

## LEARNING STYLE AND LANGUAGE LEARNING STRATEGIES OF STUDENTS FROM VARIOUS ETHNICS IN INDONESIA

**\*B. Widharyanto<sup>1</sup> and Heribertus Binawan<sup>2</sup>**

**<sup>1</sup>FKIP Universitas Sanata Dharma Yogyakarta dan <sup>2</sup>FKIP Universitas Mercu Buana Yogyakarta, Indonesia**

**\*bwidharyanto@gmail.com**

**Abstract:** Learning styles, language learning strategies, and ethnicity are three important factors that have the potential to influence the success of language learning. Information about these three things is very useful for language teachers in making effective preparation on language learning plans and the implementation of language learning in class. This research was conducted with the purpose of describing the following three items. First, the learning styles of students from ethnic groups of Javanese, Papuan, Flores, Dayak, and Batak who study Indonesian at Sanata Dharma University, Yogyakarta. Second, the language learning strategies used by students from five different ethnic groups in learning Indonesian. Third, comparing the learning styles and language learning strategies of students from the five different ethnic groups. In order to achieve these three objectives, 175 participants were included in this study. Research data were obtained through the VARK Learning Style Questionnaire from Fleming and the Language Learning Strategy Questionnaire from Oxford. The results of two questionnaires from 175 participants were analyzed to find out the type of learning style and the type of language learning strategy. The last step was to compare and discover similarities and differences in learning styles and language learning strategies of students from the five ethnic groups. The research findings show that the dominant learning styles of students from the five ethnic groups are the unimodal [Aural] and [Kinesthetic] learning styles including their variants in bimodal, trimodal, and quadrimodal. The second finding shows that the dominant language learning strategies of the students from the five ethnic groups are metacognitive and affective strategies. The third finding reveals that students from those five ethnic groups have similarities and unique differences in their learning styles and learning strategies.

**Keywords:** *learning styles, language learning strategies, ethnics, students, language learning*

### GAYA BELAJAR DAN STRATEGI BELAJAR BAHASA MAHASISWA DARI BERBAGAI ETNIS DI INDONESIA

**Abstrak:** Gaya belajar, strategi belajar bahasa, dan etnis adalah tiga faktor penting yang berpotensi mempengaruhi keberhasilan pembelajaran bahasa. Informasi tentang tiga hal tersebut sangat berguna bagi para guru bahasa dalam mengefektifkan penyusunan rencana pembelajaran bahasa dan pelaksanaan pembelajaran bahasa di kelas. Untuk alasan itulah, penelitian ini dilakukan dengan tujuan untuk mendeskripsikan tiga hal berikut. Pertama, gaya belajar yang dimiliki mahasiswa dari etnik Jawa, Papua, Flores, Dayak, dan Batak yang mempelajari bahasa Indonesia di Universitas Sanata Dharma Yogyakarta. Kedua, strategi belajar bahasa yang digunakan mahasiswa dari lima etnik yang berbeda itu dalam mempelajari bahasa Indonesia. Ketiga, membandingkan gaya belajar dan strategi belajar bahasa mahasiswa dari lima etnik yang berbeda itu. Untuk menjawab tiga tujuan tersebut, 175 partisipan dilibatkan dalam penelitian ini. Data penelitian diperoleh melalui Kuesioner Gaya Belajar VARK dari Fleming dan Kuesioner Strategi Belajar Bahasa dari Oxford. Hasil isian dua kuesioner dari 175 partisipan dianalisis untuk mengetahui tipe gaya belajar dan tipe strategi belajar bahasa mereka. Langkah selanjutnya adalah mengungkap persamaan dan perbedaan gaya belajar dan strategi belajar bahasa mahasiswa dari lima etnik tersebut. Temuan penelitian

menunjukkan bahwa gaya belajar yang dominan dari mahasiswa lima etnik adalah gaya belajar unimodal [Aural] dan [Kinesthetic], beserta varian-variannya dalam wujud bimodal, trimodal, dan quadrimodal. Temuan kedua menunjukkan bahwa strategi belajar bahasa yang dominan dari lima etnik adalah strategi metakognitif dan strategi afektif. Temuan ketiga mengungkap bahwa mahasiswa dari lima etnik memiliki persamaan dan perbedaan gaya belajar dan strategi belajar yang khas.

**Kata kunci:** *gaya belajar, strategi belajar bahasa, etnis, siswa, pembelajaran bahasa*

## INTRODUCTION

Neil D. Fleming has developed a model of students' learning style preference of visual, aural, read/write, and kinesthetic (VARK) since 1987. This model is a new development that refers to the existing learning style preference model of VAK (Visual, Aural, Kinesthetic). Fleming distinguishes the preferences of Visual modality with Read/Write (R) because those two models seem to have different tendencies (Fleming, *The Nature of Preference*, 2014). Referring to what Fleming has read and observed, it seems clear that some students obviously have their preference for written words while others prefer symbolic information or pictures such as maps, diagrams, and graphics. Both preferences are not always found in the same person. Since then, the learning style of the Fleming model has four modalities of preference namely Visual, Aural, Read / Write, and Kinesthetic which are formerly abbreviated as VARK (Fleming, N & Charles Bonwell, 2019).

Besides the general learning styles as stated by Fleming, language learning strategies are also widely applied in language learning. One of the prevalent language learning strategies is the Oxford model. Oxford formulated six main categories of language learning strategies; they are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy (Oxford, *Language Learning Strategies: What Every Teacher Should Know*, 1990). The six language learning strategies are then generally grouped into direct and indirect strategy.

The direct strategy consists of memory strategy, cognitive strategy, and compensation strategy. Those three strategies under the direct strategy, they have similarities in the direct use of target language. The indirect strategy involves metacognitive strategy, affective strategy, and social strategy. This strategy is said to be indirect because its application is not directly related to the use of the target language.

Learning styles and language learning strategies are the two main factors that help to determine how and how well students master their second or foreign language (Oxford, *Learning Style & Strategies*, 2003). O'Malley and Chamot emphasized that the more language learning strategies are identified, chosen and applied flexibly according to the context of the task by language learners; the higher language learning strategies will help students to success in mastering language (Saragih, Septa Lestari & Amitya Kumara, 2009). Related to the learning styles, Oxford states that when students are left independently and not encouraged by teachers or enforced by lessons to use a specific set of strategies, they naturally will use learning strategies that reflect their basic learning styles (Oxford, *Learning Style & Strategies*, 2003). Oxford also said that teachers can actively help students "develop" their learning styles by applying strategies that are beyond their primary style or preferences.

However, in the latest research, there are other factors that can influence the success of language learning. One of them is the ethnic identity. Trofimovich and Larisa Turuševa say that ethnic identity

refers to subjective experiences that will include feelings, experiences, and behaviors through which people take their position or membership in one or several ethnic groups (Trovimovich, P & Turuseva, L, 2015). Subjective experience in ethnic identity will be obviously seen in their internal and external aspects as it is mentioned by Isajiw (1990) (Ali, Rajab; Endang Sriendrawati, Achmad Muhjab Masykur, 2010). Internal aspects refer to images, ideas, attitudes, and feelings, which generally can be grouped into four dimensions: affective, trustworthy, cognitive, and moral. The external aspect is revealed through some observable behaviors including language dialect, practice of ethnic traditions, participation in ethnic networks such as family and friendship, and participation in organizations or institutions. Ethnic identity, especially in the case of English language learners in Iran, it significantly has a positive correlation with learners' language skills (Saadat, Mahboobeh & Seyyed Ali Hosseini, 2015).

Information about Fleming model of learning style (Fleming, VARK-Learn.com, 2012) and the Oxford model of language learning strategy (Oxford, *Language Learning Strategies: What Every Teacher Should Know*, 1990) as well as their connection to students' ethnic identities, will contribute some benefits to teachers in developing their language learning design. Teachers will be assisted in selecting and developing material of language course that are appropriate with the dominant styles and characteristics of the class, developing variative and not-single learning method, selecting activities that are suitable with students learning styles (Xu, *Learning Style and Their Implication in Learning and Teaching*, 2011), selecting media and learning sources as well as providing instruments for assessment. This variation in students' ethnicities, in this case is the tribes, according to Saddhono is actually the basic of multicultural class management method

in learning (Saddhono, 2017) (Gusnawati & Andi Nurwati, 2018).

Inspired by Oxford's view of the relationship between learning styles and language learning strategies (Oxford, *Learning Style & Strategies*, 2003) and Xu's findings about the implications of activities that are in line with learning styles in language learning (Xu, *Learning Style and Their Implication in Learning and Teaching*, 2011), and Saddhono's view that students are ethnic variations is the basis of classroom management (Gusnawati & Andi Nurwati, 2018), this study describes the pattern of learning styles and language learning strategies from students with various ethnic backgrounds, who take Indonesian language course at Sanata Dharma University, Yogyakarta.

Learning Indonesian language skills specifically listening, speaking, reading, and writing, at the Indonesian Language and Literature Education Study Program, Sanata Dharma University shows not optimal results. Based on some studies on the existing learning designs and from various discussions with some lecturers about the learning implementations in classes, it can be concluded that variables of learning style variables, learning strategies, and ethnics background have not been specifically considered as one particular element of planning and learning implementation. Therefore, the findings and opinions of some experts such as Oxford, Xu, and Saddhono are expected to be a good solution to improve the quality of learning Indonesian language skills especially in the Indonesian Language and Literature Education Study Program, Sanata Dharma University Yogyakarta.

In detail, the objectives of this study can be described as follows. First, it has objective to describe the types of students learning styles from ethnics of Javanese, Papuan, Flores, Dayak, and Batak. Second, it is purposed to describe the language learning strategies undertaken by students who come from ethnics of Javanese, Papuan, Flores, Dayak, and Batak by

considering their various learning styles preference. Third, it is aimed to describe the similarities and differences of learning styles and language learning strategies among the Javanese, Papuan, Flores, Dayak, and Batak ethnic students.

## METHODS

This research used a qualitative descriptive approach and it is in line with the purpose of the study that is to describe the types of learning styles and language learning strategies of students from five ethnic groups namely Javanese, Papuan, Flores, Dayak, and Batak. In

addition, this study also listed the similarities and differences in learning styles and language learning strategies of the students of the five ethnic groups.

The participants of this study were 175 students of the Indonesian Language and Literature Education Study Program, semesters one and three, Sanata Dharma University. They come from five different ethnic groups in Indonesia that can be presented in Table 1.

**Table 1: Participants in the Study**

No	Participants' Ethnic Background	Total
1	Javanese	90
2	Papuan	25
3	Flores	31
4	Dayak	16
5	Batak	13
<b>Total Participants</b>		<b>175</b>

The data of this study were primary data presented as participants' answers to the questions stated in the learning style questionnaire and the language learning strategy questionnaire. At the end, their answers to the two questionnaires resulted in two research data i.e. data on learning style profiles and data on language learning strategy profiles. The research data on the profile of learning style and language learning strategy predominantly rely on students' self-reports that were made through questionnaires (Bessai, 2018); (Darmiyati Zuhdi, 2019) for the reason that the only best way to get an insight into the learning strategies of students' unobservable mental is through students' statements and descriptions on their thinking processes.

The learning style questionnaire used in this study was VARK Questionnaire version 8.01. This questionnaire consisted of 16 statements with four answer choices, each of them describes types of the

learning style. Referring to the previous research (Robertson, 2014), the VARK Questionnaire version 8.01 provides researchers with some advantages at least in two aspects i.e. the scores than can be calculated quickly and the help sheets that benefits participants to articulate their understanding of learning styles. Moreover, Norris and A Yeghiazarian have validated the VARK Questionnaire using Rasch analysis and the results show that this instrument actually has potentials to be used as a predictor for students' learning orientation preferences (Fitkov Norris, Elena & Yeghiazarian, Ara, 2015).

The language learning strategy questionnaire used in this study was the Oxford's Strategy Inventory of Language Learning version 7.0 with some adaptations to the Indonesian context. This questionnaire included 50 statements regarding the six dimensions of language learning strategies with details of 9 items of memory strategies, 14 items of cognitive

strategies, 6 items of compensation strategies, 9 items of metacognitive strategies, 6 items of affective strategies, and 6 items of social strategies. Each item consisted of five answer choices by weight rating of 1 (never do at all), 2 (only occasionally or very rarely do), 3 (sometimes do), 4 (pretty often but not always do), and 5 (always do).

This study also followed the back-translation method used by Saragih and Amitya Kumara; VARK Questionnaire version 8.01 and Oxford's Strategy Inventory of Language Learning version 7.0 were translated into Indonesian and then re-translated into English by English linguists to develop the best matched meaning and pick up substances to be explored by the items on the scale (Saragih, Septa Lestari & Amitya Kumara, 2009). Both of these questionnaires were then validated by Indonesian language learning experts to check whether the 16 items in VARK Questionnaire version 8.01 and the 50 items in Oxford's Strategy Inventory of Language Learning version 7.0, which has been translated into Indonesian, can reveal the students' preferences in learning styles and language learning strategies.

Learning style profile data obtained from participant entries using the VARK Questionnaire version 8.01 were analyzed with the following steps. First, identify participant responses to the 16 question items in the questionnaire. Second, participants' choices for the options provided are classified into the types of learning styles available, namely unimodal (Visual, Aural, Read Write, or Kinesthetic), bimodal (a combination of two basic learning styles), trimodal (a combination of three basic learning styles), and quadrimodal (a blend of four basic learning styles). Third, the types of learning styles found are then classified into dominant, minor, and negligible learning styles using the following criteria from Reid: dominant learning style modality with its mean value of  $\geq 13.50$ , minor with the average value of 11.50–13.49, and negligible with its mean

value of  $\leq 11.49$  (Saragih, Septa Lestari & Amitya Kumara, 2009). Fourth, group the dominant learning styles into five existing ethnic groups. Fifth, interpret the learning style profile by paying attention to the type of style, the dominant style, and its relation to ethnic identity.

Language learning strategy profile data obtained from the participants' contents using Oxford's Strategy Inventory of Language Learning version 7.0 were analyzed with the following steps. First, identifying participant responses to 50 question items were grouped into six language learning strategies, namely the group items of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Second, participants' responses to questions from each strategy were classified on a scale of 1 for never do at all, 2 for only occasionally or very rarely do, 3 for sometimes do, 4 for quite often but not always do, and 5 for always do. The criteria used are mean 1-3 values used as indicators for strategies not used by participants and mean values 4-5 are used as indicators for the strategies used by participants. The calculation of the mean value uses rounding with the criteria  $\leq 0.4$  rounded down to 0.0 and  $\geq 0.5$  rounded up to 1. Third is to determine the language learning strategies used by participants from five ethnic groups.

## RESULTS AND DISCUSSION

### Results

Students of Indonesian Language and Literature Education Study Program, Sanata Dharma University Yogyakarta, who filled in VARK Questionnaire version 8.01 and Oxford's Strategy Inventory of Language Learning version 7.0 totaled 175, can be described in detail as follows; Javanese ethnic students – ninety (N = 90), Papuan ethnic students – twenty five (N = 25), Flores ethnic students – thirty-one (N = 31), Dayak ethnic students

– sixteen (N = 16), and Batak ethnic students – thirteen (N = 13).

***Student Learning Styles from the Five Ethnic Groups in Indonesia***

The modality preference profile of student learning styles from the five ethnic groups shows the following characteristics. A few of the participants have one modality or unimodal of learning style and some others have more than one modality of learning style or multimodal that could be either bimodal,

trimodal, or quadrimodal. Denoting the Reid's criteria (Saragih, Septa Lestari & Amitya Kumara, 2009), there is also a preference for the students' dominant learning style modality with its mean value of  $\geq 13.50$ , minor with the average value of 11.50–13.49, and negligible with its mean value of  $\leq 11.49$ . Table 2 shows the results of the analysis of student learning styles from the five ethnic groups.

**Table 2: Types of Student Learning Styles from the Five Ethnic Groups**

Ethnic Background	Dominant Learning Style	Type of Learning Style			
		Unimodal	Bimodal	Trimodal	Quadrimodal
Javanese	[ AK], [ KA], [ A], [K]	11%	57%	28%	4%
Papuan	[ AK], [ A], [ RVA]	14%	35%	40%	11%
Flores	[ KA]	26%	57%	13%	4%
Dayak	[ A], [ K], [ VK], [ RA]	62%	19%	19%	0%
Batak	[ A], [ AK], [ARK], [ KAR]	11%	57%	28%	4%

Table 2 can be explained that the Javanese ethnic student group, they have four dominant learning styles i.e. bimodal [Aural-Kinesthetic] and [Kinesthetic-Aural], as well as unimodal of [Aural] and [Kinesthetic] whose numbers reach up to 68%. In Reid's criteria, all these four types of learning styles have achieved a mean value of  $\geq 13.50$ . This finding shows that students from Javanese ethnic group tend to have Aural and / Kinesthetic learning style preferences, both in bimodal or unimodal types. In attending various courses in the Indonesian Language and Literature Study Program, Javanese ethnic groups are divided into four sub-groups. First, those who prefer learning by listening and speaking. Second, those who prefer learning by involving in some practical experience through various practical activities such as drama, simulation, role playing, and other activities that use the four senses such as sight, touch, taste, smell, and hearing. Third, those who prefer to learn by listening and speaking are continued by gaining practical experience through the practices of drama, simulation,

speech, dialogue, or activities that utilize the four senses such as sight, touch, taste, smell, and hearing. Fourth, those who prefer learning by gaining practical experience by practicing language and making use of the four senses, and proceed by listening and speaking.

The Papuan ethnic student group reveals three dominant styles, namely bimodal [Aural-Kinesthetic], unimodal [Aural], and trimodal [Read/Write-Visual-Aural], which reach 89%. Based on Reid's criteria, all these three types of learning styles have achieved a mean value of  $\geq 13.50$ . This finding shows that students from Papuan ethnic group tend to have a basic Aural learning style preference, either in the form of unimodal, bimodal, or trimodal. This basic learning style is then combined with Kinesthetic resulted in bimodal and combined with Read/Write and Visual resulted in trimodal. In attending various courses in the Indonesian Language and Literature Study Program, ethnic Papuan groups are divided into three sub-groups. The first subgroup prefers to learn by listening and speaking. The second

subgroup prefers learning by integrating listening and speaking by gaining practical experience through various physical practices or activities that utilize the four senses such as sight, touch, taste, smell, and hearing. The third subgroup prefers to combine written information with pictures or tables and end with listening and speaking.

The Flores ethnic student group has one dominant learning style particularly [Kinesthetic-Aural] bimodal, which aggregates to 57%. Referring to Reid's criteria, the type of bimodal learning style [Kinesthetic-Aural] has reached a mean value of  $\geq 13.50$ . These findings show that students from Flores ethnic group prefer to attend the Indonesian Language and Literature Education Study Program classes by gaining practical experience through a variety of physical activities and proceed by listening and speaking.

The Dayak ethnic student group has four dominant learning styles especially unimodal [Aural] and [Kinesthetic], bimodal [Visual-Kinesthetic] and [Read/Write-Aural], which reach numbers of 81%. These all four types of learning styles have achieved a mean value of  $\geq 13.50$  under the Reid's criteria. This finding shows that students from Dayak ethnic group can be clustered into four sub-groups with some variations as follows. First, those who prefer to learn Indonesian by listening and speaking. Second, those who prefer to learn by gaining practical experience through physical practices or utilizing their four senses. Third, those who prefer to integrate the use of pictures, tables, mind-mapping and continued with physical practices that utilize their four senses. Fourth, those who prefer to learn by using written information to be read and rewritten in other forms and continued by speaking and listening.

The Batak ethnic student group has four dominant learning styles, namely unimodal [Aural], bimodal [Aural-Kinesthetic], trimodal [Aural-Read/Write, Kinesthetic] and [Kinesthetic-Aural-

Read/Write] which account for 96%. In Reid's criteria, all four learning styles have achieved a mean value of  $\geq 13.50$ . This finding shows that students from Batak ethnic group can be grouped into four subgroups with the following variations. First, those who prefer to learn Indonesian by listening and speaking. Second, those who prefer to learn by combining listening and speaking by gaining practical experience through various physical practices or activities that utilize the four senses such as sight, touch, taste, smell, and hearing. Third, those who prefer to learn Indonesian by listening and speaking, are followed by using written information to be read and rewritten, and end with physical practice through various activities to gain practical experience. Fourth, those who prefer to learn Indonesian in the order of physical practice activities to gain practical experience, followed by speaking and listening, and ended with reading and writing activities.

### ***Language Learning Strategies of Students from Five Ethnic in Indonesia***

Each item in Oxford's Strategy Inventory of Language Learning version 7.0 consists of five answer choices by weight rating of 1 for never do at all, 2 for only occasionally or very rarely do, 3 for sometimes do, 4 for quite often but not always do, and 5 for always do. In this language learning strategy, a strategy is said to be used by certain ethnic groups when the average scale ranges between quite often and always or mean values of 4-5. Conversely, a strategy is not used by certain ethnic groups when the average scale ranges between 'never do at all' and 'sometimes do' with its mean values of 1 to 3.

Based on those particular criteria, the language learning strategy profile of students from the five ethnic in Indonesia shows the facts as shown in Table 3.

**Table 3: Five Ethnic Student's Language Learning Strategies**

Ethnic Background	Language Learning Strategies					
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Javanese	-	v	-	v	v	v
Papuan	-	-	-	v	v	-
Flores	-	v	-	v	v	v
Dayak	-	-	-	v	v	-
Batak	-	v	-	v	v	-

Cognitive Strategies are used by groups of Javanese, Flores and Batak ethnic students in learning Indonesian. Papuan and Dayak ethnic student groups do not use this strategy. Cognitive Strategies have four sub-strategies. Sub strategy using Indonesian is done in the form of practicing formally and naturally, repeating activities, and using standardized language formulas and patterns. Sub strategy of receiving and sending messages in Indonesian is implemented in the form of getting ideas quickly and using various sources. Sub strategy of analysing and reasoning is applied in the form of analysing expressions and transferring. Sub strategies create structures for input and output applied in the form of marking, taking notes, summarizing, structuring ideas, conceptualizing, and making charts.

Metacognitive strategies are used by the five ethnic groups in learning Indonesian. This strategy includes two sub-strategies. First, the sub-strategy organizes and plans to learn activities carried out in the form of finding and creating opportunities, organizing, identifying, determining goals or language assignments. Second, evaluating sub-strategies is implemented in the form of self-monitoring in learning Indonesian. Affective strategies are used by the five ethnic groups in learning Indonesian. This strategy presents elements of leisure, pleasure, calmness, enthusiasm, and other emotional aspects.

The effective strategies they use include sub-strategies reducing anxiety and pushing oneself. Sub strategy to reduce anxiety is done using music, relaxation, and

deep breathing, and being indifferent, speaking aloud, and speaking in the mirror. Self-encouraging sub-strategy is applied in the form of making positive statements, appreciating self-success, and dare to take risks. The Social Strategy is used by Javanese and Flores ethnic groups. Three other ethnic groups do not use this social strategy. Social strategy is a learning strategy by involving other people.

The social strategy includes two sub-strategies. First, the sub-strategy asking the other party is used in the form of asking for clarification and asking for a correction. Second, the cooperation sub-strategy is implemented in the form of asking peers or asking more experts.

The Memory Strategy and Compensation Strategy are not used by these five Ethnic groups. Memory strategy emphasizes more on efforts to remember (save and recall) linguistic material. This strategy consists of four sub-strategies, namely creating mental relationships, using visual impressions and sounds, reviewing them well, and taking action. Meanwhile, the Compensation Strategy is a strategy intended to overcome deficiencies and disabilities in language. This strategy consists of two sub-strategies, namely guessing cleverly and overcoming limitations.

***Similarities and differences in learning styles and learning strategies of the five ethnic groups.***

Javanese, Papuan, Flores, Dayak, and Batak students' ethnic groups in the Indonesian Language and Literature Education Study



Program, Sanata Dharma University, show similarities and differences in the ownership of learning styles and the use of language learning strategies. These

similarities and differences can be seen in Table 4.

**Table 4: Five Ethnic Student's Language Learning Strategies and Their Dominant Learning Styles**

Ethnic Background	Learning Style	Language Learning Strategies					
		Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Javanese	[AK], [KA], [A], [K]	-	v	-	v	v	v
Papua	[AK], [A], [RVA]	-	-	-	v	v	-
Flores	[KA]	-	v	-	v	v	v
Dayak	[A], [K], [VK], [RA]	-	-	-	v	v	-
Batak	[A], [AK], [ARK], [KAR]	-	v	-	v	v	-

Referring to Table 4, the following findings describe the similarities and differences in the learning styles of students from the five ethnic groups. The similarity in learning styles of the five ethnic groups is seen in the [Aural] and [Kinesthetic] elements that appear as unimodal types or forming elements of the bimodal, and trimodal learning styles. Variations in the formation of bimodal learning styles in the five ethnic groups include [Aural-Kinesthetic], [Kinesthetic-Aural], [Visual-Kinesthetic]. Variations in the type of trimodal learning style with a combination of elements [Visual] and [Read / Write] include: [Read / Write-Visual-Aural], [Aural-Read / Write-Kinesthetic], [Kinesthetic-Aural-Read / Write].

Thus, the equation of learning styles of students from the five ethnic groups always contains the dominant elements [Aural] and [Kinesthetic]. The difference seen in the learning styles of students from the five ethnic groups is in the type of bimodal and trimodal learning styles. [Visual] and [Read / Write] learning style elements only appear to appear in groups of ethnic Papuan, Dayak, and Batak students. These two elements do not appear in the Javanese and Flores ethnic students' groups.

The similarities and differences in language learning strategies can also be

seen in Table 4. Javanese and Flores ethnic group students use the same four language learning strategies, namely Cognitive, Metacognitive, Affective, and Social strategies. Papuan and Dayak ethnic student groups use the same two language learning strategies, namely the Metacognitive and Affective strategies. The Batak ethnic group of students used three language learning strategies, namely Cognitive, Metacognitive, and Affective, which were the same as Javanese and Flores. The five ethnic group students were also the same in terms of using the Metacognitive and Affective strategies, and the same in terms of not using the Memory and Compensation strategy in learning Indonesian. The difference seen in the use of language learning strategies of the five ethnic students is in the Cognitive and Social strategies. Javanese, Flores and Batak ethnic groups use Cognitive strategies, while ethnic Papuan and Dayak student groups do not use them. Furthermore, the Social strategy is only used by ethnic Javanese and Flores, but not by ethnic Papuans, Dayaks, and Batak.

## Discussion

The finding of the learning style of students from Javanese, Papuan, Flores,

Dayak, and Batak ethnics in Indonesian language courses clearly show that the learning styles of [Aural] and [Kinesthetic], either as a unimodal, bimodal or trimodal - forming elements, are considered as the most dominant learning style. The dominant learning style of five ethnic students at Sanata Dharma University Yogyakarta tends to use the ears, experience and practices.

The students with aural modality preference, they rely on the ears or hearing senses in capturing and understanding the information. This mode of perception depicts their preference for spoken or heard information. The student with this modality, they learn best through activities such as discussions, verbal feedback, asking questions, emailing, cell-chats, sending SMS, board discussions, oral presentations, classes, tutorials, and talking with others. Success in capturing and understanding information is highly reliant on the formulating of particular information. If information is presented in the form of recordings, presentations, stories, or reading aloud, the learners with aural style preferences will be happier, more comfortable, and easier to capture information.

The students with kinesthetic modality preferences, they prefer to obtain information through some practical activities that involve physical experience in learning in the classroom or outside the classroom. Experience is considered as significant for the kinesthetic learners. Activities such as experimenting, creating crafts, demonstrating movements, playing drama or role playing, are activities that they are highly interested in.

These findings are classified to what is called as the "general approach" in language learning (Oxford, *Language Learning Style and Strategies: An Overview*, 2001) that are applicable to the Indonesian language courses. The development of variations in learning styles especially the [Aural] and [Kinesthetic] as the forming element in bimodal, trimodal,

and quadrimodal, as shown in Table 2, is also found in agreement with the opinion of Fleming which explains that "[...] it is not possible that populations with VARK data will point more than 40% have one preference. And, a single preference indicates the strength of one modality which is not indicative that the other three VARK modalities do not exist" (Fleming, *VARK-Learn.com*, 2012).

The findings of the language learning strategies of students from various ethnic groups in the Indonesian language class show that the metacognitive and affective strategies are "general" language learning strategies. This means that students from five ethnic groups have the same characteristics especially making arrangements for their own language learning process, and seeking comfort, calmness, enthusiasm, and other emotional aspects in learning Indonesian. Some other strategies, such as cognitive and social, are only used by a few ethnic groups. Even the Memory and Compensation strategy is not used by all students from five ethnic groups.

Related to the findings of learning styles and language learning strategies in this study, it can be said that there is a relationship between learning styles [Aural] and [Kinesthetic] and their variants in bimodal and trimodal types with the selection and use of Metacognitive Strategies and Affective Strategies. Saragih and Amitya Kumara emphasize that learning styles and language learning strategies are two different things, but the two are closely related to each other. Both have affective and cognitive elements and are predictors of language proficiency. Furthermore, Saragih and Amitya Kumara said that learning styles contributed to the tendency of individuals to choose certain learning strategies (Saragih, Septa Lestari & Amitya Kumara, 2009).

The statement of Saragih and Amitya Kumara is seen in the case of two groups of ethnic i.e. Javanese and Flores students. Their dominant learning styles are [Aural]

and [Kinesthetic] or a mixture of the two, and in language learning strategies, they use the same strategy, namely Cognitive, Metacognitive, Affective, and Social. Meanwhile, in the case of ethnic Papuan and Dayak student groups, where they have a dominant learning style of [Aural] and [Kinesthetic] combined with [Visual] and/or [Read / Write], they both use only two language learning strategies, namely Metacognitive and Affective. Furthermore, in the case of Batak student groups, which have dominant [Aural] and [Kinesthetic] learning styles combined with [Read / Write], they use three language learning strategies, namely Cognitive, Metacognitive, and Affective.

In relation to being a predictor of language skills, the findings presented in Table 4 show an interesting phenomenon and need to be followed up with quantitative research to see the relationship or influence of language learning strategy variables on Indonesian language learning achievement of students from various ethnic groups. The fact is that certain ethnic group students use language learning strategies more than other ethnic groups. The ethnic of Javanese and Flores student groups use four learning strategies, the Batak ethnic student group uses three language learning strategies, and the ethnic

Papuan and Dayak student groups only use two language learning strategies. Further research is expected to be able to prove hypotheses about the relationship or influence between the many language learning strategies and language skills.

From the findings of the similarities and differences in learning styles and language learning strategies of students from various ethnicities, as described in Table 4, there are some interesting phenomena. Javanese and Flores ethnic student groups have learning styles and language learning strategies that tend to be the same and similar to the Batak ethnic student groups. The same thing also happened to Papuan and Dayak ethnic student groups. They have learning styles that tend to be the same and use language learning strategies that tend to be the same. This finding shows that there are similarities in learning styles and language learning strategies between several ethnic groups, but on the other hand, there are also different tendencies from other ethnic groups. These phenomena clarify what Brown has stated in (Jie, L & Xioqing, 2006) that language learning strategies do not operate independently but they are influenced by learning styles [...]. An illustration of these findings is described in Figure 1.

<p><b>Javanese dan Flores</b> Unimodal [A], [K]; Bimodal [AK], [KA].</p>	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Metacognitive</li> <li>• Affective</li> <li>• Sosial</li> </ul>
<p><b>Batak</b> Unimodal [A], [K]; Bimodal [AK]; Trimodal [ARK], [KAR]</p>	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Metacognitive</li> <li>• Affective</li> </ul>
<p><b>Papuan dan Dayak</b> Unimodal [A], [K]; Bimodal [VK], [RA], Trimodal [RVA]</p>	<ul style="list-style-type: none"> <li>• Metacognitive</li> <li>• Affective</li> </ul>

**Figure 1. Language Learning Strategies of Students from Five Ethnic Group**

The findings of the similarities and differences in language learning strategies

of students from various ethnic groups are interesting especially that they are related to

Saadat, Mahboobeh and Seyyed Ali Hosseini's explanations about the role of ethnicity in the motivation to learn second languages (Saadat, Mahboobeh & Seyyed Ali Hosseini, 2015). Several studies show that students who feel less strongly connected to their ethnic identity tend to study longer than their more assertive peers. Furthermore, Saadat, Mahboobeh and Seyyed Ali Hosseini asserted that although integrative and instrumental orientations play a strong role in L2 motivation, the effect of ethnic identity is quite significant. Further research on learning styles, learning strategies, and ethnic identity in learning Indonesian needs to be followed up by linking issues of motivation and learning achievement.

## CONCLUSION

The finding of the learning style of students from Javanese, Papuan, Flores, Dayak, and Batak ethnics in Indonesian language courses clearly show that the learning styles of [Aural] and [Kinesthetic], either as a unimodal, bimodal or trimodal - forming elements, are considered as the most dominant learning style.

The findings of students' language learning strategies from Javanese, Papuan, Flores, Dayak, and Batak ethnics in Indonesian language courses clearly indicate that metacognitive and affective strategies are "common" language learning strategies. Some other strategies, such as cognitive and social, are only used by a few ethnic groups. Meanwhile, the Memory and Compensation strategy is not used by all students from five ethnic groups.

The findings of the similarities and differences in learning styles and language learning strategies of students from various ethnic groups show the facts as follows. Javanese and Flores ethnic student groups have learning styles and language learning strategies that tend to be similar and identical to the Batak ethnic student groups. The same thing also happened to Papuan and Dayak ethnic student groups. They

have learning styles and language learning strategies that tend to be in the same way.

The results of this study are expected to be used to improve lecture planning and learning performance in Indonesian language classes. This is in line with the research findings from Oxford which states that learning styles and learning strategies of learners can be harmonized with the designed teaching methods (Oxford, *Language Learning Style and Strategies: An Overview*, 2001). Besides, Ellis also proposed the concept of matching instruction and learners (Ellis, 2005). According to her, the optimal type of language teaching is under the approach the learner likes, both in learning styles and learning strategies that are commonly conducted. Besides, further research is expected to be able to prove hypotheses about the relationship or influence between the many language learning strategies and language skills.

## ACKNOWLEDGEMENT

The authors would like to thank P4 or *Pusat Penelitian dan Pelayanan Pendidikan* (Center for Research and Educational Service) Sanata Dharma University, Yogyakarta.

## REFERENCES

- Ali, Rajab; Endang Sriendrawati, Achmad Muhjab Masykur. (2010). Hubungan antara Identitas Etnik dengan Prasangka terhadap Etnik Taulaki pada Mahasiswa Muna di Universitas Haluoleo Kendari Sulawesi Tenggara. *Jurnal Psikologi UNDIP Volume 7 No.1*, 62.
- Bessai, N. A. (2018). Using OXford's Strategy inventory of Language Learning. *American Scientific Research Journal for Engineering Technology and Sciences (ASRJETS)*, 166-187.
- Darmiyati Zuhdi, N. (2019). Culture Based Teaching and Learning for Indonesian As Foreign Language in Yogyakarta . *Cakrawala Pendidikan*, 465-476.
- Ellis, R. (2005). *The Study of Second Language Acquisition* . Shanghai: Shanghai Foreign Education Press .

- Fitkov Norris, Elena & Yeghiazarian, Ara. (2015). Use of Measurement Theory for Operationalization and Quantification of Psychological Constructs in Systems Dynamics Modelling. *Journal of Physiscs: Conference Series*, 01-06.
- Fleming, N & Charles Bonwejiell. (2019). *How Do I Learn Best? A Learners' Guide to Improve Learning*. USA: by author.
- Fleming, N. (2012, October 1). *Vark-Learn.com*. Retrieved from Vark-Learn.com: <http://Vark-Learn.com>
- Fleming, N. (2014, October 1). *The Nature of Preference*. Retrieved from [vark-learn.com](http://vark-learn.com): <http://vark-learn.com/introduction-to-vark>
- Gusnawati & Andi Nurwati. (2018). Learning Model of Bahasa Indoenssia as A Foreign Language Based on Local Intercultural Politeness. *Cakrawala Pendidikan, Volume 38 No. 1*, 141-155.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle .
- Oxford, R. (2001). *Language Learning Style and Strategies: An Overview*. Birmingham : University of Alabama.
- Oxford, R. (2003). *Learning Style & Strategies*. GALA.
- Robertson, L. e. (2014). Learning Styles and Fieldwork Education Students' Perspectives. *New Zealand Journal of Accupational Therapy*, 36-40.
- Saadat, Mahboobeh & Seyyed Ali Hosseini. (2015). The Effect of Ethnic Identity and Motivation on English Language Proficiency of Turk Language Learners. *International Researchers, Vol No. 4, Issue No. 3, September*, 115-122.
- Saddhono, K. (2017). Manajemen Kelas Multikultural dalam Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) di Indonesia. *Conference on Language and Language Teaching*, 561-567.
- Saragih, Septa Lestari & Amitya Kumara. (2009). Penggunaan Strategi Belajar Bahasa Inggris Ditinjau dari Motivasi Intrinsik dan Gaya Belajar. *Psikobuana Volume 1 No. 2*, 110-127.
- Trovimovich, P & Turuseva, L. (2015, January 15). Ethnic Identity and Second Language Learning. *Annual Review of Applied Linguistic*, pp. 234-252.
- Xu, W. (2011). Learning Style and Their Implication in Learning and Teaching. *Theory and Practice in Language Studies, Volume.1 No.4*, 413-416.