

REVEALING THE BEST GRADUATES' ACHIEVEMENT AND LEARNING STYLE BY USING VARK MODEL OF ENGLISH LANGUAGE EDUCATION PROGRAM IN HAMZANWADI UNIVERSITY

Alaiyya Alfatihah¹, Laila Wati², Siti Ayu Surayya³, Muhammad Adib Nazri⁴

^{1,2}Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa, Seni, dan Humaniora, Universitas Hamzanwadi, Indonesia

lalalfatihah@gmail.com¹, lailawati@gmail.com², ssurayya@hamzanwadi.ac.id³, m.adibnazri@gmail.com⁴

ABSTRACT; *Many students are confused about what learning style is suitable for them, so this affects the process of increasing their achievement and interest in learning. Students, especially those majoring in English, don't have a special way of learning to master several skills in English, so they just follow along or just study without the right strategy. Therefore, this research aims to determine the achievements and learning styles of the best graduates using the VARK model in the English language education program at Hamzanwadi University. This study uses a qualitative method. The samples in this research were the three best graduates in the last six years. Researchers collected data using questionnaires and interviews. The results of this research found that the most dominant learning style of the best graduates was the auditory style, followed by the kinesthetic style, the reading and writing style, and finally the visual style. Meanwhile, some of the achievements achieved by the best graduates include getting an almost perfect GPA, receiving various scholarships, and becoming campus representatives in national level competitions. This is supported by four factors such as support from teachers, parents, environment, and learning facilities.*

Keywords: *Learning Style, VARK Model, Best Graduates' Achievement*

ABSTRAK; Banyak siswa yang bingung gaya belajar apa yang cocok untuk dirinya, sehingga hal ini berdampak pada proses peningkatan prestasi dan minat belajarnya. Siswa khususnya yang mengambil jurusan Bahasa Inggris tidak memiliki cara belajar khusus untuk menguasai beberapa keterampilan dalam Bahasa Inggris sehingga mereka hanya mengikuti saja atau sekedar belajar tanpa strategi yang tepat. Oleh karena itu, penelitian ini bertujuan untuk mengetahui prestasi dan gaya belajar lulusan terbaik dengan menggunakan model VARK pada program pendidikan bahasa Inggris di Universitas Hamzanwadi. Penelitian ini menggunakan metode kualitatif. Sampel dalam penelitian ini adalah tiga lulusan terbaik dalam enam tahun terakhir. Peneliti mengumpulkan data dengan menggunakan kuesioner dan wawancara. Hasil penelitian ini menemukan bahwa gaya belajar lulusan terbaik yang paling dominan adalah gaya auditori, disusul gaya kinestetik, gaya membaca dan menulis, dan terakhir gaya visual. Sementara itu,

beberapa prestasi yang diraih para wisudawan terbaik antara lain mendapatkan IPK nyaris sempurna, mendapatkan berbagai beasiswa, dan menjadi perwakilan kampus dalam kompetisi tingkat nasional. Hal ini didukung oleh empat faktor seperti dukungan guru, orang tua, lingkungan dan fasilitas pembelajaran.

Kata Kunci: Gaya Belajar, Model VARK, Prestasi Lulusan Terbaik

INTRODUCTION

Currently, English is the primary language of not only countries actively touched by British imperialism but also many business and cultural spheres dominated by this language. It is a useful and even necessary language to know. Learning English is important and people all over the world decide to study it as a second language. Moreover, many universities in the world make English a mandatory major, even the major that students are most interested in. English is the language of science, aviation, computers, diplomacy, and tourism (Ilyosovna 2020). Due to several advantages of English, many people are learning the English language to attain fruitful results in their respective fields. There are four basic skills of the English language, viz. listening, speaking, reading, and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills (Rao 2019). In every skill, students have a variety of learning styles to master.

Learning style is one of the main factors that determines how students learn English and has a significant influence on students' learning strategy selection, which further affects their learning outcomes. The learning style in this study refers to the students' natural way of knowledge acquisition. Learning style is also associated with the individual's cognitive and psychological capacity to respond to the interaction and learning environment. A student may have a different characteristic of how they prefer to get, process, and grant information. According to Ariastuti and Wahyudin (2022), the ability to process new information can be easy or difficult. The learning style can influence the first step that students use. In addition, Haar (2002) in Ariastuti and Wahyudin (2022) stated that processing, submission, and perceptions in getting information individually differ depending on their learning style tendency, which they often use in the learning process.

In short, from the explanation above, learning style is how students learn to get information in the learning process attractively and efficiently. Some students may have dominant learning styles that they use in various situations. Students have their own ways of

learning. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually using charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading (Aisami 2015). Kinesthetic learners learn by doing physical activity. Students can prefer one, two, or three learning styles (Ahmed, Shah, and Shenoy 2013). Because learning style becomes the most necessary component that influences students' success and plays an essential role in gaining knowledge, teachers should be much more concerned about classifying the student's learning styles (Pashler et al. 2008). Teachers need to incorporate their curriculum activities related to each learning style to succeed in their classes. To retrieve information and select the best learning, it is necessary to teach as many preferences as possible.

In the fact, quite a few students majoring in English find it difficult to study. Most students have a bad perception of this foreign language (Getie, 2020). Apart from the difficult way of pronunciation, students are also required to memorize vocabulary thus they can speak English. On the other hand, many other factors cause many students to give up and are not interested in learning English. These factors come from within the student and outside the student. Students sometimes quickly feel bored and lazy when learning takes place (Macklem, 2015). One of the reasons is that the methods used by teachers in teaching are less interesting and monotonous. Apart from that, students at universities who major in English are especially required to master this language more quickly and easily. Many of them feel overwhelmed and have not found the right learning style to catch up. In the end, they give up and learn as best they can.

In this research, researcher will try to help students who have difficulty learning English through the VARK learning style model. The VARK (Visual, auditory, read-write, kinesthetic) model will be applied to find out what learning styles are most dominantly used by the best graduates majoring in English in the last six years. There are several questions that will lead to one of the VARK learning styles that will be answered by the best graduates. This is done to help researcher determine and classify the best graduates' learning styles in order to be reference for English language students.

The VARK (Visual, Auditory, Read and Write, Kinesthetic) model was extended from the VAK model by Neil Fleming (2006) in Hawk and Shah (2007). Visual learners respond strongly to visual resources, including charts, pictures, diagrams, maps, flow charts, and highlighted text. Then auditory students like to learn things from listening, discussing, chatting, and recording. While read-write learners are characterized by their preference for information to be

presented in writing, such as a list of ideas, and kinesthetic students tend to use practical resources such as exercises and case studies.

In the end, researcher want to reveal the achievements and learning styles of the best graduates using the VARK model, as well as the factors that support these achievements. It is hoped that this research can be a reference in increasing the motivation, quality and learning achievement of students, especially those majoring in English education at Hamzanwadi University.

LITERATURE REVIEW

A. Learning

Learning is the major process of human adaptation (Tomassello 2003). Learning is defined as "the process through which knowledge is formed by transforming experience" (Mayer and Schwemmler 2023). Thus, learning is the process of an individual creating understanding based on a variety of experiences (Kolb 2014). It can be concluded that learning is getting knowledge by studying or experiencing a subject or skill purposely and consciously that can change behavior. In De Porter and Hernacki in Noviska (2022), learning is flowing, dynamic, and full of risk. From the definition above, learning is the process of receiving, understanding, and adaptation of someone's behavior based on their own experience.

1. English Learning

English learning is defined by the individuals involved in learning English. The students describe their reactions to various circumstances while learning English. Learning, in this sense, can be classified in a variety of ways, implying that no one's learning experience is the same (Schmeck 2013).

2. Learning Style

According to Fleming and Mills (1992) in Belhadj and Belguendouz (2021) learning style is the tendency of students to adopt such strategies in their teaching as a sort of duty to achieve a learning method that is in line with the class or school learning requirements as well as the subject's requirements. Learning styles show individual preferences in the information acquisition process (Slemenšek et al. 2023). Brown (2000) in Inal et al. (2015) define learning style as the way individuals perceive and process information in learning situations. In another description, the learning style is the preferred strategy by a learner's chosen approach for seeing, interacting with, and responding to the learning

environment. Thus, according to De Porter and Hernacki (2000), learning style refers to how students take information, arrange it, and then process it.

3. Types of Learning Style

The VARK (Visual, Auditory, Read and Write, Kinesthetic) Model was extended from the VAK model by Neil Fleming (2006) in Hawk and Shah (2007). Fleming introduces the learning style as an individual's characteristics and preferred ways of gathering, organizing, and thinking about information. Therefore, VARK is a sensory model focused on how learners prefer to receive and deliver new knowledge. Based on the VARK model, learners could be classified into:

1. Visual Learners

Visual students respond strongly to visual resources, including charts, pictures, diagrams, maps, flow charts, and highlighted text. They also convey information to others, and prefer to design maps or charts. Visual learners are characterized, firstly they tend to prefer sitting at the front of the classroom to avoid visual obstruction. Secondly, they often prefer to take detailed notes to absorb the information. Thirdly, they use words and phrases that evoke visual images and fourthly, they learn by seeing body language and facial expressions to understand the lesson.

2. Auditory Learners

Auditory students like to learn things from listening, discussing, chatting, and recording. They also prefer to talk to others and discuss with them to explain facts and information. Auditory learners are characterized by their speaking slowly and tending to be natural listeners. They acquire knowledge by reading aloud as well. Then they prefer to have things explained to them verbally rather than to read written information, and lastly they learn by listening and verbalizing like dialogue and discussion.

3. Read-Write Learners

These students appear to prefer textual materials. As a result, they prefer textbooks and lecture notes. Read-Write learners are characterized by their preference for information to be presented in writing, such as a list of ideas. Additionally, they emphasize text-based input and output, and they enjoy reading and writing in all forms.

4. Kinesthetic Learners

Kinesthetic students tend to use practical resources such as exercises and case studies. They also prefer to do things to learn about it. Kinesthetic learners learn best when they are engaged or active. In addition, they use movement as a memory aid such as remembering what they have done, but have difficulty remembering what was said or seen. They also learn by doing and solving real-life problems, and they like to sit near the door and can easily get up and move around.

B. Students' Achievement

1. Definition of Students' Achievement

Students' achievement is the result achieved from what has been done. According to Brophy (1986) students' achievement is the mastery of knowledge or skills developed by the subjects, usually shown with the value of the test or the grade given by the teacher. Students' achievement also means the realization or expansion of potential skills or capacity possessed by someone. Students' achievement should have three aspects, namely cognitive, affective and psychomotor (Gunawan, Yanti, and Nelson 2023). Students' achievement is the result of maximum achievement according to the ability of the child at a certain time regarding something that is done, studied, understood and applied. From some opinions above it can be concluded that students' achievement is the achievable achievement of students visible from the knowledge, attitude, and expertise it has.

2. Factors Influencing Student's Achievement

Student's achievement is influenced by factors of learning motivation, learning interest, family environment and learning models. Mc Clelland's opinion revealed that achievement motivation is motivation that is associated with the achievement of expertise standards (Ziegler et al. 2010). Motivation plays an important role in improving students' achievement, because motivation can provide encouragement for students to strive with their own abilities to achieve standards of excellence. Accordingly, some factors have been selected and explained below.

1. Teacher's Role

It is believed that the role of teachers can make the students have a good learning achievement while at the same time it also can make the students underachieve (Alderman 2013). Baldwin (2008) reveals that whatever the change of the education

today, really depends on what the teacher thinks and what the teacher does. Meanwhile, Liesveld et al. (2005) argue that good teachers are those who can encourage their students to discover their inner abilities. In addition, Barton and Elliott (2024) argued that professional teachers are those who can guide and direct students, appreciate and motivate students, keep the class always conducive, demonstrate students' talents and interests, establish good emotional relationships with students and detect students' shortcomings.

2. School Culture

School culture can have a positive impact on the learning process. It is because it can seriously jeopardize the achievement of the academic mission of the school (Batten 2024). The culture of the school is mostly influenced by history and tradition and its success depends on the behavior of teachers, staff, and all school employees. Culture will give meaning to teachers on how to behave in the entire educational process while students are to develop a positive climate in the classroom (Uy et al. 2024).

3. Learning Facilities

Without adequate facilities, the learning process becomes ineffective. A good Infrastructure facility always supported the educational enterprise (Daka 2024). Ergashevich and Mado (2024) say the availability of learning facilities is very important to achieve effectiveness in delivering the material to the students. The learning facilities are important to meet since it relates to the main media used to achieve educational objectives. Akomolafe and Adesua (2016) said that learning facilities including the school buildings, classrooms, libraries, laboratories, toilet facilities, offices, and other materials and infrastructures that would likely motivate and support students towards learning.

4. Family Support

The assistance that students receive from their families is critical for a smooth transition into college life, especially in the first year. Both theoretical and empirical evidence point to the importance of the emotional and practical support that comes from having close friends and family members as a basic human need. For people to thrive and achieve their utmost psychological well-being, they need strong, supportive family relationships. As a result, people

tend to put their trust in their families and close relationships when they need it the most. Family support has been linked to lower levels of emotional distress, self-esteem, and academic self-efficacy among university students. It was found that students who received social support from their families were more likely to be satisfied with their lives, have a positive mood, and have a negative mood than those who did not. As a result, the students should have full support from their families and be around them while they study as it has a positive impact on the students' academic performance.

METHOD

This research has used a qualitative design. According to Khoa et al. (2023), qualitative research is the comprehensive collection, analysis and interpretation of narrative and visual data to gain insight into a particular phenomenon of interest. In this research, researcher has used a case study design. According to Riswanto and Rohendi, n.d. (2023) case studies are a form of qualitative research that is based on human understanding and behavior based on human opinion. Meanwhile, in collecting data, researcher has taken data using a questionnaire and interview which consists of sixteen questions for the questionnaire and 7 questions for the interview. This research was conducted at Hamzanwadi University Jl. TGKH. M. Zainuddin Abdul Madjid 132 Pancor, East Lombok Regency, West Nusa Tenggara province, in May 2024. The subjects in this study are three students who have graduated and earned the title of top graduates with a bachelor's degree from 2018 to 2023. In addition the technique used in selecting research subjects is purposive sampling.

RESULTS AND DISCUSSION

1. How is the Best Graduates' Learning Style?

a. Questionnaire Result

The following are questions and answers that researcher used according to the Visual, Auditory, Read-Write, Kinesthetic (VARK) model to determine the learning style of the respondents:

Tabel 4.1
Questionnaire

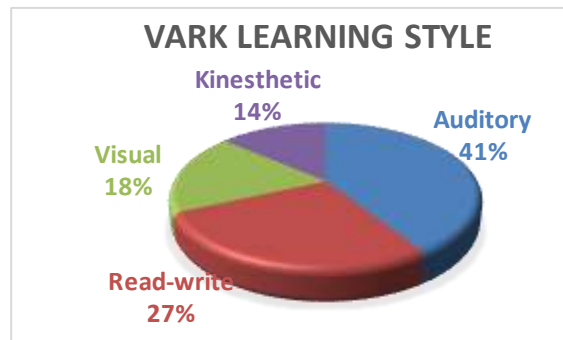
NO	Questions	Answers			
		V	A	R	K
1.	I need to find the way to a shop that a friend has recommended. I would...	Use a map.	Ask my friend to tell me the directions.	Write down the street directions I need to remember.	Find out where the shop is in relation to somewhere I know.
2.	A website has a video showing how to make a special graph or chart. There is a person speaking, some lists and words describing what to do and some diagrams. I would learn most from...	Seeing the diagrams.	Listening.	Reading the words.	Watching the actions.
3.	I want to find out more about a tour	Use a map and see where the places are.	Talk with the person who planned the tour or others	Read about the tour on the itinerary.	Look at details about the highlights and

	that I am going on. I would...		who are going on the tour.		activities on the tour.
4.	When choosing a career or area of study, these are important for me...	Working with designs, maps or charts.	Communicating with others through discussion.	Using words well in written communications.	Applying my knowledge in real situations.
5.	When I am learning I..	See patterns in things.	Like to talk things through.	Read books, articles and handouts.	Use examples and applications.
6.	I want to save more money and to decide between a range of options. I would...	Use graphs showing different options for different time periods.	Talk with an expert about the options.	Read a print brochure that describes the options in detail.	Consider examples of each option using my financial information.
7.	I want to learn how to play a new board game or card game. I would..	Use the diagrams that explain the various stages, moves and strategies in the game.	Listen to somebody explaining it and ask questions.	Read the instructions.	Watch others play the game before joining in.
8.	I have a problem with my heart. I would prefer	Showed me a diagram of	Described what was wrong.	Gave me something to read to explain what was wrong.	Used a plastic model to show me what was wrong.

	that the doctor..	what was wrong.			
9.	I want to learn to do something new on a computer. I would..	Follow the diagrams in a book.	Talk with people who know about the program.	Read the written instructions that came with the program.	Start using it and learn by trial and error.
10	When learning from the Internet I like..	Interesting design and visual features.	Audio channels where I can listen to podcasts or interviews.	Interesting written descriptions, lists and explanations.	Videos showing how to do or make things.
11	I want to learn about a new project. I would ask for..	Diagrams to show the project stages with charts of benefits and costs.	An opportunity to discuss the project.	A written report describing the main features of the project.	Examples where the project has been used successfully.
12	I want to learn how to take better photos. I would..	Use diagrams showing the camera and what each part does.	Ask questions and talk about the camera and its features.	Use the written instructions about what to do.	Use examples of good and poor photos showing how to improve them.
13	I prefer a presenter or a teacher who uses...	Diagrams, charts, maps or graphs.	Question and answer, talk, group	Handouts, books, or readings.	Demonstrations, models or practical sessions.

			discussion, or guest speakers.		
14	I have finished a competition or test and I would like some feedback. I would like to have feedback..	Using graphs showing what I achieved.	From somebody who talks it through with me.	Using a written description of my results.	Using examples from what I have done.
15	I want to find out about a house or an apartment. Before visiting it I would want..	A plan showing the rooms and a map of the area.	A discussion with the owner.	A printed description of the rooms and features.	To view a video of the property.
16	I want to assemble a wooden table that came in parts (kitset). I would learn best from..	Diagrams showing each stage of the assembly.	Advice from someone who has done it before.	Written instructions that came with the parts for the table.	Watching a video of a person assembling a similar table.

This bar chart shows the percentage of respondents' responses indicating their preferred learning style:



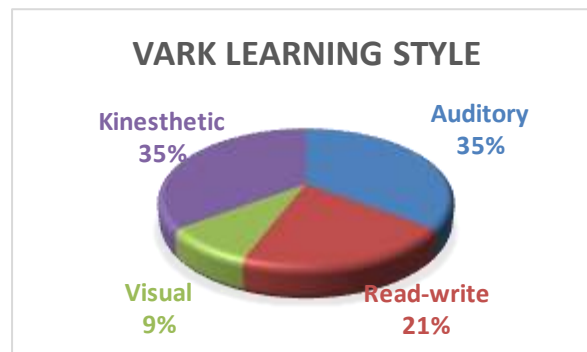
Picture: Questionnaire result of Astrid Dwimaulani

Based on the diagram above, the researcher can conclude that the most dominant learning style of the first respondent according to the learning style using the VARK model of Fleming's theory is the auditory learning style with a total of 9 answers and the percentage was 41%. Meanwhile, the second most popular learning style is the read-write learning style with a total score of 6 and the percentage was 27%. Then, the third learning style is the visual learning style with a total score of 4 and percentage was 18%, and the last is the kinesthetic learning style with a total score of 3 with the percentage was 14%.



Picture: Questionnaire result of Khaerunnisa Miraja

Meanwhile, the second respondent's learning style according to the learning style using the VARK model of Fleming's theory is the auditory learning style with a total of 7 answers with the percentage was 44%. Then, the second most popular learning style is kinesthetic with a total score of 5 and the percentage was 31%. Meanwhile, the third learning style is the visual learning style with a total score of 3 and the percentage was 19%, and the last is the read-write learning style with a total score of 1 and the percentage was 6%.



For the last respondent's learning style, according to learning styles using the VARK model, Fleming's theory is auditory and kinesthetic learning styles have the same level of tendency with a total of 12 answers a a percentage of 35%. Then the second dominant learning style is the reading and writing learning style with a total answer score of 7 and a percentage of 21% and the last learning style is the visual learning style with a score of 3 and a percentage of 9%.

Interview Result

Interviews were conducted by asking some questions referring to the learning style of the best graduates for one question and the achievements of the best graduates for the other question.

1. How is the Best Graduates' Learning Style?

Participant 1 stated that she realized her passion for English. Since she was in high school, she often watched English videos, read books or stories in English, read the English dictionary and listened to music in English. This is done even three times a day. So that when she entered college she was used to doing this and continued to improve her skills.

Participant 2 explained that before entering class she always reads the lesson material and repeats the previous lesson for 10 minutes. Respondent also often use her leisure time to write journals, short stories in English, and take part in various online webinars or online English courses.

Participant 3 said that in learning English he has simple tricks and makes it easy to understand every skill in English in detail. The method is that for each skill he divides it according to the components it has, for example in speaking the components are vocabulary, pronunciation and dialogue. Then the respondent will study each component one by one in

detail. Respondents also said that in a day he has to memorize 50 vocabularies and study English 4-5 hours a day outside of class. As for speaking practice, he does it every day without any specific time.

2. What are the Best Graduates' Achievements?

The following are some of the achievements that have been made by the best graduates while studying their bachelor degree:

The first is the achievements of respondent 1 (Astrid Dwimaulani) in the academic and non-academic fields. In the academic field, Astrid is known as a student with the best GPA of up to 3.95. This means that during her four years of college, she only got 4 B's and the rest were A's. As for non-academic fields, she won English speech and passed a student exchange to the Netherlands.

Second, the achievements of participant 2 (Khaerunnisa Miraja). There are several achievements that have been achieved by respondent 2, including winning a writing competition, participating in several local debates, and publishing short story in 2021.

The last respondent (Riadatus Solihin) achieved several achievements, including always representing the campus in the NUDC (national university debating championship) in Bali from the first semester to the final semester. Received a scholarship from EPIC held by ESA and most recently became the best graduate with satisfactory grades.

3. Do the Achievements have any relationship with the Effects of the Learning Style Applied?

All respondents strongly agree that all the achievements they have achieved were obtained from the learning style that they always apply. The habit of reading English books, watching English videos, studying before entering class, always practicing English speaking, and memorizing dozens of English vocabulary words every day are the keys to the respondents being able to achieve various kinds of achievements in both academic and non-academic fields.

4. What are the Factors that Support the Best Graduates' Achievement?

There are four factors that support the best graduates in their achievements, including support from lecturers, environment, learning facilities, and family support. Firstly, support from lecturers, all respondents stated that the role of lecturers was very big, they always gave praise and motivation so that they became more enthusiastic in achieving their dreams. Second, support from the environment. The respondents have a very good environment that supports

learning English, for example they have competitive friends and create a study group in their boarding house. The third factors are learning facilities. The support from the campus is especially felt for the best graduates, some of the lecturers provide TOEFL and IELTS training, provide free WIFI on campus, and finance various competitions to improve students' learning skills. The fourth is support from family. This is the most important and greatest support felt by the best graduates. Their parents always pray for them and fulfill their every need in their studies. More over parents become motivation to continue to remain enthusiastic in learning.

This research was conducted using research instruments which are questionnaire and interview. The questionnaire was adopted from VARK model by Neil Fleming (2006). The data analysis technique used is descriptive analysis by using a percentage calculation. After collecting and analyzing the data, the researcher found that the most dominant learning style used by the three best graduates during their bachelor degree studies was the auditory style with the highest percentage of the other learning styles, followed by kinesthetic, then read-write style, and the last one which was least frequently used was the visual style.

This finding is in accordance with research conducted by Ahmad and Arkiang (2021) showed that the majority of grade 11 students in SMA Negeri 07 Kendari used auditory learning as their major English learning style preference. Meanwhile, visual learning was their minor English learning style preference. Followed by read-write and kinesthetics learning styles. The indicators for each learning style have been explained in the literature review in chapter 2.

In addition, based on the results of the interviews above, researcher can conclude that the learning style of the best graduates is in line with the results of the questionnaire. The first respondent has a learning style that is dominant in the auditory style as evidenced by the respondent likes listening to English music, watching English films, etc. Based on the statement from Kayalar and Kayalar (2017), "The characteristics of auditory learners include getting information by listening, preferring listening to reading or writing, having difficulty in communicating through body language and facial expressions, having the ability to reproduce symbols, letters or words by hearing them, finding written directions more difficult to follow than spoken ones, enjoying dialogues, plays, dictation, and to favour music."

The second respondent has a dominant learning style as well in the auditory style as evidenced by his daily liking for taking online courses, webinars, etc. Lastly, the third respondent has a dominant learning style that is balanced between auditory and kinesthetic

styles. This is proven by respondents being able to find their own strategy in learning which refers to the kinesthetic style that likes solving problems. In line with this Reid (1995) cite in Tyas and Safitri (2017) “Kinesthetic students will learn better when they do experiment and involve physically in the classroom experiences. They remember information well when they actively participate in activities, field trips, and role play.”

Besides that, the researcher can conclude the best graduates' achievements, how it can effect to their achievement, and the factors that support the best graduates' achievement. Some of them have more outstanding achievements in the academic field and there are those who are more prominent in non-academic fields. Such as an almost perfect GPA (Grade Point Average), winning several competitions, being representative of Hamzanwadi University in debate competition, and receiving various types of scholarships abroad.

Those achievements cannot be separated from the effects of the learning style that has been applied by the best graduates (Ismail et al., 2023). They can graduate on student exchange to the Netherlands, winning debates and essay competitions and become the best graduates at their bachelor degree graduation.

There are several factors that support the best graduates' achievements based on the results of interviews conducted. First, the support from family, especially parents, such as parents always supporting their interests and talents, fulfilling all needs that support learning, and providing motivation and prayers for their success. Second, the support provided by lecturers, apart from knowledge, lecturers also provide important support to grow students' self-confidence. Always give appreciation and convince them to continue developing their ability. Third, the support from environment such as friends who are competitive and willing to learn. Fourth is the support for learning facilities obtained from campus, such as providing special TOEFL and IELTS training, providing accommodation to take part in various types of competition events outside the area, and providing a reading room that is comfortable to use for studying.

The results of this study are also supported by previous study conducted by Ilmi (2023) found that the senses used are primarily visual combined with auditory perception. The most effective study time is midnight, and the strategy for dealing with difficulties in understanding lessons or completing tasks is to ask someone who has a better understanding of the material or the assigned task. The result is in line with the present research that found the most favorite

method in learning style among the best graduates is auditory style that focuses on gaining knowledge by listening to audio, music, or direct explanations from someone.

CONCLUSION

After collecting the data, the result of the questionnaire and interview on best graduates' achievement and learning style, it could be found that the best graduates' most dominant learning style was the auditory style. The largest percentage of the three respondents for learning styles based on the VARK method is auditory style with a percentage of 35-45%. And the style that is in demand in second place is kinesthetic, next is read-write style and the last is visual style.

All the best graduates admit that the learning style they apply has a big influence on their achievements in academic and non-academic fields. Such as getting an almost perfect GPA, getting a high TOEFL score to take part in a student exchange to the Netherlands, and getting a scholarship after graduating.

There are four factors that support the achievement of best graduates, including support from teachers, environment, family and campus learning facilities. This is very helpful in their learning process.

REFERENCES

- Ahmed, Junaid, K Shah, and N Shenoy. 2013. "How Different Are Students and Their Learning Styles." *International Journal of Research in Medical Sciences* 1(3): 212–15.
- Aisami, Riad S. 2015. "Learning Styles and Visual Literacy for Learning and Performance." *Procedia-Social and Behavioral Sciences* 176: 538–45.
- Akomolafe, Comfort Olufunke, and Veronica Olubunmi Adesua. 2016. "The Impact of Physical Facilities on Students' Level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria." *Journal of Education and Practice* 7(4): 38–42.
- Alderman, M Kay. 2013. *Motivation for Achievement: Possibilities for Teaching and Learning*. Routledge.
- Ariastuti, Melani Dwi, and Achmad Yudi Wahyudin. 2022. "Exploring Academic Performance and Learning Style of Undergraduate Students in English Education

- Program.” *Journal of English Language Teaching and Learning* 3(1): 67–73.
doi:10.33365/jeltl.v3i1.1817.
- Baldwin, James. 2008. “A Talk to Teachers.” In *Handbook of Research on Teacher Education*, Routledge, 202–7.
- Barton, Roy, and John Elliott. 2024. “Designing a Competency Based Framework for Assessing Student Teachers: The UEA Approach.” In *Developing Competent Teachers*, Routledge, 9–27.
- Batten, Janene. 2024. “Achieving the Educational Mission: Are Connecticut School Nurses Valued?” *Psychology in the Schools*.
- Belhadj, Aghiles, and Silia Belguendouz. 2021. “A Combination of Students’ Learning Styles and Classroom Management Techniques for an Effective EFL Learning: An Analysis of First Year Teachers’ Views in the Department of English at MMUTO.”
- Brophy, Jere. 1986. “Teacher Influences on Student Achievement.” *American psychologist* 41(10): 1069.
- Daka, Harrison. 2024. “The Nature of Entrepreneurial Training in Selected Agricultural Training Institutions of the Ministry of Agriculture and Livestock in Zambia.”
- Ergashevich, Ernazarov Alisher, and Arifin Mado. 2024. “Methodology of Organizing and Implementing Training Activities.” *Academia Open* 9(1): 10–21070.
- Gunawan, Guntur, Putri Rama Yanti, and Nelson Nelson. 2023. “Methods for Achieving Cognitive, Affective, and Psychomotor Aspects in Islamic Religious Education Learning: A Study at Senior High School in Rejang Lebong.” *AL-ISHLAH: Jurnal Pendidikan* 15(1): 981–91.
- Hawk, Thomas F, and Amit J Shah. 2007. “Using Learning Style Instruments to Enhance Student Learning.” *Decision Sciences Journal of Innovative Education* 5(1): 1–19.
- Al Husaini, Yousuf Nasser Said, and Nur Syufiza Ahmad Shukor. 2022. “Factors Affecting Students’ Academic Performance: A Review.” *RES MILITARIS* 12(6): 284–94.
- Ilyosovna, Niyozova Aziza. 2020. “The Importance of English Language.” *International Journal on Orange Technologies* 2(1): 22–24.
- Inal, Sevim, Oya Buyukyavuz, and Mustafa Tekin. 2015. “A Study on Preferred Learning Styles of Turkish EFL Teacher Trainees.” *Australian Journal of Teacher Education (Online)* 40(3): 52–67.

- Kolb, David A. 2014. *Experiential Learning: Experience as the Source of Learning and Development*. FT press.
- Liesveld, Rosanne, Jo Ann Miller, and Jennifer Robison. 2005. *Teach with Your Strengths: How Great Teachers Inspire Their Students*. Simon and Schuster.
- Mayer, Selina, and Martin Schwemmler. 2023. "Teaching University Students through Technology-Mediated Experiential Learning: Educators' Perspectives and Roles." *Computers & Education* 207: 104923.
- Noviska, Della Wilza. 2022. "Students' Learning Styles in Learning English at Tenth Grade Senior High School 1 Sungai Penuh." : 2–40.
- Pashler, Harold, Mark McDaniel, Doug Rohrer, and Robert Bjork. 2008. "Learning Styles: Concepts and Evidence." *Psychological science in the public interest* 9(3): 105–19.
- Rao, Parupalli Srinivas. 2019. "The Importance of Speaking Skills in English Classrooms." *Alford Council of International English & Literature Journal (ACIELJ)* 2(2): 6–18.
- Schmeck, Ronald R. 2013. *Learning Strategies and Learning Styles*. Springer Science & Business Media.
- Selvi, Ali Fuad, Nicola Galloway, and Heath Rose. 2023. *Teaching English as an International Language*. Cambridge University Press.
- Slemenšek, Jan, Iztok Fister, Jelka Geršak, Božidar Bratina, Vesna Marija van Midden, Zvezdan Pirtošek, and Riko Šafarič. 2023. "Human Gait Activity Recognition Machine Learning Methods." *Sensors* 23(2): 745.
- Ssemugenyi, Fred. 2023. "Teaching and Learning Methods Compared: A Pedagogical Evaluation of Problem-Based Learning (PBL) and Lecture Methods in Developing Learners' Cognitive Abilities." *Cogent Education* 10(1): 2187943.
- Tomassello, Michael. 2003. "The Human Adaptation for Culture." *Handbook of Evolution: The evolution of human societies and cultures*: 1–23.
- Uy, Francisca, Osias Kit Kilag, Ma Felina Calledo, Yolanda Dela Cerna, Neil Andrian Angtud, and Khen Villanueva. 2024. "Quality Performance of Teachers: Work Environment, Work Attitude, and Principal Supervision: Qualitative Investigation." *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)* 1(1): 101–9.
- Yardley, Lucy, Leanne Morrison, Katherine Bradbury, and Ingrid Muller. 2015. "The

- Person-Based Approach to Intervention Development: Application to Digital Health-Related Behavior Change Interventions.” *Journal of medical Internet research* 17(1): e4055.
- Ziegler, Matthias, Stefan Schmukle, Boris Egloff, and Markus Bühner. 2010. “Investigating Measures of Achievement Motivation (S).” *Journal of individual differences*.
- Ahmed, Junaid, K Shah, and N Shenoy. 2013. “How Different Are Students and Their Learning Styles.” *International Journal of Research in Medical Sciences* 1(3): 212–15.
- Aisami, Riad S. 2015. “Learning Styles and Visual Literacy for Learning and Performance.” *Procedia-Social and Behavioral Sciences* 176: 538–45.
- Akomolafe, Comfort Olufunke, and Veronica Olubunmi Adesua. 2016. “The Impact of Physical Facilities on Students’ Level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria.” *Journal of Education and Practice* 7(4): 38–42.
- Alderman, M Kay. 2013. *Motivation for Achievement: Possibilities for Teaching and Learning*. Routledge.
- Ariastuti, Melani Dwi, and Achmad Yudi Wahyudin. 2022. “Exploring Academic Performance and Learning Style of Undergraduate Students in English Education Program.” *Journal of English Language Teaching and Learning* 3(1): 67–73. doi:10.33365/jeltl.v3i1.1817.
- Baldwin, James. 2008. “A Talk to Teachers.” In *Handbook of Research on Teacher Education*, Routledge, 202–7.
- Barton, Roy, and John Elliott. 2024. “Designing a Competency Based Framework for Assessing Student Teachers: The UEA Approach.” In *Developing Competent Teachers*, Routledge, 9–27.
- Batten, Janene. 2024. “Achieving the Educational Mission: Are Connecticut School Nurses Valued?” *Psychology in the Schools*.
- Belhadj, Aghiles, and Silia Belguendouz. 2021. “A Combination of Students’ Learning Styles and Classroom Management Techniques for an Effective EFL Learning: An Analysis of First Year Teachers’ Views in the Department of English at MMUTO.”
- Brophy, Jere. 1986. “Teacher Influences on Student Achievement.” *American psychologist*

41(10): 1069.

- Daka, Harrison. 2024. "The Nature of Entrepreneurial Training in Selected Agricultural Training Institutions of the Ministry of Agriculture and Livestock in Zambia."
- Ergashevich, Ernazarov Alisher, and Arifin Mado. 2024. "Methodology of Organizing and Implementing Training Activities." *Academia Open* 9(1): 10–21070.
- Gunawan, Guntur, Putri Rama Yanti, and Nelson Nelson. 2023. "Methods for Achieving Cognitive, Affective, and Psychomotor Aspects in Islamic Religious Education Learning: A Study at Senior High School in Rejang Lebong." *AL-ISHLAH: Jurnal Pendidikan* 15(1): 981–91.
- Hawk, Thomas F, and Amit J Shah. 2007. "Using Learning Style Instruments to Enhance Student Learning." *Decision Sciences Journal of Innovative Education* 5(1): 1–19.
- Al Husaini, Yousuf Nasser Said, and Nur Syufiza Ahmad Shukor. 2022. "Factors Affecting Students' Academic Performance: A Review." *RES MILITARIS* 12(6): 284–94.
- Ilyosovna, Niyozova Aziza. 2020. "The Importance of English Language." *International Journal on Orange Technologies* 2(1): 22–24.
- Inal, Sevim, Oya Buyukyavuz, and Mustafa Tekin. 2015. "A Study on Preferred Learning Styles of Turkish EFL Teacher Trainees." *Australian Journal of Teacher Education (Online)* 40(3): 52–67.
- Kolb, David A. 2014. *Experiential Learning: Experience as the Source of Learning and Development*. FT press.
- Liesveld, Rosanne, Jo Ann Miller, and Jennifer Robison. 2005. *Teach with Your Strengths: How Great Teachers Inspire Their Students*. Simon and Schuster.
- Mayer, Selina, and Martin Schwemmle. 2023. "Teaching University Students through Technology-Mediated Experiential Learning: Educators' Perspectives and Roles." *Computers & Education* 207: 104923.
- Noviska, Della Wilza. 2022. "Students' Learning Styles in Learning English at Tenth Grade Senior High School 1 Sungai Penuh." : 2–40.
- Pashler, Harold, Mark McDaniel, Doug Rohrer, and Robert Bjork. 2008. "Learning Styles: Concepts and Evidence." *Psychological science in the public interest* 9(3): 105–19.
- Rao, Parupalli Srinivas. 2019. "The Importance of Speaking Skills in English Classrooms." *Alford Council of International English & Literature Journal (ACIELJ)* 2(2): 6–18.

- Schmeck, Ronald R. 2013. *Learning Strategies and Learning Styles*. Springer Science & Business Media.
- Selvi, Ali Fuad, Nicola Galloway, and Heath Rose. 2023. *Teaching English as an International Language*. Cambridge University Press.
- Slemenšek, Jan, Iztok Fister, Jelka Geršak, Božidar Bratina, Vesna Marija van Midden, Zvezdan Pirtošek, and Riko Šafarič. 2023. "Human Gait Activity Recognition Machine Learning Methods." *Sensors* 23(2): 745.
- Ssemugenyi, Fred. 2023. "Teaching and Learning Methods Compared: A Pedagogical Evaluation of Problem-Based Learning (PBL) and Lecture Methods in Developing Learners' Cognitive Abilities." *Cogent Education* 10(1): 2187943.
- Tomassello, Michael. 2003. "The Human Adaptation for Culture." *Handbook of Evolution: The evolution of human societies and cultures*: 1–23.
- Uy, Francisca, Osias Kit Kilag, Ma Felina Calledo, Yolanda Dela Cerna, Neil Andrian Angtud, and Khen Villanueva. 2024. "Quality Performance of Teachers: Work Environment, Work Attitude, and Principal Supervision: Qualitative Investigation." *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)* 1(1): 101–9.
- Yardley, Lucy, Leanne Morrison, Katherine Bradbury, and Ingrid Muller. 2015. "The Person-Based Approach to Intervention Development: Application to Digital Health-Related Behavior Change Interventions." *Journal of medical Internet research* 17(1): e4055.
- Ziegler, Matthias, Stefan Schmukle, Boris Egloff, and Markus Bühner. 2010. "Investigating Measures of Achievement Motivation (S)." *Journal of individual differences*.