# The Learning Style of Nursing Student in English for Nurses

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**Abstrak**

Penelitian ini bertujuan untuk mengetahui gaya belajar mahasiswa dalam pembelajaran English for Nurses (EFN) pada program studi sarjana keperawatan. Penelitian ini menggunakan desain deskriptif dengan pendekatan kualitatif. Partisipan penelitian ini berjumlah 128 mahasiswa yang dipilih melalui *total sampling technique*. Data dikumpulkan menggunakan *open-ended questionnaire*, interview, dan observasi dan diolah secara kualitatif. Hasil dari penelitian ini didapatkan bahwa mayoritas partisipan memiliki gaya belajar visual yaitu sebanyak 54 partisipan (42%), sedangkan gaya belajar auditory sebanyak 43 partisipan (34%) dan kinestetik sebanyak 31 partisipan (24%). Hal ini menunjukkan bahwa setiap individu memiliki gaya belajar yang dominan diantara gaya belajr visual, auditory dan kinestetik. Diharapkan melalui hasil penelitian ini agar dapat dikembangkan materi dan teknik mengajar yang lebih variatif agar dapat mengimbangi gaya belajar mahasiswa yang bervariasi.
**Kata kunci:** gaya belajar, English for nurses

*Abstract*

*This study aimed to describe the students' learning styles in learning English for Nurses (EFN) subject in the nursing study program. This study employed a descriptive design with a qualitative approach. There were 128 students recruited as the sample. Data were collected using open-ended questionnaires, interviews, observations and it was analyzed qualitatively. The finding of this study indicated that the majority of participants had a visual learning style 54 participants (42%), while the auditory learning style with 43 participants (34%) and 31 participants (24%) had a kinesthetic learning style. This showed that each individual has a dominant learning style among visual, auditory, and kinesthetic learning styles. It is hoped that from the results of this study, the lecturer have more varied teaching materials and techniques that can be developed to keep up with the varied learning styles of students.*
*Keywords: Learning Style, English for Nurses*

## INTRODUCTION

The brain is a vital part of every human being and the ability of the brain that is owned by every human is different both in absorbing, processing, and conveying information (Wahab & Nuraeni, 2020). That is why every single person has their intelligence and also their style in learning something. Learning style is one of the important factors needed to absorb, store and process new information (Keliat, 2016). The learning style refers to the way students learn. In learning the language, each individual has their learning style in mastering the language that is being studied. Furthermore, learning languages is very important because without language, communication cannot be carried out properly and social interaction will never occur (Hastuti, 2021). Everyone has different ways of learning, including students studying English as a Foreign Language (Fadhilah & Suherdi, 2020). It can be said that learning styles have an important role in students' learning process. Moreover, language competence is a skill that must be mastered by someone, this becomes the basis that is mastered in social life (Cicilia & Nursalim, 2019). By knowing a person's learning style, it helps them in the absorption of information to the maximum (Patintingan & Lolotandung, 2021). Based on the above statement, a meaningful learning process from a student is a desire to learn that comes from oneself, not from coercion by others or by forced methods.

Knowing their learning style, students will be able to learn better and manage their learning time to be more effective and this can maximize student learning outcomes. Moreover, an appropriate learning style is a key to student success in learning (Bire, A. L., Geradus, U., & Bire, 2014). These learning styles include the Visual, Auditory, and Kinesthetic (VAK) learning styles. Visual learners can study very well only by looking at other people do it. This is different from auditory learners relying on the ability to hear. While students kinesthetic learners prefer to learn by being directly involved physically (Sari, 2014). The three learning styles have their respective advantages, the visual learning style of students is more likes learning by focusing on the sense of sight so that the cooperation between the eyes and hands is very good. Students' auditory learning style prefers to learn by focusing on the senses hearing so that students can absorb well the material conveyed through sound. Kinesthetic learning style students prefer to learn by focusing on physical activity, that's very important to help students in the learning process so that it will affect student learning outcomes (Hasanah et al., 2018).

The use of learning styles that are limited to only one form, especially those that are verbal or through an auditory route, can certainly lead to imbalances in absorbing information (Rambe & Yarni, 2019). Furthermore, learning styles that are not in accordance with students' conditions have an impact on a low level of understanding of the subject (Mulyani, 2018). In general, every student has all of these learning styles; however, not all of these VAK develop perfectly at the same time; on the other hand, some dominate with the learning styles they have. Students will feel more effective and better by listening to a lot, but people others feel better with reading some even feel that the result will be optimal if we learn to practice what will be studied (Widayanti, 2013). This causes students to like a variety of learning which is in accordance with the learning style they have. Understanding students' learning styles controlled by teachers and parents have made independent learning for students (Heryyanti et al., 2021).

The students in the Bachelor of Nursing study program were homogeneous and there were many characters with different learning styles from one individual to another in learning, especially in the English for Nurse (EFN) subject. EFN itself is English that is mandatory for students to master, of course, this is quite difficult considering EFN is one of the English for Specific Purpose (ESP) which the students learn a foreign language with a special purpose, namely nursing. Learning EFN is not an easy thing for all students, which is each student has their learning style. This condition is very complex and the lecturer must adjust the varied teaching methods in teaching EFN because not all students feel comfortable and happy with one way of teaching which the teaching method is not in accordance with the student's learning style that hinders the

absorption of information in lectures. Each student has different abilities and learning styles, therefore, it is necessary to conduct research on the identification of learning styles of ITEKES Bali students in EFN to help the learning and teaching process become well because the teaching method and learning style of students is appropriate so that they can improve learning achievement.

## METHOD

This study employed a descriptive design using a qualitative approach. The data were analyzed descriptively in the form of words and sentences in accordance with the conditions obtained from the results of the open-ended questionnaire, interviews, and observations. Qualitative research is an approach that represents familiar naturalistic research (phenomenology) (Mulyadi, 2019). Moreover, the purpose of this descriptive research was to make a description, picture, or painting systematic, factual, and accurate regarding the facts, characteristics, and the relationship between phenomena investigated (Prasanti, 2018). The population in this study were all students of Bachelor of Nursing in the 3rd semester who studied EFN subject in the academic year 2020/2021. Then, the data obtained were analyzed descriptively and qualitatively through interactive analysis models and this analysis model is divided into 4 stages (Rijali, 2018). (1) data collection, the data obtained from the results of the open-ended questionnaire, interviews, and observations were recorded in the field notes consisting of two parts, namely descriptive and reflective. Descriptive notes were natural notes (records of what the researcher sees, hears, witnesses and experiences without the opinions and interpretations of the researcher regarding the phenomenon experienced. While the reflective notes were notes that contain the impressions, comments, opinions, and interpretations of researchers about the findings which was found, and material for the data collection plan for the next stage. (2) data reduction, after the data has been collected, data reduction was then made, to select relevant and meaningful data, focus on data that led to problem-solving, discovery, meaning, or to answer research questions. Then simplify and arrange systematically and describe important things about the findings and their meaning in the table. (3) data presentation, the presentation of data in the form of writing or words. The purpose of the data presentation was to combine information, so that, it could describe the situation that occurred. (4) Conclusions, the research process take place as well as the process of data reduction after the data collected was quite adequate then a temporary concluded, and then after the data was completely complete the conclusions were made.

## FINDING AND DISCUSSION

In this study, there were three kinds of learning styles observed, namely visual, auditory and kinesthetic learning styles in which each student had a dominant learning style of the three learning styles. Data were obtained using an open-ended questionnaire distributed using Google Form to 128 samples of the 3rd-semester students who studied EFN subject. In this EFN learning, the data obtained that the majority of participants had a visual learning style with 54 participants (42%), while the auditory learning style with 43 participants (34%) and the kinesthetic learning style was 31 participants (24%). This finding was in line with the results of (Wahyuni, 2017) who stated that the learning styles of students at the Bung Hatta University Mathematics Education study program in 2015 was dominated by Visual (50%), Auditorial (33%), and Kinesthetic (17%). Furthermore, the result of the study that was conducted in Mataraman region, East Java found that the learning styles in Tulungagung regency, students tend to have a visual learning style with a percentage of 28%, in Kediri, Lamongan, and Ponorogo regency, students tend to have social learning styles with a percentage of 30%, 40%, and 41% and in general, from 4 districts in the Mataraman area, students tend to have a social learning style with a percentage of 31% (Putri et al., 2021). Another finding of research found that the average of learners in mathematics university students at Balikpapan University who have kinesthetic learning style was greater than learners who have auditorial and visual learning styles (Waskitoningtyas,

2017). Those findings showed that each individual was unique because they have their respective dominant learning styles.

The result of the study was the distribution of students' learning styles within three different learning styles: visual, auditory, and kinesthetic styles. The distribution was given in Figure 1 below.
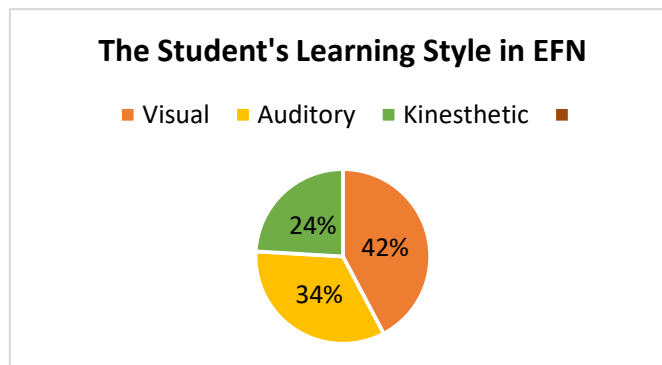


**Figure 1. The Learning Style Distribution of Nursing Students in EFN**

There were some questions to indicate the participant's learning style and one of the questions related to speaking patterns. It was found that 16 participants (15.5%) had fast speaking patterns and this was included in the visual learning style indicator. A total of 95 participants (68.5%) have moderate and rhythmic speaking patterns which were included in the auditory learning style indicators. Meanwhile, 17 participants (16.1%) had a kinesthetic learning style with indicators of slow speaking patterns. In this speaking pattern, it was found that the majority of participants have indicators of auditory learning styles.

In the questions related to how to remember something, it was found that there were 62 participants (46.3%) who found it was easier to remember through written / reading information which was an indicator of visual learning styles, while 51 participants (38.9%) remembered something through explanation and discussion which were indicators of auditory learning styles, and 15 participants (14.8%) have chosen to remember by writing information repeatedly which was an indicator of kinesthetic learning styles. In this case, it was found that the majority of participants had an easier time remembering learning by looking at written or reading information which was an indicator of the visual learning style.

The questions related to more effective learning methods found that 14 participants (14.1%) felt more effective in learning by reading which a visual learning style is. Meanwhile, 19 participants (17.4%) stated that the way to learn by listening was more effective, which was an indicator of auditory learning styles. The majority of participants, which 95 participants (68.5%) felt it was more effective to learn using models and practices that were indicators of kinesthetic learning styles.

The questions related to the preferred way of doing tasks, it was found that the majority of participants, which 101 participants (72.5%) preferred to work following the picture instructions and were good long-term planners which are indicators of visual learning styles There were 16 participants (15.4%) who preferred to work while talking and were able to imitate voice changes which were the inducers for auditory learning styles. Meanwhile, only 11 participants (12.1%) have chosen how to work while researching and were good at compiling pieces of pictures which were indicators of kinesthetic learning styles.

The question about the preferred way of communicating was found that the majority of the participants preferred to communicate directly / see facial expressions with 112 participants (79.9%) which was an indicator of the visual learning style. While 12 participants (13.4%) preferred to communicate happily by telephone/voice which was an indicator of auditory learning style and there were only 3 participants (6.7%) who preferred to communicate paying attention to body movements which were indicators of kinesthetic learning styles.

The last, questions related to learning activities that prefer to be found were that 31 participants (25.5%) preferred activities that demonstrate something (demonstration). The majority of participants preferred learning activities by conducting discussion / talking with 65 participants (48.3%) which was an auditory learning style. Meanwhile, 32 participants (26.2%) preferred learning activities in the form of sports / other physical activities which were indicators of kinesthetic learning styles.

Based on these data, it can be concluded that each individual has their respective dominant learning styles. This was very influential on learning outcomes and the learning process that an individual goes through. Students' learning style is one of the factors which will contribute toward students' success in learning (Jamulia, 2018). Based on the results of the questionnaire distributed to participants, it was found that the majority of students in EFN learning were dominated by visual learning styles, which was then followed by auditory learning styles and there were also students who had kinesthetic learning styles.

## CONCLUSION

The results of research on student learning styles in the English for Nurses subject at ITEKES Bali in the 3rd-semester students of the Bachelor of Nursing study program for the 2020/2021 academic year can be concluded that that the majority of participants had a visual learning style with 54 participants (42%), while the auditory learning style with 43 participants (34%) and the kinesthetic learning style was 31 participants (24%). This shows that each individual is unique where each has a dominant learning style.

## ACKNOWLEDGEMENT

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