapat memperkuat daya ingat kita, dan dapat meningkatkan kreativitas kita.

Student 13:

Menurut saya menggunakan gaya belajar visual para siswa dan siswi dengan mudah dapat memahami pelajaran tersebut dan presentasi visual dan auditory dapat merangsang pikiran anak dengan cepat.

5. Apakah gaya belajar ini dapat meningkatkan motivasi belajar kamu?

Student 1:

Yes, of course. Because students feel a little enthusiasm to follow the learning.

Student 2:

Well I help in increasing the learning level of each of us. Because we need to understand for ourselves how to learn that is comfortable and needed by our minds.

Student 3:

Ya

Student 4:

Ya

Student 5:

Yes

Student 6:

Yes, because with sight it is easier for me to understand and attract attention to try new things.

Student 7:

Quite so, because its more understandable to absorb information by sight, sound, and moving.

Student 8:

Ya

Student 9:

Ya, sangat meningkatkan motivasi belajar.

Student 10:

Ya benar, dengan menerapkan gaya belajar motivasi belajar akan lebih efektif di kalangan mahasiswa seperti saya.

Student 11:

Iya sangat meningkat

Student 12:

Ya, karena gaya belajar ini membantu saya dalam memahami pembelajaran dengan lebih baik dan membuat pembelajaran lebih menarik.

Student 13:

Ya, saya sering menggunakan gaya belajar yang saya sukai ketika belajar dan hal tersebut sangat membantu saya dalam belajar.

6. Apa manfaat yang anda peroleh setelah menerapkan gaya belajar:

Student 1:

The benefit for me is that easily capture knowledge.

Student 2:

What I got was that I could learn independently, broaden my horizons, and make it easier for us to find references.

Student 3:

Lebih memahami materi yang diberikan.

Student 4:

Pemahaman yang masuk akan lebih kompleks, dapat digunakan secara objektif dan ilmu yang masuk akan lebih meluas.

Student 5:

A easy to understand.

Student 6:

I remember more easily what I see, not what I hear.

Student 7:

these four learning style is leads me a to a better understanding, increased motivation, and even higher confidence levels.

Student 8:

Merasa lebih percaya diri sehingga menghasilkan pembelajaran yang lebih produktif dan meningkatkan hubungan kerja, sekarang dan di masa depan. Karena ketika belajar dengan gaya yang sesuai dengan preferensi akan merasa lebih nyaman dan percaya diri dalam memproses informasi. Hal ini dapat menghasilkan pembelajaran yang lebih produktif karena akan lebih termotivasi dan terlibat dalam proses belajar. Lebih mudah memahami dan mengingat informasi yang disajikan dalam gaya belajar sehingga meningkatkan efisiensi dan efektivitas belajar. Cenderung memiliki sikap yang lebih positif dan optimis terhadap proses belajar. Akan lebih siap untuk menghadapi tantangan dan mengatasi hambatan yang mungkin muncul.

Student 9:

Membantu memproses informasi dengan lebih baik.

Student 10:

Saya dapat belajar dengan nyaman tanpa ada gangguan.

Student 11:

Manfaat buat saya yaitu peningkatan pemahaman saya, dan peningkatan presentasi akademik.

Student 12:

Mempermudah kita memahami pembelajaran, meningkatkan daya ingat kita, dengan visualisasi, mengurangi rasa bosan, serta dapat meningkatkan kreativitas dan imajinasi kita.

Student 13:

Manfaat yang saya peroleh adalah salah satunya yaitu memudahkan saya ketika belajar.

7. Apakah ada kendala yang kamu rasakan setelah menerapkan gaya belajar?

Student 1:

I think so far there are no obstacles.

Student 2:

So far I haven't encountered too many obstacles, but there are several obstacles that I have encountered, one of which is the lack of socializing with the surrounding environment.

Student 3:

Kendala yang sering saya alami hanya jaringan saja ketika saya belajar melalui video.

Student 4:

Kendala yang saya rasakan mungkin lebih ke cara dosen menjelaskan materi saja.

Student 5:

Studies conducted on the influence of visual learning on recall of a memory test support the theory that visual learning can lead to a better recollection of memories.

Student 6:

There isn't any.

Student 7:

No obstacles, go off without a hitch.

Student 8:

Ya, di saat ada materi yang tidak langsung saya pahami.

Student 9:

Sejauh ini, belum ada

Student 10:

Tidak ada

Student 11:

Ada, yaitu keterbatasan metode pembelajaran

Student 12:

Kesulitan dalam mengubah semua materi menjadi format visual, memerlukan waktu extra untuk membuat atau mencari materi visual yang tepat, dan beberapa orang mungkin tidak merespon dengan baik terhadap pendekatan visual.

Student 13:

Tidak ada

8. Apa solusi yang biasa kamu lakukan ketika mengalami kendala setelah menerapkan gaya belajar?

Student 1:

I have to learn from the constraints and try other learning methods.

Student 2:

The solution that I can do is to reduce studying by using modern technology as it is currently available.

Student 3:

Menonton kembali videopembelajaran yang belum dipahami.

Student 4:

Ketika pembahasan materi di dalam kelas lebih ringan itu dapat di pahami dengan mudah.

Student 5:

Try another learning style until you found the learning style that suits with yourself.

Student 6:

Try to re apply learning in gradual way and never give up.

Student 7:

I never had one, so I don't have any.

Student 8:

Selalu fokus dalam belajar,aktif saat pembelajaran berlangsung,selalu membuat catatan,menyusun jadwal belajar sebaik mungkin,dan tidak memainkan Handphone saat belajar.

Student 9:

Lebih aktif dalam proses pembelajaran dan focus terhadap materi yang diberikan.

Student 10:

Sejauh ini, saya tidak ada kendala jadi saya tidak mempunyai solusi untuk itu.

Student 11:

Konsistensi dan kesabaran

Student 12:

Berdiskusi dengan teman untuk mendapatkan pemahaman yang lebih baik.

Student 13:

Salah satu solusi yang bisa saya lakukan adalah mencoba menerapkan gaya belajar lainnya.

9. Menurut kamu, apakah gaya belajar visual dan auditory efektif untuk diterapkan?

Student 1:

Yes, because we need learning that is in line with the times.

Student 2:

In my opinion, it is quite effective for students and other student to apply.

Student 3:

Ya

Student 4:

Sangat efektif

Student 5:

Yes it is effective

Student 6

Yes, effective

Student 7:

I think so, because its more enjoyable and understandable to learn with this type of style.

Student 8:

Gaya belajar visual dan auditori sangat efektif bagi individu yang memiliki preferensi belajar tersebut. Mereka dapat membantu individu memahami informasi dengan lebih baik. karena didalam gaya Belajar Visual Penggunaan gambar, diagram, grafik, dan ilustrasi membantu individu visual dalam memahami dan mengingat informasi dengan lebih baik. Visualisasi memberikan stimulus yang kuat bagi otak, membuatnya lebih mudah untuk memahami dan mengingat informasi. Informasi yang disajikan secara visual juga dapat merangsang imajinasi dan kreativitas. Individu visual cenderung lebih fokus dan terlibat ketika mereka dapat melihat informasi secara visual. Mereka dapat dengan mudah menangkap detail dan pola yang mungkin terlewatkan dalam bentuk verbal atau tulisan. Sedangkan dengan gaya Belajar

Auditori Individu auditori cenderung lebih terlibat dan memperhatikan ketika informasi disampaikan secara verbal. Mereka dapat dengan mudah menangkap intonasi, nada, dan nuansa dalam suara yang membantu dalam pemahaman informasi.

Student 9:

Efektif karena gaya belajar visual merupakan proses pembelajaran yang mengandalkan penglihatan sebagai penerima informasi dan pengetahuan sedangkan gaya belajar auditory merupakan proses pembelajaran yang mengandalkan pendengaran sebagai penerima informasi dan pengetahuan.

Student 10:

Gaya belajar visual dan auditory adalah gaya belajar yang melibatkan video dan audio yang akan di pelajari mahasiswa sehingga cukup efektif untuk diterapkan.

Student 11:

Gaya belajar visual dan auditory keduanya dapat efektif tergantung pada preferensi dan kebutuhan individu

Student 12:

Efektif, tetapi tergantung pada individu masing-masing.

Student 13:

Menurut saya, gaya belajar visual dan auditory tidak terlalu efektif karena sesuai yang saya lihat, siswa atau siswi banyak yang tidak mengerti jika hanya

menggunakan visual dan auditory karena rata-rata mereka kurang paham lewat penjelasan tersebut.

10. Apakah kamu pernah menggunakan video dalam pembelajaran?

Student 1:

Yes ever, when watching movies and sometimes lecturers use this learning style in the classroom.

Student 2:

Yes, it is very often used in learning, namely by watching videos to get the reference for yourself.

Student 3:

Ya pernah

Student 4:

Pernah

Student 5:

Yes, I always use it.

Student 6:

Yes

Student 7:

Yes, often.

Student 8:

Ya, pernah.

Student 9:

Ya, pernah mengalami.

Student 10:

Pernah

Student 11:

Iya pernah

Student 12:

Ya, pernah

Student 13:

Ya, saya sering menggunakan video sebagai media pembelajaran ketika kurang mengerti pembelajaran yang disampaikan oleh guru atau dosen.

11. Apa pendapat anda tentang video yang dijadikan sebagai media pembelajaran?

Student 1:

I think its good.

Student 2:

My opinion may not be there, because the video itself really helps use in seeking knowledge.

Student 3:

Cukup efektif.

Student 4:

Sangat efektif.

Student 5:

Its really good. Whats more for people easy to feel sleepy when study.

Student 6:

By using a visual learning style, of course its very easy for me to understand learning by using sight.

Student 7:

I think its fascinating and more fun.

Student 8:

Video dapat menjadi media belajar yang sangat efektif. Mereka dapat menyajikan informasi secara visual dan auditori, yang dapat membantu individu dengan gaya belajar visual dan auditori. Karena penggabungan Visual dan Auditori video menyajikan informasi secara visual dan auditori secara bersamaan. Ini berarti individu dengan gaya belajar visual dapat melihat gambar, grafik, animasi, dan visual lainnya yang membantu mereka memahami konsep dengan lebih baik. Sementara itu, individu dengan gaya belajar auditori dapat mendengarkan narasi, penjelasan, dan dialog yang menyertai visual tersebut. Dengan menggabungkan kedua elemen ini, video dapat memenuhi kebutuhan belajar dari kedua gaya belajar.

Student 9:

Sangat membantu dalam proses pembelajaran dan menjelaskan sebuah ilustrasi secara detail.

Student 10:

Kita bisa belajar melalui video dan itu bisa kami pelajari berulang-ulang kapanpun kita mau.

Student 11:

Sangat bagus buat saya

Student 12:

Metode ini efektif karena dapat memvisualisasikan konsep-konsep pembelajaran yang sulit dipahami.

Student 13:

Pendapat saya ketika video digunakan sebagai media pembelajaran, bagus karena membuat mahasiswa lebih tertarik untuk belajar dan bisa melihat materi pembelajaran secara berulang.

12. Apakah kamu merasa cocok dengan media pembelajaran (video instruksional)?

Student 1:

Yes, I fit in with that.

Student 2:

Well, its fits perfectly.

Student 3:

Cocok

Student 4:

Cocok, bermanfaat untuk mahasiswa.

Student 5:

Yes

Student 6:

Yes.

Student 7:

Yes, suits well.

Student 8:

Ya, Karena dapat meningkatkan minat terhadap konten kursus dan motivasi belajar.

Student 9:

Ya, sangat merasa cocok.

Student 10:

Ya

Student 11:

Saya cocok dengan berbagai jenis media pembelajaran, termasuk video, teks, audio, dan interaktif, dan saya dapat menyajikan informasi dengan cara yang paling sesuai dengan kebutuhan saya.

Student 12:

Ya, karena dapat menyampaikan informasi dengan cara yang menarik dan mudah dipahami.

Student 13:

Menurut saya, belajar menggunakan media seperti video kurang cocok dengan gaya belajar saya.

13. Apakah kamu mengalami kendala saat belajar menggunakan video instruksional?

Student 1:

Sometimes, when the video is too difficult to understand.

Student 2:

I have no problems learning to use video.

Student 3:

Iya saya mengalami, contohnya keterbatasan kuota tetapi video pembelajarannya masih banyak yang harus di tonton melalui youtube.

Student 4:

Kendala saya mungkin di jaringannya.

Student 5:

No.

Student 6:

Yes, because usually I get an instructional video that explains the lesson quickly.

Student 7:

There is no problem.

Student 8:

Ya, Karena koneksi internet yang tidak stabil serta pemahaman terhadap materi.

Student 9:

Mungkin terkendala karena jaringan internet yang kurang stabil.

Student 10:

Kendala jaringan saja.

Student 11:

Iya mengalami, contohnya seperti lambatnya koneksi internet, kualitas video yang rendah.

Student 12:

Koneksi internet yang lambat, kualitas video yang rendah, atau kurangnya interaktivitas dalam konten video.

Student 13:

Ya, saya sering mengalami kendala ketika belajar menggunakan video sebagai media pembelajaran.

14. Menurut anda, apakah video instruksional sesuai dengan gaya belajar visual dan auditory?

Student 1:

Yes appropriate. Especially now that its all digital.

Student 2:

Well, it is very suitable and very sustainable with the auditory learning style because we can use our listening senses to understand the material.

Student 3:

Cocok

Student 4:

Menurut saya cocok.

Student 5:

Yes.

Student 6:

Yes, because we can practice according to the instructional videos.

Student 7:

Yes its appropriate.

Student 8:

Video instruksional sangat cocok untuk gaya belajar visual dan auditori mereka menyajikan informasi secara visual dan auditori, yang dapat membantu individu dengan gaya belajar tersebut memahami informasi dengan lebih baik. Karena dengan menggabungkan visual dan auditori, serta memberikan pengalaman pembelajaran yang menarik dan mudah diakses, video instruksional sangat cocok untuk individu dengan gaya belajar visual dan auditori. Mereka dapat membantu individu dengan gaya belajar tersebut memahami informasi dengan lebih baik dan meningkatkan efektivitas belajar mereka.

Student 9:

Ya sangat cocok.

Student 10:

Iya

Student 11:

Ya, video instruksional dapat cocok untuk kedua gaya belajar visual dan auditory, karena memungkinkan saya untuk melihat dan memproses informasi melalui pendengaran, sehingga audio dalam video dapat membantu mereka memahami konsep dengan lebih baik.

Student 12:

Ya, karena dapat menyajikan informasi dalam bentuk visual yang dapat dipahami dengan lebih mudah, serta memungkinkan kita untuk mendengarkan penjelasan dan informasi dengan lebih baik.

Student 13:

Ya, saya sangat cocok karena saya pikir siswa siswi lebih menyukainya dan tertarik belajar menggunakan video instruksional.

15. Apa dampak yang kamu rasakan setelah menerapkan gaya belajar dan menggunakan video instruksional sebagai media pembelajaran?

Student 1:

Besides being easy to understand, it is also fun for students they don't feel bored.

Student 2:

As a result, we will most likely not be able to escape from the modern technological tools that we usually use for learning

Student 3:

Bisa belajar tanpa harus bertemu dengan pemateri

Student 4:

Cukup efektif ketika melakukan pembelajaran secara online maupun offline

Student 5:

More easy to understand the lesson

Student 6:

The impact is that it easier for me to understand the lesson

Student 7:

It gained me a better understanding and more simply but effective in learning

Student 8:

Karna pembelajaran menggunakan media video juga dapat membuat siswa lebih kreatif dalam menanggapi materi yang sedang dijelaskan

Student 9:

Lebih memahami secara detail materi apa yang dipelajari

Student 10:

Dampaknya sangat baik karna dapat membuat mahasiswa belajar mandiri dan lebih praktis dengan menonton video

Student 11:

Dampaknya buat saya dari segi positifnya yaitu saya lebih cepat memahami pembelajaran

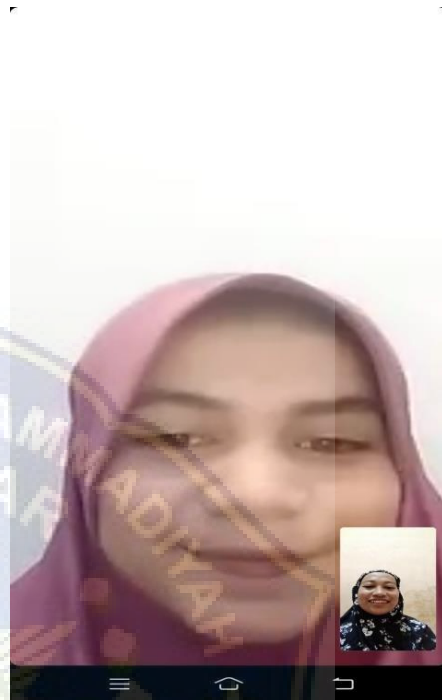
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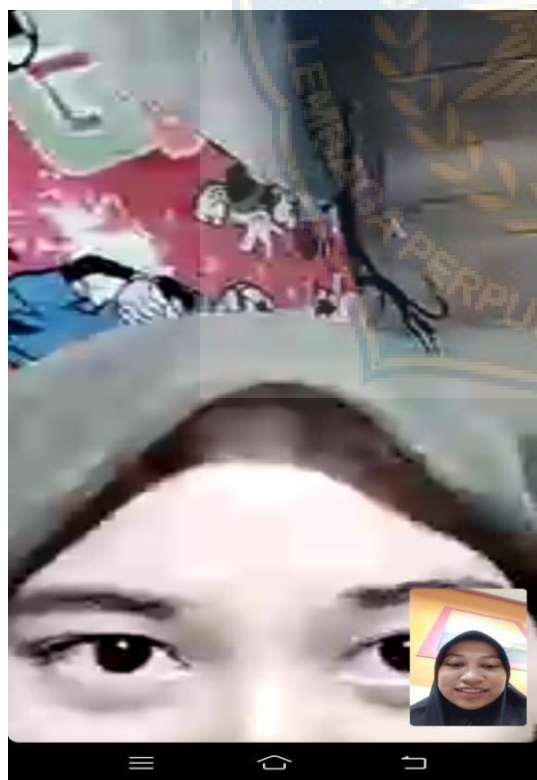
Belajar jadi lebih efektif dan seru

Student 13:

Saya lebih mudah memahami pembelajaran ketika menggunakan gaya belajar.

Appendix 3. Documentation of Interviews





Appendix 4. Supporting Documents



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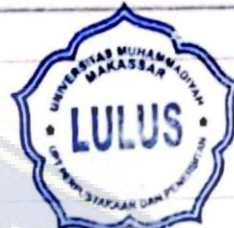
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Program Studi	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	Lalebata / 20-05-2002
Alamat	Jl Talasalabang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul *The Impact of Visual and Auditory Learning Style in Instructional Videos for English Language Learners*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*

*Wassalamu Alaikum
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Erwin Akib, M.Pd., Ph.D.
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Jurusan : **Pendidikan Bahasa Inggris**
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"THE INPACT OF VISUAL AND AUDITORY LEARNING STYLE IN INSTRUCTIONAL VIDEOS FOR ENGLISH LANGUAGE LEARNERS"

Yang akan dilaksanakan dari tanggal 17 Mei 2024 s/d 17 Juni 2024.

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Nama Mahasiswa : Magfirah
 NIM : 105351103820
 Judul Penelitian : The Impact of Visual and Auditory Learning Styles in Instructional Videos for English Language Learners.
 Tanggal Ujian Proposal : 20. Maret - 2024
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1	Jumat / 17-Mei-2024	Interview	Prof. Dr. Eng. Sjahrana, M.Pd.	
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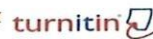
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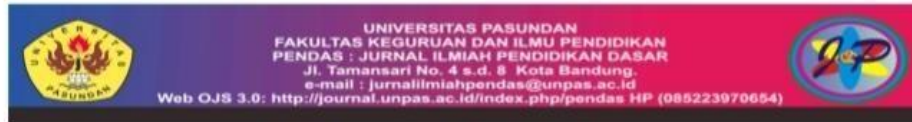
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BIOGRAPHY OF RESEARCHER



The researcher, Magfirah was born in Lalebata, May 20, 2002. In 2015 she graduated from SD/INP 10/73 Lalebata and continued her education at SMPN 1 Lamuru and graduated in 2017. In the same year she continued her education at SMAN 17 Bone and graduated in 2020.

After completing her schooling, she continued her education at Universitas Muhammadiyah Makassar and was accepted into the English Language Education Study Program, Faculty of Teacher Training and Education and was able to complete her thesis entitled **“The Impact of Visual and Auditory Learning Styles in Instructional Videos for English Language Learners”**.

