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## VAK LEARNING STYLE IN FOUR ARABIC LANGUAGE SKILLS IN INTERNATIONAL ISLAMIC UNIVERSITY COLLEGE SELANGOR (IIUCS)

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**Abstract:** *Learning style is an important element and have a big impact in the world of education. Hence, this study emphasizes the aspects of Visual, Auditory, and Kinesthetic (VAK) learning styles on 4 Arabic Language Skills (ALS). This research is a pilot study conducted at the Selangor International Islamic University College (KUIS). Researchers used the questionnaire adapted from the questionnaire in visual, auditory, and kinesthetic learning styles (VAK). A total of 39 Bachelor of Arabic as a Second Language students comprising two classes involved as respondents in this study. Descriptive statistics were used to obtain information in frequency and percentages of student profile variables and student background. Frequency statistics are used for visual learning styles, auditory learning styles, and Kinesthetic learning styles. The results showed that students were more likely to use Kinesthetic learning styles rather than using Visual and Auditory learning styles.*

**Keywords:** tendency, VAK learning style, Arabic language.

## 1. Introduction

Language skills play an important role in enhancing the mastery of the students. In Arabic, there are four essential skills that students need to master, namely speaking skills, listening, reading and writing skills. The language skill in a language curriculum has been seen as a very important skill in the learning and mastery of a language. An important conclusion made by Luoma (2004) which states that language skills are an important component of the language curriculum. It supports the earlier view of Tiedt, Bruemmer, Lane, Stelwagon, Watanabe, and William (1983) which concludes that in language teaching and learning, a child who is able to master good language skills has a tendency to become good readers and writers in a language. The mastery of this skill is an important aspect that determines the success of teaching and learning a second language or foreign language (Nunan, 1991). Brown (2001) describes language skills as a *benchmark* for the mastery of a language.

There are several reasons why students are weak in learning language skills, the lack of mastering the students in vocabulary and less skill in constructing grammatical sentences, less practicing speaking practices in their target language, the use of learning styles according to the student's tendency and less effective teaching methods. Ashinida (2012). This can be clearly seen in learning Arabic language skills because the language is considered to be more difficult to master than other languages while its use in the community is also seen as not widely available. Zawawi (2001).

In order to overcome this problem, some researchers tried to highlight Visual Learning Style, Auditory, Kinesthetic (VAK) in language learning as it was seen to have a very close relationship with the excellent language (Rubin 1975; Stern 1975). They are consistently practicing certain learning styles. In fact, it is the appropriate language learning are often found to have a significant correlation with performance excellence languages (Green & Oxford 1995). Additionally, one of the factors that distinguishes excellence between the two students is as clever and learned by the same teacher is the use of g are learning the correct, appropriate and effective. In other words, those who carry out effective and effective learning styles are often more successful in mastering the target language.

## 2. Research Methodology

This study is a quantitative study using questionnaire instruments in data collection. The 4 level Likert scale was used in this questionnaire. Student population A total of 39 Arabic Bachelor Degree students as Second Language, Selangor International Islamic University College (KUIS) were selected in this study. The study was conducted on 39 students to look at the VAK Learning Style used in learning Arabic language skills. Random sampling techniques are used in distributing questionnaires. After data is obtained, a descriptive test is performed to see intrinsic and extrinsic perceptions min. For the purpose of interpreting descriptive data, this study also divides min to three levels, as in Table 1:

**Table 1: Categories Likert scale rating level 4**

Min Range	Min Level
1.00 to 2.00	Low
2.01-3.00	Simple
3.01-4.00	Height

Source: Abdull Sukor (2008)

### 2.1 Population

The study was conducted on 39 Bachelor Arabic as a Second Language students, in International Islamic University College Selangor (KUIS).

## 3. Data Analysis

Analysis of data g are learning this language is divided into Visual learning style, learning style Auditory, Kinesthetic learning styles and. Likert scale questionnaire is distributed to 39 Arab Bachelor Degree students as Second Language.

SCALE	SCORE
Strongly Agree	4
Agreed	3
Do not agree	2
Strongly disagree	1

**Figure 1: The Likert Scale form used in the questionnaire**

#### 4. Findings

This study was conducted to determine the learning style of VAK among Arabic language specialists at the International Islamic University College (KUIS). The findings were analyzed using SPSS 21.0 software. Descriptive analysis is carried out by involving frequency, mean and standard deviation.

Table 1 shows the gender of respondents. A total of 12 people (30.8%) were boys and 27 (69.2%) were female students.

Table 1: Sex		
Sex	Frequency	Percentage
Man	12	30.8%
Women	27	69.2 %

Table 2 shows the semester of respondents' study. A total of 16 (2.6%) respondents are the students of the first semester, 7 (18.4%) is the second semester students and 5 (13.2%) is the third semester student and 25 (65.8) among the four semester students.

Table 2: Semester of Study		
IPT	Frequency	Percentage
Semester 1	1	2.6%
Semester 2	7	18.4%
Semester 3	5	13.2%
Semester 4	25	65.8 %

Table 3 shows the Arab learning experience by respondents. A total of 34 patients (87.2%) do not have the experience of studying in Arab countries, 2 (5.1%) people learn in between 1-11 months, one (2.6%) between 1-2 years of study and 2 patients (5.1%) learn in between 3 years and above.

Table 3: Learning Experience in Arab States		
IPT	Frequency	Percentage
None	34	87.2 %
1-11 months	2	5.1%
1-2 years	1	2.6 %
3 years and above	2	5.1 %

#### 4.1 Descriptive Analysis

In order to see the learning trends of Arab learning styles among students, descriptive analysis was used to interpret the collected data. The results of this descriptive analysis are presented in the form of tables that contain mean values and. The mean of each construct will be categorized into three scores as shown below.

**Table 4: Min Score**

Min Range	Min Level
1.00 to 2.00	Low
2.01-3.00	Simple
3.01-4.00	Height

##### a. Visual Learning Style

No.	Questions Questionnaire	Strongly disagree	Do not agree	Agreed	Strongly Agree	Min Scale Hose
S1.	If I meet Arab tourists who want to go to an area in the university, I'll give you a map or show a picture of it.	1	8	24	6	Min =2.90
S2.	If I'm not sure if the following words are spelled "السمك"Or"السماء", I would imagine the word and choose according to the seemingly appropriate look.	1	8	19	11	Min =3.03
S3.	If the lecturer told me to make a surprise presentation in the classroom, I would refer the reference book to find a picture-based idea.		8	21	10	Min = 3.05
S4.	In the selection of books, pricing and design will be more interesting to me.		2	13	23	Min = 3.51
S5.	When I learned something i'rab, I studied it by looking at the demonstration (diagram) demonstrations and mind maps.		6	22	11	Min = 3.13
S6.	If I have trouble understanding Arabic learning, I prefer lecturers to show a mind map that illustrates the problem.	1	5	16	17	Min = 3.26
S7.	I love surfing Arab websites that have attractive design and visual features.		2	20	17	Min = 3.38

S8.	I like lecturers using diagrams, charts, or graphs during teaching.		2	16	21	Min = 3.49
	Overall Min					3.21

**Figure 2: The results of the distributed questionnaire are related Visual Learning Style**

Figure 2 shows that every mean value of visual learning style for each item are at high and simple levels. The highest mean value is achieved on item S4 (In book selection, price and design are more attractive to me) with min = 3.9. Next followed by item S 1 (If I meet Arab tourists who want to go to an area in the university, I will give a map at au show the picture to him) with min = 3.89. The lowest mean value is achieved by item S7 (I love to browse Arab web site which has attractive design and visual features.) With mean value = 3.6. Overall, the visual learning style is at the gg level with min = 3.18.

### **b. Auditory Learning Style**

No.	Questions Questionnaire	Strongly disagree	Do not agree	Agreed	Strongly Agree	Min Scale Hose
S 1.	If I meet Arab tourists who want to go to an area in the university, I will give oral directions to the place.	1	5	23	9	Min =3.03
S 2.	If I'm not sure if the following words are spelled "Or" السماء", I will mention the word in your mind and choose one.	1	8	19	11	Min =3.03
S 3.	If the lecturer told me to make a surprise presentation in the classroom, I wouldask for suggestions from classmates.		8	21	10	Min =3.13
S 4.	In the purchase of books, besides the price, I will be affected when the salesperson describes the features of the book to me.		2	13	23	Min =3.08
S 5.	When I learned something i'rab, I learned it by listening to someone explaining and asking questions.		6	22	11	Min =3.49
S 6.	If I had trouble understanding Arabic learning, I would prefer lecturers to show a mind map that would parse the problem.	1	5	16	17	Min =3.33
S 7.	I love surfing Arab websites that have an interesting design of audio and video for me to hear and understand.		2	20	17	Min =3.31

S 8.	I like a speaker or lecturer using question and answer techniques when giving a talk.		2	16	21	Min =3.36
	Overall Min		3.22			

**Figure 3: The results of the questionnaire distributed  
Auditory Learning Style**

Figure 3 shows that every mean value of auditory learning style for each item are at high and simple levels. The highest mean value is achieved on item S4 (In book selection, price and design are more attractive to me) with min = 3.9. Next followed by item S1 (If I meet Arab tourists who want to go to an area in the university, I will give a map at au show the picture to him) with min = 3.89. The lowest mean value is achieved by item S7 (I love to browse Arab web site which has attractive design and visual features.) With mean value = 3.6. Overall, the visual learning style is at the gg level with min = 3.18.

### c. Kinesthetic Learning Style

No.	Questions Questionnaire	Strongly disagree	Do not agree	Agreed	Strongly Agree	Min Scale Hose
S 1.	If I meet Arab tourists who want to go to an area in the university, <i>I will take him to the place.</i>		5	7	8	Min =2.97
S 2.	If I'm not sure if the following words are spelled "السما"Or" السمك", I would refer to the dictionary.	1	8	19	11	Min =3.26
S 3.	If a lecturer told me to make a surprise presentation in the classroom, I would refer to the reference book.		8	21	10	Min =2.87
S 4.	During book selection, besides price, I would be affected if I read the information about the synopsis of the book.		2	13	23	Min =3.21
S 5.	When I learned something i'rab, I learned it well by rewriting it while studying it.		6	22	11	Min =3.57
S 6.	If I have trouble understanding Arabic learning, I would prefer lecturers to provide web site or related reading materials.	1	5	16	17	Min =3.23
S 7.	I love surfing Arab websites that have an interesting design.		2	20	17	Min =3.46
S 8.	I like a speaker or lecturer using demonstrations, models or practical sessions, circular notes, books or reading materials during lectures.		2	16	21	Min =3.46

		Overall Min		3. 25
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**Figure 4: The results of the distributed questionnaire of Kinesthetic Learning Style.**

Figure 4 shows that every mean value of a kinesthetic learning style for each item are at high and simple levels. The highest mean value is achieved on item S4 (In book selection, price and design are more attractive to me) with min = 3. 9. Next followed by item S 1 (If I meet Arab tourists who want to go to an area in the university, I will give a map at au show the picture to him) with min = 3.89. The lowest mean value is achieved by item S7 (I love to browse Arab web site which has attractive design and visual features.) With mean value = 3.6.

Overall, the visual learning style is at the gg level with min = 3. 18.

## **5. Conclusion**

Based on the interval scale min obtained through questionnaires distributed to students in connection to learning language skills, the study found the likelihood of a student of Arabic using learning styles VAK of Arabic language skills are more in the direction of kinesthetic, followed by auditory learning style, and visual learning styles.

Hence, activities in teaching and learning among students need to be enhanced using more focused activity of visual elements and audits like listening to audio and using visual aids teaching aids. Students also need to use learning styles in self-learning activities according to their individual tendencies. The Arabic language lecturer provides guidance to students on how to use appropriate learning styles as individuals in mastering Arabic language proficiency in his or her speaking skills.

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