

# LEARNING STYLES OF AUSTRALIAN TEACHERS IN LEARNING BAHASA INDONESIA (BIPA) AT UIN MAULANA MALIK IBRAHIM MALANG

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## Abstract

*This research examines the learning styles (Fleming, 1987) – visual, auditory, and kinesthetic (VAK) of Australian teachers in learning bahasa Indonesia (BIPA) at UIN Maulana Malik Ibrahim Malang. This research was undertaken to answer the following questions: (1) what kinds of learning styles performed by the Australian teachers in learning bahasa Indonesia at UIN Maulana Malik Ibrahim Malang? and (2) what kinds of categories of each learning style mostly reflected by the Australian teachers in learning bahasa Indonesia at UIN Maulana Malik Ibrahim Malang? The data were collected by doing short survey, classroom observations, questionnaires, and interviews with both students and teachers (Robson, 2002). The results of the study shows that (1) more participants were kinesthetic learners. Most of them learnt bahasa Indonesia best through a hand – on method, exploring the world around them, and often relying on what they could directly experience or perform; (2) Its categories mostly suited with the participants' learning style: more time for outside learning, as the participants needed to know more about the language and practice it within its cultural context. Most of them enjoyed very much tasks which involve manipulating materials and objects. Finally, they also liked learning bahasa Indonesia through moving, doing, and touching.*

**Keywords:** *Learning Styles, Australian teachers.*

## Introduction

This research examines the learning styles of Australian teachers in learning bahasa Indonesia (BIPA) at UIN Maulana Malik Ibrahim Malang. The term learning styles here refers to visual, auditory, and kinesthetic learning (Fleming, 1987). This research is undertaken because of at least two significant reasons:

(1) to help improve the quality of BIPA program at UIN Maulana Malik Ibrahim Malang, since the number of foreign students learning in this campus has significantly increased over the past five years. The Rector, Prof. Rahardjo, states that the campus had received 150 foreign students from 12 countries, and this year (in 2012), there will be up to 200 foreign students from 25 countries who will be learning in this campus: Australia, Singapore, Malaysia, Sudan, Iran, Russia, Libya, and Vatican,

(2) based on the results of preliminary survey carried out to the participants, we get several important findings: (a) the participants need more time to stay in Malang, so that they have more chance to practice bahasa Indonesia, (b) they need more time to socialize with local people in order to learn more not only

the language but also the local culture, and (c) the materials they have learnt are not contextually relevant to the present situation: do not give them practical examples in using bahasa Indonesia.

Previous studies relevant to the use of visual, auditory, and kinesthetic perspectives in teaching activities have been conducted by a number of scholars (e.g. Cienkoswki, 2002; Sommer et al., 2005; and Tye-Murray, 2007). Most of the studies related to VAK, including these three mentioned scholars, involve monolingual participants, such as English. Cienkoswki (2002), for instance, investigates auditory-visual speech perception and aging of English speaking people. Sommer et al. (2005) and Tye-Murray (2007) who examine auditory-visual speech perception and auditory-visual enhancement in normal-hearing for younger and older adults also involve participants who speak only English. In addition, their research focuses more on the field of psycholinguistics. Yet, little studies have been devoted to search on the perspective of applied linguistics focusing on learners learning foreign or second language. The present research investigates the learning styles of Australian teachers learning bahasa Indonesia at

UIN Maulana Malik Ibrahim Malang. One main reason to take Fleming's learning styles in this research is because of its strength: learners are identified by whether they have a preference for visual learning (pictures, movies, diagrams), auditory learning (music, discussion, lectures), or kinesthetic learning (movement, experiments, hands-on activities).

### Research questions

Based on the rationale mentioned above, this research is carried out to answer the following two questions:

1. What kinds of learning styles performed by the Australian teachers in learning bahasa Indonesia at UIN Maulana Malik Ibrahim Malang?
2. What kinds of categories of each learning style are mostly reflected by the Australian teachers in learning bahasa Indonesia at UIN Maulana Malik Ibrahim Malang?

### Significance

In general, the results of this research are useful to help improve the quality of the BIPA program in UIN Maulana Malik Ibrahim Malang. In more specific, the results of this research help the policy makers of the program identify (a) the participants learning styles, and (b) the particular categories of each learning styles. Knowing these aspects for us is very important, as we can help and guide the learners to achieve accurately what they really need to learn within a specific range of time during their stay in Indonesia. The results of this research will be shared to the BIPA lecturers of UIN Maulana Malik Ibrahim through the workshop.

### Theoretical framework

This section presents the visual, auditory, and kinesthetic (VAK) learning styles proposed by Neil Fleming (1987). Techniques and characteristics of each VAK learning styles are also given to complete the discussion.

#### *Visual, Auditory, Kinesthetic (VAK) Learning Styles: Fleming Model*

VAK model, one of the most common and widely used categorizations of the various types of learning styles (Leite et al, 2009), categorized the various types of learning styles as follows: visual learners, auditory learners, reading/writing-preference learners,

and kinesthetic learners (also known as "tactile learners") (LdPride, 2008). Fleming is best known worldwide for the design of the VAK model (Leite, et al, 2009) which expanded upon earlier Neuro-linguistic programming (VAK) models. His VAK model was launched in 1987 through work done at Lincoln University. VAK learning style uses the three main sensory receivers: Visual, Auditory, and Kinesthetic (movement) to determine the dominant learning style. VAK is derived from the accelerated learning world and seems to be about the most popular model nowadays due to its simplicity.

#### *a. Visual Learners*

Fleming (1987) claimed that visual learners have a preference for, for example, seeing, thinking in pictures; visual aids such as overhead slides, diagrams, and handouts. Visual learning is a teaching and learning style in which ideas, concepts, data and other information are associated with images and techniques.

#### *Visual learning techniques*

Graphic organizers are visual representations of knowledge, concepts, thoughts, or ideas. To show the relationships between the parts, the symbols are linked with each other; words can be used to further clarify meaning. By representing information spatially and with images, students are able to focus on meaning, reorganize and group similar ideas easily, make better use of their visual memory. A review study concluded that using graphic organizers improves student performance in the following areas: (a). *retention*: students remember information better and can better recall it when it is represented and learned both visually and verbally; (b). *reading comprehension*: the use of graphic organizers helps improving the reading comprehension of students; (c). *student achievement*: students with and without learning disabilities improve achievement across content areas and grade levels; and (d). *thinking and learning skills; critical thinking* mean that when students develop and use a graphic organizer their higher order thinking and critical thinking skills are enhanced.

When working with data, students build data literacy as they collect and explore information in a dynamic inquiry process, using tables and plots to visually investigate, manipulate and analyze data. As students ex-

plore the way data moves through various plot types, such as Venn, stack, pie and axis, they formulate questions and discover meaning from the visual representation.

### ***b. Auditory Learners***

Auditory learners learn best through listening to lectures, discussions, tapes, etc. The learner depends on hearing and speaking as the main way of learning (Kostelnik, 2004). They must be able to hear what is being said in order to understand and may have difficulty with written instructions. They also use their listening and repeating skills to sort through the information that is sent to them.

#### *Characteristics*

Auditory learners may have a knack for ascertaining the true meaning of someone's words by listening to audible signals like changes in tone. When memorizing a phone number, an auditory learner will say it out loud and then remember how it sounds to recall it. Auditory learners are good at writing responses to lectures they have heard. They are also good at oral exams, effectively by listening to information delivered orally, in lectures, speeches, and oral sessions.

Proponents claim that when an auditory learner reads, it is almost impossible for the learner to comprehend anything without sound in the background. In these situations, listening to music or having different sounds in the background (TV, people talking, etc.) will help learners work better. Auditory learners are also good at storytelling. They solve problems by talking them through speech patterns such as "I hear you; That clicks; It's ringing a bell", and other sound or voice-oriented information. These learners will move their lips or talk to themselves to help accomplish tasks (Kostelnik, 2004).

### ***c. Kinesthetic Learners***

Kinesthetic learner, also commonly known as "do-ers", prefers learning via experience: moving, touching, and doing (active exploration of the world; science projects; and experiments). Its use in pedagogy allows teachers to prepare classes that address each of these areas. Students can also use the model to identify their preferred

learning style and maximize their educational experience by focusing on what benefits them.

Kinesthetic learning takes place when the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration. According to Leite (2009), students who have a predominantly kinesthetic style are thought to be discovery learners: they have realization through doing, rather than thinking before initiating action. They may struggle to learn by reading or listening. When learning, it helps for these students to move around; this increases the students' understanding, with learners generally getting better marks in exams when they can do so. Kinesthetic learners usually succeed in activities such as chemistry experiments, sporting activities, art and acting; they may also listen to music while learning or studying. It is common for kinesthetic learners to focus on two different things at the same time, remembering things in relation to what they were doing. They possess good eye-hand coordination. Kinesthetic learners use their body to express a thought, an idea or a concept (in any field). In an elementary classroom setting, these students may stand out because of their need to move; their high energy levels may cause them to be agitated, restless or impatient. Kinesthetic learners' short- and long-term memories are strengthened by their use of movement.

Dunn (2009) defines kinesthetic learning as the process that results in new knowledge (or understanding) with the involvement of the learner's body movement. This movement is performed to establish new (or extending existing) knowledge. Kinesthetic learning uses their own words in order to define, explain, resolve and sort out how his or her body's movement reflects the concept explored. One example is a student using movement to find out the sum of  $1/2$  plus  $3/4$  via movement, then explaining how their motions in space reflect the mathematical process leading to the correct answer. With kinesthetic learners, teacher can use role playing to improve their achievement rate. Movement through role playing is a key to kinesthetic learners. Lesson plans made up of several different parts can be staged throughout the classroom. Students can move from stage to stage, digesting each portion individually.

Kinesthetic learners can quickly become bored when there is not a physical element incorporated into the learning process, and the teaching does not provide opportunity to practice. As a result these students become fidgety and appear distracted which can lead to an increase in noise level in the classroom and ultimately a loss of focus for the entire class. Often times a disruptive or disengaged student is a kinesthetic learner who is not provided with an outlet to actually put into practice what he/she has learned. Without a hands-on element the kinesthetic student appears to lack interest in the topic when in fact the student is actually struggling to focus. Adding any type of physical element to the course or teaching will quickly bring the kinesthetic learner back into focus and excited about learning. Something as simple as colored markers, paper or flashcards can help a hands-on learner focus during a lecture style class.

### **Research Design**

This research employs qualitative design with a case study approach to investigate a holistic and in-depth phenomenon of the learning styles of Australian teachers learning bahasa Indonesia in UIN Maulana Malik Ibrahim Malang. To ensure accuracy and alternative explanations and to confirm the validity of the results, data source triangulation is applied (Denzin, 1984).

### **Research Participants**

The participants of this research involves the Australian teachers learning bahasa Indonesia (BIPA) at the Faculty of Humanities of UIN Maulana Malik Ibrahim Malang. There were 12 teachers involved. They studied bahasa Indonesia for 40 days: from the first week of January to the mid of February 2013. Eight of them are female and four students were male. Some of them are elementary school teachers and some others are junior and senior high school teachers in Melbourne, Australia.

### **Data Collection**

To collect the data, a number of research instruments are prepared: short survey, classroom observations, questionnaires, and interviews with the students and teachers (Robson, 2002). The following section describes the details of each instrument and how they are constructed. The evidence from

these data sources are then used for data interpretation to the issues of this research.

### **Questionnaires**

The questionnaires were given at the end of the program to all of the participants who had joined the BIPA before they left for Melbourne, Australia. There were twelve participants joining the program and all of them were given the questionnaire. As mentioned earlier, the BIPA program at the Faculty of Humanities and Culture lasted from January to the mid of February 2013. Further communication to the participants were conducted by email, this technique is regarded as the most effective way to ask further questions when required.

### **Interviews with Students**

In addition to the data obtained from the questionnaire, semi-structured interviews were also prepared so that they could provide more in-depth perspectives on their experiences with their learning styles. All of the students were invited to join the interview. The data from the interview are used to triangulate the data obtained from the questionnaire to provide more in-depth data for the study. The questions are adapted from the open-ended question from Yang's study (2001) and are used as guiding questions for the semi-structured interviews.

Semi-structured interviews were conducted with the participants to complete or clarify the answers given by the participants. The interviews were done in Reformed Theological College (RTC), Deakin University, Geelong, Melbourne, Australia. All participants were actually invited to attend this interview but only four who could come to participate. This situation could be understood since most of them live hundreds km away from Deakin University, Gellong. The interviews were due on Saturday, 23 November 2013. The questions of the interview mainly depend on the clarity of the answers given by the participants in the questionnaires. If there are statements from the participants need to be clarified, additional questions will be given to maintain the accuracy of data interpretations.

### **Data Analysis**

In analyzing the questionnaires, tables of frequency and percentage were used. First of all, the data were grouped and classified based on the characteristics of the items. Secondly, the items were scored on the frequency of answers. The tally approach was used while scoring. The frequency of each item was then recorded and put into percentage by using a formula:

$$\% = \frac{F}{N} \times 100\%$$

N = total number of subjects

F = frequency (number of respondents supplying an item)

There were four dominant techniques in analyzing the evidence taken from interviews and observations: (a) pattern-matching, (b) explanation-building, (c) time-series analysis, and (d) program logic models (Yin, 1994). For the purpose of this research, explanation-building is used to analyze the evidence from the interviews and observations because of three reasons: (1) the explanation-building technique is a relevant technique, (2) the goal of this study is to analyze the case study data by building an explanation about the case, and (3) the goal of this study is to develop ideas for further study (Yin, 1994:110). The additional data obtained from the interviews are used to clarify the participants' answers given in the questionnaire.

#### Data Analysis

This section presents the answers of the research questions as already mentioned earlier.

#### **Kinds of learning styles performed by the Australian teachers' in learning bahasa Indonesia at UIN Maulana Malik Ibrahim Malang**

There are two important things to mention in answering the first question: students' goal and motivation of learning (why do they learn the language?) and learning styles (how do they learn?). The first thing to consider dealing with the students' goal of learning is the reason why they are studying the language. To answer this question S (a BIPA tutor from IALF Bali) tries to compare between the students joining English for Academic Purpose (EAP) and students learning bahasa Indonesia (BIPA) in IALF Bali and elsewhere. She argues that the students' motivation joining EAP is very good. She can identify this

condition because she teaches the students in this program. Meanwhile for the students learning bahasa Indonesia, she was implicitly asking whether the students' motivation is as good as the students learning EAP.

"... the students we have here like yourself before, they have good motivation, because they want to go to study in Australia. So you aren't paying for it, it is a free course but they have something good to look forward at the end. Whereas the students who come to you, are they at the same goal? Are they studying because they are going to get some rewards at the end? Are they studying because they want to or they are studying because they are being taught to? So I think that's slightly different. What's going to happen with the results when they learn the language? What are they going to do with it? Is it because of somebody else who send you to do it? or because you want to do it and you are going to get something, some benefits from it. So this is something you think about first."

In relation to the learning style, it is argued that strong motivation to learn will lead them to experiment different ways of learning. S argued that everybody has to experiment with the way that suits them the best.

"Also the factual motivation would really affect how you learn. If you are motivated you will try a different way to suit you. If you are not motivated you just get bored. If you don't pass with a high mark it doesn't matter because you don't want to be here anyway. So I think that is one important thing before we are looking at this. So think about why Australian students are in Malang? Who send them? What are they before?"

As observed during the series of class interactions, most of the students (Australian teachers learning Bahasa Indonesia in UIN Malang) generally had good motivation. Most of them tried to join and practice their language skills. However, there were only a small numbers of them who tried hard to under-

stand the lesson. A participant who confirmed herself as an auditory learner claimed that she got a problem with remembering Indonesian words. Theoretically, she should be good at oral exams, and effectively listens to information delivered orally, in lectures, speeches, and oral sessions (Kostelnik, 2004). Her strong motivation to learn had helped her solve her difficulty. For example, she often asked me about several things dealing with the lesson at the end of the class session. When she had understood my explanation and seemed to solve her problem, she often said "I got it". Earlier, Kostelnik (2004) argues that auditory learner solves problems by talking them through speech patterns such as "I hear you; That clicks; It's ringing a bell", and other sound or voice-oriented information. In relation to this, S argued that the students have to think about why they learn and what they should do when they think that they fail to learn, perhaps because they may use only one way to learn. When observing schools in Indonesia S noticed that there were lots of routes of learning going on, not a lot of practical language going on, i.e., also the way you learn.

"Are we learning just to memorize a number of pages like paraphrasing, or are we learning like we teach you here in IALF to learn to reproduce, so you were learning skills to reproduce language. Not just learn to remember words, but something else needs to think about as well. So, students therefore have to think about why they are learning. And they try to use different ways that suit them because they may not for Indonesian students I find they may not be introduced or realized that there are different ways of learning. They may just think they are stupid in one subject but it may be because they didn't realize other ways so that they could be learning. They are only learning one way they were taught in the classroom. They do not realize there are other ways outside that they could be acquiring to help them with their learning. So probably works the other way around as well, perhaps teachers coming from Australia are more aware of the free way of learning because they

are teachers; whereas the students who come here may be they are not teachers. They may be lecturers but they may not have studied how to teach. They may become a lecturer because what they learn at the university but not necessarily to be a teacher. So they may not notice this. They may not tell their students".

From the participants joining the interview (i.e., Mr. W, Mr. R, Miss K, and Miss E), it was found out that the participants' dominant learning style was kinesthetic: three of them confirmed this condition, and one participant was auditory learner. An example of being kinesthetic learner was admitted by Mr. W:

"I agree definitely learning bahasa Indonesia through listening, listen to others native speakers and my peers. I agree with D. I do prefer the lecturers to reading assignments. I find at least what was being said in the reading assignments given by the lecturer. The reason is just about understanding and I have question that can be answered. Not just repeating not just parroting. Visual displays, textbooks yes are useful in learning another language. I don't agree that read information I may understand some by reading. I think I feel confident with my pronunciation, they are quite area to study is helpful but for the whole experience I like the sound, the smell everything. I enjoy reading Indonesian, yes, teach me a lot longer. Err and I am surprised that I plan and I think it makes me a good lesson. I agree and love learning Indonesian through practicing and touching. Err that is good. Err it makes your learning meaningful. I know that performance. Kinesthetic really helps me for study."

As can be seen from his statements above, Mr. W did not deny that some of the auditory and visual categories are useful for him to learn bahasa Indonesia. Yet, his confession classifying himself as kinesthetic learner was supported by fact that he liked learning bahasa Indonesia through moving, doing, and touching. Most of the time he learnt bahasa

Indonesia best through a hand – on method, actively exploring the world around them, and often rely on what they can directly experience or perform. He said that learning bahasa Indonesia is more meaningful. He loves engaging in a physical activity: learning by doing, exploring, or discovering. Learning transpires as a result of direct experience, rather than what was said or read. Theoretically, students who have a predominantly kinesthetic style are thought to be discovery learners: they have realization through doing, rather than thinking before initiating action. They may struggle to learn by reading or listening. When learning, it helps for these students to move around; this increases the students' understanding, with learners generally getting better marks in exams when they can do so. As kinesthetic learner, he claims that he also likes doing activities such as chemistry experiments, sporting activities, art and acting; also like listening to music while learning or studying. It is common for kinesthetic learners to focus on two different things at the same time, remembering things in relation to what they were doing. In kinesthetic learning style, learner uses their body to express a thought, an idea or a concept (in any field). The learner normally possesses good eye-hand coordination.

Mr. R, another participant, argued that his particular learning style was kinesthetic. He said that to actually use language productively, he should do or practice doing things. For example, going to the shop or catching a becak could make him very productive in developing his language skills. He said probably when he was in Malang longer he would like to see more and went on in physical way. He stated that shopping would have been important for him. He discovered that in Australia there are good resources, they are in Information Technology Resources that has kinesthetic approach. He found those resources are very useful and helpful to his learning. Interaction with students, lecturers, people in the community, shops, all of those things, market places are all very valuable to broaden his Indonesian experience and abilities. He used all manners of learning styles to try building his skill and understanding.

However, kinesthetic learners can quickly become bored when there is not a physical element incorporated into the learn-

ing process, and the teaching does not provide opportunity to practice. When asking for the future BIPA program, most of the participants suggested providing more time to socialize in the society so that they could practice bahasa Indonesia more and more. Accordingly, as a result these sometimes students become fidgety and appear distracted which can lead to an increase in noise level or less motivated in the classroom and ultimately a loss of focus for the entire class. Often times a disruptive or disengaged student is a kinesthetic learner who is not provided with an outlet to actually put into practice what he/she has learned. Without a hands-on element the kinesthetic student appears to lack interest in the topic when in fact the student is actually struggling to focus. Adding any type of physical element to the course or teaching will quickly bring the kinesthetic learner back into focus and excited about learning. Something as simple as colored markers, paper or flashcards can help a hands-on learner focus during a lecture style class.

Some of the participants also mentioned to have role playing as a fruitful strategy for kinesthetic learners to improve their achievement rate. Movement through role playing is a key to kinesthetic learners. Lesson plans that are made up of several different parts can be staged throughout the classroom. Students can move from stage to stage, digesting each portion individually. Role-playing is an excellent form of learning for tactile learners. It can be used for characters from history, social studies or literature.

Miss K felt that she was an auditory learner. She got difficulties in catching up the lesson because she got problem with remembering but she had made an effort to follow the program although she could pick up a small number of Indonesian words. However, she could slowly understand Indonesian through reading and listening, but she claimed that she was better at listening. In spite of this fact, she also mentioned that she benefited from reading.

“You know I did it sometimes, because my Indonesian is not strong, so a lot of the time when people talking Indonesian I would need to pick up one word in ten or one word in five. So I didn't really know what is going on. So yeah

sometimes I would see but not pay attention. I really benefit from reading I did do that. I found listening is better for me, then my writing, but sometimes learn bahasa Indonesia through listening. Maybe the problem is remembering, I don't have very good memory, so I don't quite remember things."

As has been explained earlier, the interview with the participants was carried out in Geelong, Melbourne, Australia. Apart from revealing that she was an auditory learner, she also tried to compare between learning bahasa Indonesia in Indonesia and in Australia.

"I found being offered in Indonesia I pick up a lot more than I do here, because I am using it a lot more, so when I am here I don't use it very much. In Indonesia, I am using it a lot. So I remember more things. So it is stuck in my head yeah. Err prefer lectures here, it depends how much it has been said."

#### **Kinds of categories of each learning style mostly used by the Australian teachers in learning bahasa Indonesia at UIN Maulana Malik Ibrahim Malang**

There are two important things need to be presented in this section: the predicate of learning style and each learning style mostly used by the participants. First of all, it can be said that each of the participant had their specific learning style; however, almost all of them had a combining learning style categories. Mr. W, for example, confirmed that he was a kinesthetic learner but he admitted that the categories of auditory and visual styles are also useful: he prefer listening, visual displays, and textbooks.

"I agree definitely learning bahasa Indonesia through listening, listen to others native speakers and my peers. I agree with D. I do prefer the lecturers to reading assignments. I find at least what was being said in the reading assignments given by the lecturer. The reason is just about understanding and I have question that can be answered. Not just repeating not just parroting. Visual displays, textbooks yes are use-

ful in learning another language. I don't agree that read information I may understand some by reading. I think I feel confident with my pronunciation, they are quite area to study is helpful but for the whole experience I like the sound, the smell everything. I enjoy reading Indonesian, yes, teach me a lot longer. Err and I am surprised that I plan and I think it makes me a good lesson. I agree and love learning Indonesian through practicing and touching. Err that is good. Err it makes your learning meaningful. I know that performance. Kinesthetic really helps me for study."

Another similar argument was also given by Mr. R. He claimed that his particular learning style was kinesthetic. He said that to actually use language productively, he should do or practice doing things. He believed that going shopping or catching a becak could make him very productive in developing his language skills. He said probably when he was in Malang longer he would like to see more and went on in physical way. He stated that shopping would have been important for him. He discovered that in Australia there are good resources, they are in Information Technology Resources that has kinesthetic approach. He found those resources are very useful and helpful to his learning. Interaction with students, lecturers, people in the community, shops, all of those things, market places are all very valuable to broaden his Indonesian experience and abilities. He used all manners of learning styles to try building his skill and understanding.

As can be seen from Table 1, 2, and 3, the number of the participants who chose the given categories of each learning styles ranges from five to eight out of eleven participants. There is no single dominant category chosen. The highest number of the categories for auditory and visual styles ranges from five and six participants. Nearly similar situation happened to kinesthetic style in which the highest number of the category ranges from six to eight. Based on those three figures, however, it can be said that kinesthetic style seems to be the dominant learning character of the participants. In fact, most of the participant suggested having more time for going outside learning, as they wanted to know more about

the language and practice the culture as well. In addition to this, the only highest indicator in number was represented in kinesthetic style, i.e., most of them always enjoy tasks that involve manipulating materials and objects, which was chosen by eight participants. Seven participants argued that they often rely on what they can directly experience or perform. Finally, six participants liked Most of the time they like learning bahasa Indonesia through moving, doing, and touching and Most of the time they learn bahasa Indonesia best through a hand - on method, actively exploring the world around them.

### Conclusion

This study has shown that learning styles have occurred on the participants in learning bahasa Indonesia at the Faculty of Humanities of the State Islamic University Malang. In this chapter, these findings are summarized, and the implications for future program are discussed.

### Kinds of learning styles performed by the Australian teachers' in learning bahasa Indonesia at UIN Maulana Malik Ibrahim Malang

It is argued that the participants' goal and motivation of learning played an important role in influencing their learning styles. The participants who have a clear goal of learning will have strong motivation to achieve that goal. They will usually be able to suit or adapt in some ways their learning styles when they got problem with their learning. The factual motivation would really affect how the participants learn. If they are motivated they will try a different way that suits them. If they are not motivated, however, they will get bored.

It can be concluded that most of the participants in general had good motivation. In fact, most of them tried to practice their Indonesian, although there were a small numbers of them still tried hard to understand the lesson. In regard to this matter, it is expected that the participants have to first identify their learning difficulties and then try to use another way to learn. So, they have to consider why they are learning, and trying to use different ways that suit them when they get

learning problem because they may not realize other ways to understand the lesson.

All in all, it can be summarized that more participants are kinesthetic learners. Most of them learnt bahasa Indonesia best through a hand - on method, exploring the world around them, and often relying on what they can directly experience or perform. Theoretically, students who have a predominantly kinesthetic style are thought to be discovery learners: they have realization through doing, rather than thinking before initiating action. As kinesthetic learner, the participants loved doing activities such as chemistry experiments, sporting activities, art and acting; and listening to music while learning or studying. However, kinesthetic learners can quickly become bored when there is no physical element incorporated into the learning process, and the teaching does not provide opportunity to practice. In spite of this fact, they confirm that auditory and visual categories are also beneficial for them in learning bahasa Indonesia.

### Kinds of categories of each learning style mostly used by the Australian teachers in learning bahasa Indonesia at UIN Maulana Malik Ibrahim Malang

It can be concluded that most of the participants learning style was kinesthetic. Its categories mostly suit with the participants' learning style including more time for outside learning since the participants need to know more about the language and practice it within its cultural context. Most of them enjoy very much tasks that involve manipulating materials and objects. The participants often rely on what they can directly experience or perform. Finally, the participants also like learning bahasa Indonesia through moving, doing, and touching. Most of the time they learn bahasa Indonesia best through a hand - on method, actively exploring the world around them.

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