

IDENTIFYING THE LEARNING STYLES OF VOCATIONAL HIGH SCHOOL STUDENTS IN READING ANALYTICAL EXPOSITION TEXTS

A. Mugito¹, R. Sukmaningrum², I. Kustantinah³, Sumarjo⁴

¹²³English Education, Universitas PGRI Semarang, Semarang, Indonesia

⁴Vocational High School, SMK N 2 Semarang, Semarang, Indonesia

e-mail: andimugito18@gmail.com , rahmawatisukma@upgris.ac.id , indrakustantinah@upgris.ac.id , sumarjosmk2@gmail.com

Learning style is a very important learning modality. The information related to the characteristics of student learning styles is very important for teachers to improve the quality of their learning. This study is non-experimental that utilized descriptive research method with a quantitative approach using a case study design. This research was conducted in grade 10 PPLG of SMK N 2 Semarang and in the second semester. The learning styles are divided into three types such as visual, auditory, and kinesthetic. The learning styles can be impacted by the result of the reading comprehension test, especially for the material of analytical exposition text. This research found that 42% of the students could be categorized as auditory; 31% were visual learners, and 27% of them were kinesthetic learners. The result of the reading comprehension test demonstrates that students who have a visual learning style then auditory is the second and the last is from the students who have kinesthetic the highest achievement was shown by those students belong to visual learners, and then respectively followed by auditory, and kinesthetic learners. There is a tendency that students' learning styles are related to student achievement in reading comprehension, especially in reading analytical exposition texts.

Keywords: *Analytical Exposition; Learning Styles; Reading Comprehension*

1. INTRODUCTION

Every student has their nature and characteristics. As thoughts of Ki Hadjar Dewantara explained the student has thinking potential, emotional potential, and physics potential that are different from each other. Meanwhile (Hapsari, 2005) explains, self-potential is the ability and strength possessed by a person both physically and mentally and can be developed if trained and supported with good facilities. With the difference among the student, it's impacted to the process of learning. So, the teacher has to know those things to get some indicators to increase the learning in the class. Each student has their own learning style so that in carrying out the learning process in class, the teacher must involve these three elements such as visual, auditory and kinesthetic learning style.

English has four skills that can be achieved by the students such as listening, writing, reading, and speaking. In this research, the writer only focuses on the reading skill of the students in reading comprehension tests. Reading is one of the parts of comprehension (Krismayani & Menggo, 2022). Reading comprehension is a process of constructing the meaning and getting the conclusion from the written text (Proctor et al., 2010). Whereas, a good reader can understand the content of the written text (Mart, 2012). The competence of reading comprehension is students' ability to recognize the written text because the written text contains essential in the learning process and develops students' knowledge. According (Sugiarto & Sumarsono, 2014) stated that reading has functioned to recognize a problem in a passage. In other words, students are able to analyze a thesis statement, argumentation, and re-statement of analytical exposition text. They can understand the content contained in the text, and discover the main topics and ideas in this text. Then, the students can find the generic structure and language features of the text. They must have good reading ability because analytic exposition text is one of the genre texts taught at the High School level.

According to Wahidi, (2009), the analytical exposition text is a text that outlines the principal goal or the idea of an author about a phenomenon around it. This text aims to convince the reader that an event happened with the argument's author. In addition, analytical exposition text is the text of an author who tries to inform and describe an event that happened. According to (Nurjanah, 2018), analytical exposition text is difficult because in this text the students are intended to write their arguments to persuade the reader. Meanwhile, (Hanson & Padua, 2011) also stated that expository text is more difficult than other texts because it has more complex content and higher-level vocabulary and it is written using different types of text structures, such as description, compare and contrast, cause and effect, and problem and solution. Therefore as a teacher, the writer should be competent to find out the appropriate methods that could make better the student's abilities, especially in reading comprehension. The reading comprehension process is very complex. It involves some factors for getting a good understanding during the learning process. One of the factors is students' learning styles in teaching reading comprehension (Balci, 2017). Learning style means an individual's habitual and preferred way of absorbing, processing, and retaining new information and skills (Wang, 2007).

The difference in the rate of speed in the absorption of material by students is very different. This is due to the difficulty level of the material being taught and the student's different learning styles (Rahman & Budiyanto, 2019). Some students understand the learning material very quickly, and some are very slow. Therefore, students often choose different learning styles to be able to understand the information conveyed and store it in their memory concepts. The teacher must work hard to provide learning strategies by paying attention to how difficult it is to accommodate each student's learning style. Sometimes the teacher or educator complains about why the material presented is difficult for some students to accept. Therefore, it is necessary to have a way to overcome these problems by recognizing and understanding each student's learning style. Richard Bandler, John Grinder, and Michael Grinder (1991), in their work *Neuro-Linguistic Programming (NLP)* explain strong evidence that in general, we have dominant learning characteristics, namely: visual, auditory, and kinesthetic. The learning style of students is an asset to developing their knowledge. The student's learning style is a combination of how they absorb information, organize, and process the data obtained (Nurmayani et al., 2017).

According to DePorter (1999), each learning style can be explained that a visual learning style to access visual images created or remembered. Color, spatial relations, mental portraits, and images stand out in this learning style. Students were very visual possibly characterized as follows. First, the students regularly pay attention to everything, to keep up appearances. Second, students learn by viewing images rather than reading out. Finally, students require a thorough overview and objectives to capture details and remember what they saw. In addition, according to Yong. FL. A (2010) states that characteristics of students who have visual learning style are better store the material when memory is presented with the media with maximizing the sense of sight such as pictures, diagrams and graphs. Learning style visuals are better able to read books, journal, or newspaper to add information. Meanwhile, the auditory learning style accesses all kinds of sounds and words that are created or remembered. Music, tone, rhythm, rhyme, internal dialogue, and a prominent voice in this learning style. Students were very auditory can be characterized as follows. First, the student's attention is split. Second, the students talk to the rhythmic pattern. Third, students learn by listening and moving their lips/voice while reading. Finally, students tend to have a dialogue internally and externally (DePorter & Hernacki, 2002). Then kinesthetic learning style accesses all types of motion and emotions created or remembered. Movement, coordination, rhythm, emotional response, and physical comfort are prominently in this learning style. Very kinesthetic students may be characterized as follows. First, students tend to like touching people, standing close together, and a lot of moves. Second, students learn by doing, pointing/writing while reading, and responding physically. Finally, students love to go and see (DePorter et al., 2010)

Learning style is important for educators or teachers in developing their student's abilities and potential. By knowing the learning style of the students, the teachers are able to

design the learning process that suits to the students' needs. Research that was conducted by (Syofyan & Siwi, 2018) explained that learning style can be impacted economics education teaching. Then, another previous study conducted (Hardiana & Suyata, 2018) stated that learning style affects the learning summary writing. Meanwhile, (Setiowati, 2019) found a correlation between learning styles and the result of reading comprehension tests. The findings told that visual learning was the highest learning style for the students. Unfortunately, Setiowati's research was no specific text that was discussed. So, in this research, the writer identifies the learning style that can be impacted the mean result of the reading comprehension test from the student 10 PPLG of SMK N 2 Semarang in the material of analytical exposition text with the different result, especially from the students learning style that can be found. In this research the writer also identifies wheter the highest learning style that can be found impacted to the highest mean result of the reading comprehension test. This research can be used by teachers as a reference for designing learning in order to get more effective.

2. RESEARCH METHOD

The study is a descriptive research method with a quantitative approach using a case study design. According to Gall et al., (1996) case study is done to shed on a phenomenon, which is the process, events, persons, or things of interest to the researcher. The purpose of this method is to provide systematic information about a phenomenon that is to identify the types of learning styles used by students in vocational high school in reading comprehension achievement. Sugiyono, (2012) explains that descriptive research that is, research conducted to determine the value of variables independently, either one variable or more (independently) without making comparisons, or connecting with other variables. But in this study, the researcher explains the comparison of the result of reading test comprehension. The quantitative approach explained (Arikunto, 2019) that approach using quantitative because it uses numbers, starting from data collection, interpretation of data, and the appearance of the results. As the object of the research, 19 students were assigned to respond to a questionnaire containing 18 implied statements about the types of learning styles (VAK). Within each type of learning style, there are 6 statements. Visual has 6 statements, auditory has 6 statements and kinesthetic also has 6 statements. The 19 students with different learning styles were tested using English reading comprehension test.

This study used the data calculation method for the analysis of the students' learning styles. According to Arikunto that is an analysis technique with percentages conducted by adding up the scores obtained, then comparing them with the expected number (maximum number) and conducting percentages or it can be formulated in Equation 3.1 according to (Verliyanti, 2016).

$$\text{Percentage} = \frac{\text{Score Obtained}}{\text{Maximum score}} \times 100 \% \quad (1)$$

Furthermore, the reading comprehension test consisted of reading texts taken from many sources where some of the questions were developed and adjusted to the student's grade tenth. The test was in multiple choice questions, which consisted of 25 items with four options: A, B, C, and D. Then the writer analyzed the scores of reading comprehension tests. And the researcher created a list of students' learning styles followed by their scores on reading comprehension tests. Finally, the result was analyzed by comparing the mean score in the test manually by percentage (Lyman, 1998).

3. FINDINGS AND DISCUSSION

As mentioned previously, this study utilized a questionnaire to collect data on the learning styles of the students of Grade 10 PPLG of SMK N 2 Semarang. There are 18 statements used altogether, and 6 statements for each of the learning styles. The questionnaire content can be seen the three Tables below.

Table 1. The Statement Of Visual Learning Style

No	Statements
1	Tends to see the attitudes, movements, and lips of the teacher/lecturer who is teaching
2	Loved the written instructions, photos and illustrations to look at.
3	Using body movements to express or replace a word when expressing something.
4	Dislike speaking in front of groups and dislike listening to others
5	Unable to remember information given orally
6	Not interested in paying attention to new things in the surrounding environment

Source: (Fleming, 2006).

Table 2. The Statement Of Auditory Learning Style

No	Statements
1	Able to remember the teacher's explanation when explaining the material
2	Really like group discussions
3	Have a good memory and sometimes speak aloud and repeat sentences
4	Inadequate in doing the task of composing or writing.
5	Difficult to work quietly without making noise and is easily distracted by noise and also difficult to concentrate when there is no sound at all.
6	Easy to learn by discussing.

Source: (Slameto, 2013).

Table 3. The Statement Of Inaesthetic Learning Style

No	Statements
1	Likes to touch everything he/she finds
2	Likes to do everything by hand
3	Difficult to quiescent
4	Usually have good body coordination
5	Able to remember when physically involved actively in the learning process
6	Enjoy the opportunity to arrange or physically handle the learning materials

Source: (Slameto, 2013).

Based on the table above, the statements can be broken down into three parts, namely visual learning style statements, auditory learning style statements, and kinesthetic learning style statements. Each statement of learning style has 6 own statements. From each statement listed above, the students are asked to select or tick yes or no in the table. There were 19 students as respondents in class 10 PPLG. This study found the data based on the questionnaire that has been shared with the students at the beginning of the learning. The questionnaire is assembled into one and then given to students, like the table below.

Table 4. The Results Of Quistionnaire

No	Indicators	Respondent	Yes	No
1	Tends to see the attitudes, movements, and lips of the teacher/lecturer who is teaching	19	13	6
2	Able to remember the teacher's explanation when explaining the material	19	10	9
3	Likes to touch everything he/she finds	19	8	11
4	Loved the written instructions, photos and illustrations to look at.	19	12	7
5	Really like group discussions	19	17	2
6	Likes to do everything by hand	19	11	8
7	Using body movements to express or replace a word when expressing something.	19	11	8

No	Indicators	Respondent	Yes	No
8	Have a good memory and sometimes speak aloud and repeat sentences	19	14	5
9	Difficult to quiescent	19	7	12
10	Dislike speaking in front of groups and dislike listening to others	19	13	6
11	Inadequate in doing the task of composing or writing.	19	13	6
12	Usually have good body coordination	19	10	9
13	Unable to remember information given orally	19	15	4
14	Difficult to work quietly without making noise and is easily distracted by noise and also difficult to concentrate when there is no sound at all.	19	14	5
15	Able to remember when physically involved actively in the learning process	19	8	11
16	Not interested in paying attention to new things in the surrounding environment	19	10	9
17	Easy to learn by discussing.	19	17	2
18	Enjoy the opportunity to arrange or physically handle the learning materials	19	11	8

From the table above, the researcher assembled all of the indicators from each learning style into one table randomly. Furthermore, numbers 1,4,7,10,13,16 are included in the statement's indicators of visual learning style. For numbers 2,5,8,11,14,17 are included in the statement's indicators of auditory learning style. Then the numbers 3,6,9,12,15,18 are included in the statement's indicators from kinesthetic learning style. Finally, for the data that has been processed, the writer explains in the table below.

Table 5. Results Of The Data's Visual Learning Style That Has Been Processed

No	Statements	Percentage of Yes	Percentage of No
1	Tends to see the attitudes, movements, and lips of the teacher/lecturer who is teaching	63,42%	31,58%
2	Loved the written instructions, photos and illustrations to look at.	63,15%	36,85%
3	Using body movements to express or replace a word when expressing something.	57,89%	42,11%
4	Dislike speaking in front of groups and dislike listening to others	68,42%	31,58%
5	Unable to remember information given orally	78,94%	21,06%
6	Not interested in paying attention to new things in the surrounding environment	52,63%	47,37%

The table above shows the explanation of the visual learning style that has been found in the grade 10 PPLG of SMK N 2 Semarang. 6 statements represent the visual learning style. Then there are still students who dislike the visual learning style. But based on the data above, the students of grade 10 PPLG of SMK N 2 Semarang mostly prefer to use the visual learning style in the learning process.

Table 6. Results Of The Data's Auditory Learning Style That Has Been Processed

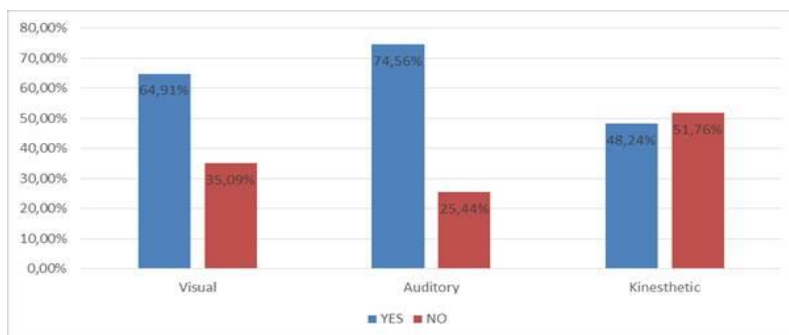
No	Statements	Percentage of Yes	Percentage of No
1	Able to remember the teacher's explanation when explaining the material	52,63%	47,37%
2	Really like group discussions	89,47%	10,53%
3	Difficult to quiescent	73,68%	21,32%
4	Inadequate in doing the task of composing or writing.	68,42%	31,58%
5	Difficult to work quietly without making noise and is easily distracted by noise and also difficult to concentrate when there is no sound at all.	73,68%	21,32%
6	Easy to learn by discussing.	89,47%	10,53%

The table shows the data that has been processed on auditory learning style from the students in grade 10 PPLG of SMK N 2 Semarang. 6 statements of auditory learning style can be like from the students. Based on the data above, the students mostly like the learning style of auditory in the learning process.

Table 7. Results Of The Data's Kinesthetic Learning Style That Has Been Processed

No	Statements	Percentage of Yes	Percentage of No
1	Likes to touch everything he/she finds	42,10%	57,90%
2	Likes to do everything by hand	57,90%	42,10%
3	Have a good memory and sometimes speak aloud and repeat sentences	36,85%	63,15%
4	Usually have good body coordination	52,63%	47,37%
5	Able to remember when physically involved actively in the learning process	42,10%	57,90%
6	Enjoy the opportunity to arrange or physically handle the learning materials	57,90%	42,10%

There are 6 statements that can be liked or disliked by the students to apply to their learning style of the learning process. From the table above, the students of grade 10 PPLG of SMK N 2 Semarang dislike the learning style of kinesthetic. This can be proven by the data above. There are 3 statements that exceed 50% to choose No and there are 3 statements that less than 50% to choose Yes. It's different from the data of visual and auditory learning styles that were also found before which has the average data of more than 50% to choose Yes in every statement of learning styles. Overall, the data shows that students prefer to use visual and auditory learning styles in their class than use kinesthetic learning styles.



Picture 1. The data of the learning style in grade 10 PPLG of SMK N 2 Semarang

From the chart above, this research can be concluded that the learning style in the grade 10 PPLG of SMK N 2 Semarang is mostly dominant in the learning style auditory then followed by visual and the last is kinesthetic. The learning style of visual there is 64,91%. Then 74,56% belongs to the auditory learning style. Meanwhile, the learning style of kinesthetic is 48,24%. Furthermore, the chart above also explains the data of students who choose No in each learning style, such as visual there is 35,09% then auditory learning style is 25,44% and the last belongs to kinesthetic which is 51,76%. The result shows that among 19 students who had been given the questionnaire, it was found that there were 6 visual students, 8 auditory students, and 5 kinesthetic students.

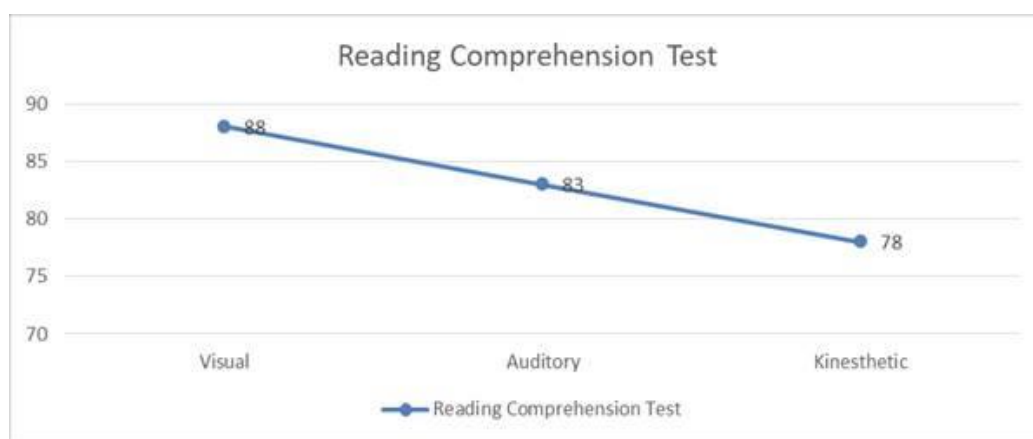
By knowing the learning styles of students in grade 10 PPLG of SMK N 2 Semarang when they are about to start learning the teacher has applied student-centered learning. (DePorter & Hernacki, 2002) stated that a teacher should also be able to collaborate on three components (visual, auditory, kinesthetic) in teaching especially for reading comprehension. By recognizing student learning styles, teachers can design learning activities with a variety of appropriate models, strategies, and methods.

The explanation above also gave an impact on their reading comprehension test. So, it can be seen from the test which had been given to the students to assess their reading comprehension test. The reading comprehension test consisted of the reading analytical exposition text which was taken from many sources where some of the questions were adjusted to the tenth-grade level. The test was in multiple choice questions, which consisted of 25 items with the options: A, B, C, and D. Then, the student's scores of reading comprehension were classified according their type of learning style and the result can be seen on the table 8 below:

Table 8. The Result Of The Student's Reading Comprehension

No.	Type of Learning Style	Mean score	Percentage %
1	Visual	88	31
2	Auditory	83	42
3	Kinesthetic	78	27

From Table 8, it can be seen that the students' mean scores in reading comprehension according to their type of learning style were 88 for visual learning style, 83 for auditory learning style, and 78 for kinesthetic learning style. Furthermore, their percentages were 31% for visual learning style, 42% for auditory learning style, and 27% for kinesthetic learning style. Based on the result, it relates with the theory from Yong. FL. A (2010) that said learning style visuals are better able to read books, journal, or newspaper to add information. Students who have learning style in visual would be better in reading comprehension test than others. For more information, it showed that the students who used the visual learning style obtained the highest score in the reading comprehension test. It can be seen on Picture 3 below:



Picture 2. Students' Mean Score of Reading Comprehension Test

The result of this study is different from the other study like (Setiowati, 2019) because that study found the visual learning style as a highest style in undergraduate students. Then it's appropriate with the result of the reading comprehension test. In this research, the auditory learning style is a highest learning style that can be found in the student of 10 PPL SMK N 2 Semarang. Then from the result it can be seen that the student of visual learning style being the highest score in reading comprehension test of analytical exposition text. It's just because of there was appropriate style in learning like a student who prefer to choose the visual learning style with the characteristics of reading comprehension skill. Students of visual learning more understand with the text and explanation that can be seen. They can imagine many explanations from the teachers and many resources of analytical exposition text by their sight. This research can be concluded that the students have awareness about what the type of learning style they have. So, they will be more easily to study especially in understanding the material, and be more successful in learning. By knowing the learning style, the students would be more enthusiastic and more motivated for improving their skills in English especially for the reading comprehension skill.

4. CONCLUSION AND SUGGESTIONS

Based on the results, the learning style that can be found in the student grade 10 PPLG of SMK N 2 Semarang was auditory as the highest learning style, then followed by visual learning style and the last kinesthetic learning style. Meanwhile, the highest mean score as the result of the reading comprehension test of analytical exposition text is the students who have the visual learning style, then followed by auditory and kinesthetic as the last. This finding is interesting in the way that the majority of the student were auditory learners and the highest scores were achieved by the visual learners. This finding indicates that visual learners tend to be better reader than the other learning styles. From this research, some suggestions can be provided as follows: 1) teachers need to adapt to characteristics and learning styles of of the students to assist them with quality teaching and learning to achieve optimally; 2) the teacher must consider students leaning styles in deciding on activities for learning so that students can progress well in their school achievement. This study does not cover the relationship between the three learning styles (kinesthetic, visual, and auditory) and the language skills (Listening, Speaking, Reading, and Writing). In other way, which learning style is has the highest correlation to which language skills. Therefore this will make a good future research, especially in the context of English as a Foreign Language teaching and learning in Vocational schools.

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