

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

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ABSTRACT

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

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 yang menerapkan gaya belajar visual dibandingkan dengan gaya belajar auditori.

Kata Kunci: Visual Dan Auditory, Gaya Belajar, Video Instruksional

A. Introduction

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 Method

This research used a qualitative case study approach 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.

C.Result and Discussion

Based on the data obtained, 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. 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. 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. 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. 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.

D. Conclusion

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.

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