A STUDY OF INDONESIAN MILLENIAL STUDENTS' LEARNING STYLES IN ENGLISH LANGUAGE LEARNING

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ABSTRACT

Learning style is one of the important aspects for both students and teachers so that learning objectives achieved. Students have their own characteristics and strategies that distinguish them from one another. Student learning styles focus on personality learning or problem solving in the classroom. Therefore, the aim of this research is to analyze the students learning styles who Indonesian millennial students use in English language learning. The subjects of this research is the second semester students at Universitas A Pontianak. The population of this research is six students that will take randomly. The research employs a qualitative descriptive method as the research design. The researcher will apply the questionnaire to collect the data. The questionnaire will adopted from the VARK Learning Styles Questionnaire version 8.01, it provides 16 questions item with four optional answers (A,B,C,D). The expected result is to provide useful information for all readers about learning styles especially in English language learning and also get better understanding about the best way of learning.

Keywords: Millennial, Language Learning VARK, Learning Styles

INTRODUCTION

1.1 Background of the Study

In this era, the teaching and learning process has different ways of learning. The learning styles are the preferred ways for a person to acquire data using all the senses they have, whether it is from vision, hearing, touch, etc. Students have their own characteristics and strategies to make them district each other. Student learning styles is more emphasis on independent learning or solving problems in the classroom. A classroom is full of students who come to the class bringing their respective learning styles.

This research will analyze a quite new English language learning with Indonesian millennial students, especially the learning styles. Learning style is one of the important aspects for both students and teachers so that learning objectives are achieved. Learning style is one of the keys to developing the performance of studies. According to Huda (2016, p.143), learning style is called a structural design that is used as a guide for developing environment and activity of conducive study. The teacher should find out the best references for teaching and learning styles. One of the most famous theories is by Neil Fleming and Coleen E. Mills, or called the VARK learning styles, it was described four modalities of student learning that were described in a 1992. He divided the learning styles into four parts, such as visual, aural, read/write, and kinesthetic. The learning styles in English language learning is one of the important keys to achieve the learning objectives. Students will easier and comfortable if the English language learning is done with an interesting techniques or styles and also not boring. So, the students will easily accept the learning process. Thus, it would be interesting to conduct research in the context of Indonesian millennial students' learning styles in English language learning with the aim of identifying their learning styles and the relationship between the styles and students academic achievement.

There are some previous researchers that have been done by other researchers in investigating learning styles. Nafis (2017) was investigated Students' Preferences for Language Learning Style in the English Classroom. The researcher found that the most of students in Senior High School No. 1 Seulimeum were visual learners and there was diversity between male and female students. Male students were visual learners while female students were aural learners. Hajar Yuliyani (2012) entitled An Analysis of Students' VAK (Visual, Auditory, and Kinesthetic) Learning Styles and Strategies in English Speaking. The researcher found 67% visual learner, an auditory learner 10%, and 23% is a kinesthetic learner. The researcher analyzed the strategies in English speaking.

According to Williams, (2013) states that students who were born between 1982 to 2001, are recognized as a "Net Generation", "Millennial Generation", or "Generation Y". Most revolve around the ways this current Millennial Generation learn new knowledge and skills. A few were conducted within an Asian instructional setting. Thus, it will be interesting to conduct research in the context of Indonesian students studying English and content course, with the aim of identifying

students learning styles. Based on the Central Bureau of Statistics Indonesia (Badan Pusat Statistik Indonesia) in 2015 more than 33% was young population (Millennial) aged 25034 years and in 2020 will be in aged 20-40 years with a total of 83 million people or 34% of the total population (Alvara Research Center, 2016. p.13).

One of the support systems for millennial students in this era is because of the development of technology, such as using social media or instant messaging; they are a global and networked generation. Most users of social media are millennial students. Millennial students are raised with technology that allows communicating with friends and family. In this era, using social media is not just for uploading pictures, or looking for someone, but the teaching and learning process can happen through social media. The millennial who born in digital ages have affected by technology and now becomes their lifestyle. For examples are online classrooms, online books or journals, and so on.

In conclusion, the learning style is one of the important aspects which help the learning objectives will achieve. Therefore, the researcher is interest in analyzing Indonesian millennial students' learning styles in English language learning. In this research, the researcher uses a descriptive study as the design. The researcher believes that by applying a descriptive study to this research, it would be easier to find the information and describe how Indonesian millennial students learning styles in English language learning style.

1.2 Research Problem

According to the background above, the researcher restricts the question of this research as follow: What kinds of learning styles that Indonesian millennial students use in English language learning?

1.3 Research Purpose

In accordance with the research problem, the purpose of this research is:
To analyzing students learning styles who Indonesian millennial students use in English language learning.

1.4 Research Significances

The result of this research expected to broaden our information and useful input for both teachers and students to know about learning preferences or learning styles. The researcher hopes that this study will be beneficial for all readers. This research also expected to be beneficially for other researchers who wants to do further research.

1.5 Scope of Research

The scope of this research presents two main points. They are the subject and the terminology of the research. They are described as follows:

1.2.1 Research Subject

The researcher focuses on analyzing and describing Indonesian millennial students in English language learning styles. The research will be obtained through questionnaires which are delivered through Neil Fleming.

1.2.2 Research Terminology

To avoid misunderstanding of the research, the researcher clarifies the following terms:

1. The styles of learning are the preferred ways for a person to acquire data using all the senses they have, whether it is from vision, hearing, touch, etc.
2. The theory that will use for learning style is the VARK Learning Styles. These different learning styles are visual, aural, read/write, and kinesthetic.
3. Students here refer to the second semester students at Tanjungpura University Pontianak, which is located on Jl. Prof. Dr. H. Hadari Nawawi / Jendral Ahmad Yani, Pontianak.

LITERATURE REVIEW

This chapter presents theories that underlie this research, including the concept of learning, learning styles, millennial student's characteristics in learning, and the VARK (Visual, Aural, Read/Write, and Kinesthetic) learning styles.

2.1 The Concept of Learning

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. Learning is a relatively permanent change in a person's knowledge or behavior due to experiences. According to Huda (2016, p.2), "Learning is the result of memory, cognition, and metacognition that have influenced understanding". English is one of the international languages that is used by many people in the world. So, learning English is the activity of gaining knowledge about English by studying. In learning English there are four basic skills that students should be mastered, those are speaking, listening, reading, and writing. Learning refers to a change in the subject's behavior in a certain situation causes by his repeated experiences and that behavior changes cannot be explained on the basis of the tendency for an innate response, maturity, or subject condition.

According to Hilgard and Gordon, there are three characteristics of learning, such as learning is different from maturity, learning is different from physical and mental changes, and learning outcome relatively remained. Based on the explanation above, it indicates that in the learning process there are some factors, not only from the inside but also from the outside.

2.2 Learning Style

Learning styles are a combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit. It helps students learn faster and easier by selecting and using the appropriate learning style that they like. In another

word, learning style means habits, strategies, or mental behaviors concerning learning, particularly deliberate educational learning that an individual displays.

Basically, learning style is the method that best allows you to gather and use knowledge in a specific manner. It concludes that learning is a different way to learn, understand, or interpret something in one's preferred. In this research, the researcher uses the VARK Learning style as a source for millennial students in English language learning.

2.3 Millennial and Characteristics

A generation is "a society-wide peer group, born over of roughly the same length as the passage from youth to adulthood, who collectively possess a common personal" (Howe & Strauss, 2000). Generation or cohort (a demographic group) has been divided into four-generation after World War 2: Baby Boomer generation, generation X Millennial, and generation Z (Alvara Research Center, 2016, p.13)

Nowadays, most of our students are recognized also as "Millennial", "Net Generation/Net Gen", "Millennial Generation", "Generation Y". They are a color who was born between 1981 and 2000 (Alvara Research Center, 2016, p.13). Another is named "Echo Boomers", "New Boomers", because they follow "Generation X" (Posard et al. 2018, p.5).

Millennial students are the largest and most diverse generation to ever attend college. Their collective personality thought processes, and educational tendencies are unique to traditional classroom practices and educational environments. Notable characteristics that define this generation are; lack of professional boundaries influenced by socialization, a need to have immediate feedback, a sense of entitlement, lack of critical thinking skills, and an expected how to guide to succeed in and out of the classroom.

The Millennial generation is unique because it is influenced by the rise of smartphones, the spread of the internet, and the rise of social networking media (social media), and those three also influenced their mindsets, values, and behavior. Now all things have become their lifestyle (Alvara Research Center, 2016, p.15). According to Pew Research Center, 2010, p.1 said that "They are history's first 'always connected' generation". Age is one of the several aspects which exist in the classroom because different age of groups will have different learning styles (McGlynn, 2005, p.12).

Table of Phase of Demographic Groups

1946 – 1964 (Baby Boomer) → 1965 – 1980 (Gen-Exer) → 1981 – 2000 (Millennial) → 2001 – Now (Gen – Z)
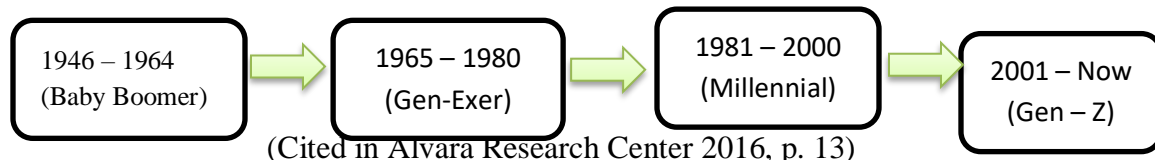
(Cited in Alvara Research Center 2016, p. 13)

Millennial students are independent learners because they can do self-study in language learning only by mobile phone. So, the teachers only act as a guide to the students in a teaching learning activity in the class. When the outside, they can learn from any sources. In this research, the researcher tends to use the most famous models in millennial learning style, it is from Neil Fleming. Fleming (2012) states that there are four learning styles by their preferred mode of social interaction with others; Visual learners, Auditory learners, Read/Write learners, and Kinesthetic learners or known as VARK.

2.3 The VARK Learning Styles

The acronym "VARK" is used to describe four modalities of student learning that were described in a 1992 study by Neil D. Fleming and Coleen E. Mills. These different learning styles; visual, aural (auditory), read/write, and kinesthetic. This theory uses questionnaires for giving to students to help the teacher identify and understand their learning preferences.

1. Visual Learner (V)

Visual learners prefer information in charts, graphs all the symbolic, hierarchies, and other devices that teachers use to represent what might have been presented in words. (Fleming, 2012, p.1). Fleming mentions some characteristics of visual learners from the VARK learning styles questionnaire, as follows:

- Interested in design and visual features (not included with movies or videos).
- Make a diagram, charts, or get graphs to help explain things.
- Prefer to make a draw in describe things.
- Use maps, charts, graphs, symbols, diagrams, brochures, underlining, flow charts, and different colors in learning.
- Very keen in doing visual imagery in remembering random sequences and words that suggest pictures are more easily memorized than those that are not.

2. Aural or Auditory learner (A)

Aural learners learn best from spoken or heard (Fleming, 2012, p.1). they discover information through listening and interpreting information (Gilakjani, 2011). According to Fleming (2012, p.1) states that those with support for this modality report that they learn best from the discussion, oral feedback, email, phone chat, discussion boards, oral presentations, classes, tutorials, and talking with others. There are some aural learner's characteristics, as follows:

- Think about how each word sounds instead of finding the word in the dictionary.
- Ask friends for suggestions, listening to explanations, or asking questions.
- Tend to like audio channels, radio programs, or interviews.
- Enjoy talk or group discussion.
- Use a tape recorder so they can listen again and again.
- Attend as many lectures and teaching sessions as they can.

- Remember interesting examples, stories, and jokes that teachers use to explain things.

3. Read/Write Learners (R)

Students with this preference will learn best from words either read or written information. Fleming (2012, p.1) stated that these learners place importance on the precision in language and are keen to use quotes, lists, texts, books, and manuals.

Read/Write learners' characteristics are:

- Taking lecture notes
- Enjoy making essays, reports, or read from the library, websites, or web pages.
- Rewrite the ideas and principles into other words.
- They have a strong reverence for words.
- Keen to use quotes lists, texts, books, and manuals.

4. Kinesthetic Learners (K)

Kinesthetic students are more like to learn a lot by doing or they tend to do a physical movement. Usually, learners with kinesthetic preferences tend to use the whole body in their learning activities. According to Fleming (2012, p.1) states that the key is that the students are connected to reality, either through experience, example, practice, or simulation. There are several characteristics of kinesthetic learners, as follows:

- Tend to learn by doing.
- Uses many senses (sight, touch, taste, and smell).
- Use real-life examples to explain things.

Include pictures, movies, videos, and animated websites (simulation).

METHODOLOGY

Research methodology is one of the most important parts in conducting a study because it informs the readers about how the research will be conducted.

3.1 Research Design

The research employs a qualitative descriptive method as the research design. It is believed that applying the descriptive study will help the researcher analyze and then explain what kinds of learning styles Indonesian students use in English language learning. According to Kothari (2004), a descriptive study is a kind of research design that focuses on describing the characteristics of a particular object. The main characteristic of this research is that the researcher will report and describe all the answers from the students about learning styles.

3.2 Data Sources and Data

The data source in this study is the sixth students of the English Language Study Program at A University. The population of this research is sixth students that will take randomly. Then, the data of this study is the student's critical thinking in analysis descriptively on Indonesian millennial students learning.

3.3 Techniques and Tools of Data Collection
The researcher will apply the questionnaire to collect the data in this study. The result of this questionnaire is analyzed descriptively since the research is present in form of a descriptive study.

3.3.1 Questionnaire
The researcher will use the questionnaire in collecting the data. It is believed that using this technique could help the researcher find information about the students' learning styles. Based on the Oxford online dictionary questionnaire is "A set of printed or written questions with a choice of answers, devised for a survey or statistical study". In this study, the researcher will use the VARK Language Learning Styles Questionnaire which was adopted from the VARK Learning Styles Questionnaire version 8.01 and was downloaded from the VARK official website. The questionnaire provides 16 questions item with four optional answers (A, B, C, D) all students are allowed to answer more than one and also the scoring rubrics.

3.4 Techniques of Data Analysis
This research is in the form of a descriptive study and uses qualitative research data analysis. In analyzing the data, the researcher will conduct some procedures. First, the researcher will find out millennial students learning styles by giving a questionnaire to the participants. Then, after collecting data, the researcher will calculate the score of every students' response. After collecting data, the researcher will calculate the total number score for each student one by one.

FINDINGS AND DISCUSSION
The findings are to provide the answers which are related to the research problems. After distributing the questionnaire to the participants, the student's learning style preferences were identified. The inventory was classified into four categories, namely visual, Auditory, Read/write, and kinesthetic. The questionnaire provides 16 questions items with four optional answers (A, B, C, D). The highest score from the questionnaire would be the learning style which was preferred by them. Therefore, they learned the best with the learning style they desired to use.

Table 1. Students' learning styles

Students' learning style	Students%
V	13%
A	70%

R	**7%**
K	**10%**

It can be seen from the table that the majority of students prefer A as their learning style (70%). One of the characteristics Of an Aural learner that students are Enjoy talking or group discussion. There were some reasons why most of the students like working in a group. They said that it helped them to understand the material given by the lecturer; they can share their opinion with the team. It also helped them to clarify unclear statements they found in the book. They supported the other member of the group to speak. For example, in the classroom, the students gave their opinions during discussions. They were actively involved in the discussion by giving comments and questions related to the material discussed at that time. The second learning style preference favored by the students was Visual. 13% preferred to use visual styles in their learning. Visual learners prefer information in charts, graphs all the symbolic, hierarchies, and other devices that teachers use to represent what might have been presented in words. The third learning style preference favored by the students was kinesthetic. 10% of students like to use kinesthetic in their learning. Kinesthetic students are more like to learn a lot by doing or they tend to do a physical movement. Examples like practice, or simulation. Last, the last position is Read/write. Only 7% of students use Read/write in their learning styles.

The research finding displayed four learning style preferences used by the sixth-semester students at University in Pontianak, namely visual, auditory, read/write, and kinesthetic. It can be seen from the total number of participants who favor each learning style 70% of students were Aural, 13 students were visual, 10% students were kinesthetic and 7% students were read/write. It shows that individuals are unique because they have their preferences in learning English. Besides, an individual also has a different ability to understand materials, to be taught the way they learn best, and to face obstacles in learning.

CONCLUSION

As has been discussed in the discussion, all four types of learning styles were used by the sixth-semester students at University in Pontianak. Aural is the most dominant learning style, followed by visual, kinesthetic, and read/write styles. To sum up, every participant had their learning style to learn English. The activities related to their preferences can help them to absorb and understand the material better. Hopefully, this research can inspire another researcher to make further research about learning styles. The result of this research is hoped to provide useful information for all readers about learning styles especially in English language learning and also get a better understanding of the best way of learning.

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