



CAN DIFFERENT LEARNING STYLES IMPACT EFL LEARNERS' TOEFL READING ACHIEVEMENT?

by

Asti Diah Palupi

Department of English Language Teaching, School of Postgraduate, Universitas
Muhammadiyah Purwokerto, Indonesia

ms.asti121288@gmail.com

Tono Suwartono*

Department of English Language Teaching, School of Postgraduate, Universitas
Muhammadiyah Purwokerto, Indonesia

suwartono@ump.ac.id

Dewi Sukawati

Department of English Language Teaching, School of Postgraduate, Universitas
Muhammadiyah Purwokerto, Indonesia

humassmkcbm@gmail.com

*corresponding author

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Abstract:

Educators need insights into how various learning styles can influence learners' performance in assessments. Exploring the impact of different learning styles on EFL learners' TOEFL reading achievement is a multidimensional endeavor with implications for educators, learners, and the broader society. This study aims to investigate the extent to which vocational diploma EFL learners acquired English based on their preferred learning styles. The ex-post facto design was used for this study. As many as 37 participants were selected purposely from all majoring fourth-semester students at an EFL vocational diploma college. A questionnaire divided the participants into three groups depending on their preferred learning styles: visual, auditory, and kinesthetic. A TOEFL reading test was employed to measure the participants' English proficiency. The average scores for each learning style group were calculated and revealed that visual learners had an average TOEFL reading score of $M=43.22$, kinesthetic learners had an average TOEFL reading score of $M=38.70$, and auditory learners had an $M=35.00$. A one-way analysis of variance (ANOVA) was used to statistically compare these averages. The ANOVA results showed a non-significant finding with $df=2$, $F=1.102$ and $P=0.344$. The findings revealed that the TOEFL reading comprehension scores of students with different learning styles did not differ significantly. This study contributes to the ongoing discourse surrounding individualized learning experiences and standardized language assessments. As the field of language education continues to evolve, further research will be pivotal in refining pedagogical practices to meet better the diverse needs of learners striving to excel in their language proficiency endeavors.

Keywords: auditory ;learning style;, kinesthetic, TOEFL reading achievement; visual,

Abstrak:

Pendidik membutuhkan wawasan tentang bagaimana berbagai gaya belajar dapat mempengaruhi kinerja peserta didik dalam penilaian. Mengeksplorasi dampak dari gaya belajar yang berbeda pada prestasi membaca TOEFL pelajar EFL adalah upaya multidimensi yang berimplikasi pada pendidik, pelajar, dan masyarakat yang lebih luas. Penelitian ini bertujuan untuk menyelidiki sejauh mana pelajar EFL diploma

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kejuruan memperoleh bahasa Inggris berdasarkan gaya belajar yang mereka sukai. Desain ex-post facto digunakan untuk penelitian ini. Sebanyak 37 partisipan dipilih secara purposif dari semua mahasiswa semester empat di sebuah perguruan tinggi diploma vokasi EFL. Sebuah kuesioner digunakan untuk membagi peserta ke dalam tiga kelompok berdasarkan gaya belajar yang mereka sukai: visual, auditori, dan kinestetik. Tes membaca TOEFL digunakan untuk mengukur kemampuan bahasa Inggris para peserta. Skor rata-rata untuk setiap kelompok gaya belajar dihitung dan menunjukkan bahwa pembelajar visual memiliki skor rata-rata membaca TOEFL sebesar $M = 43,22$, pembelajar kinestetik memiliki skor rata-rata membaca TOEFL sebesar $M = 38,70$, dan pembelajar auditori memiliki skor rata-rata sebesar $M = 35,00$. Untuk membandingkan rata-rata ini secara statistik, analisis varians (ANOVA) satu arah digunakan. Hasil ANOVA menunjukkan temuan yang tidak signifikan dengan $df = 2$, $F = 1.102$ dan $P = 0.344$. Temuan ini mengungkapkan bahwa skor pemahaman bacaan TOEFL siswa dengan gaya belajar yang berbeda tidak berbeda secara signifikan. Penelitian ini berkontribusi pada wacana yang sedang berlangsung seputar pengalaman belajar individual dan penilaian bahasa standar. Seiring dengan terus berkembangnya bidang pendidikan bahasa, penelitian lebih lanjut akan sangat penting dalam menyempurnakan praktik pedagogis untuk lebih memenuhi beragam kebutuhan siswa yang berusaha untuk unggul dalam upaya kemahiran bahasa mereka.

Kata kunci: *gaya belajar, visual, auditori, kinestetik, pencapaian tes membaca TOEFL*

INTRODUCTION

English as a Foreign Language (EFL) teaching necessitates a thorough understanding of students' cognitive processes, memory retention mechanisms, and information retrieval procedures. Educators must figure out which teaching approaches best serve, allowing students to understand new material and internalize and apply it in real-world circumstances (Bane & Kitila, 2023). Undoubtedly, each person has a different aptitude for understanding a lesson. Likewise, Akmal et al. (2020) stated that each learner learns uniquely. Every person learns and processes knowledge in a unique way. This is commonly referred to as "learning styles." Suwartono (2021) proposed the concept of "student learning style," arguing that each student learns differently based on their learning preferences. Students who match their learning style to their study method are more likely to retain information and comprehend concepts more thoroughly. Students who study under their learning style are more engaged and absorb knowledge. Having the right learning style is essential for success and self-development.

Teachers should encourage and support their students as they choose their preferred teaching methods. Individuals with auditory learning preferences learn best by hearing things, kinesthetic learning preferences learn best by motion and touch, and people with visual learning preferences learn best by seeing things (Jaleel & Thomas, 2019). Regardless of the methods a student picks and even though each student has a unique learning style, it illustrates the quickest and best manner for each student to acquire knowledge that is not directly related to him or her. Learning styles are how people organize, process, and absorb information (Duykuloğlu, 2023;

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Hidayat & Irdiyansyah, 2023). Teachers must be aware of the varied learning styles. Teachers can improve classroom learning by being aware of their students' preferred learning styles. Learning outcomes, which take the form of marks earned by students and awarded by teachers based on a predetermined assessment technique, are one of the criteria used to measure a student's development.

Achievement and education are critical goals. This goal must be met for each student's complicated reciprocity to be realized, the support of the parents, the school environment, the teacher's teaching methods, the children's motivation, their prior experiences, prior knowledge, and a variety of other elements (Mawaddah et al., 2022). Learning style is one of the most important aspects influencing how students learn English and substantially impacts the learning strategy used, which in turn influences learning outcomes. External influences include curriculum, assessment practices, school climate, learning infrastructure and amenities. In contrast, internal components include student aspiration, learning habits or learning styles, motivation, knowledge processing, storing and investigating learning results, accomplishment, and self-assurance in one's intelligence and potential for learning (Karim et al., 2023; Kurniawan et al., 2022). Students' aspirations, learning habits or styles, learning motivation, content processing, storing, and recalling are all part of the external group. Internal factors include student aspiration, learning habits or styles, learning motivation, knowledge processing, storage and exploration of learning results, accomplishment, and self-confidence in intelligence and learning capacity.

Depending on the student's learning decisions, different learning outcomes will occur. According to Albeta et al.'s (2021) research, there is no noticeable distinction in student learning achievement based on student learning styles. As a result of this, students with different learning styles thrive in online learning. Different from Elesio's study (2023), discovered that students with accommodated learning styles had considerably different learning performances in a study that was identical to this one. Knowing each other's preferred learning styles would make teaching and learning more accessible for instructors and students. Students can study more effectively if they know their favorite learning methods. It influences the students' performance and makes it easier for them to remember the lesson.

The Test of English as a Foreign Language (TOEFL) is an official test required for specific goals such as recruitment and admission. Furthermore, it is often used to measure by

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various institutions in EFL countries. It differs from an educational curriculum regarding test participants' English competence (Netta & Trisnawati, 2019). The decision to take the TOEFL over other English language tests, such as IELTS (International English Language Testing System) or TOEIC (Test of English for International Communication), often depends on the individual. For academic purposes, the TOEFL is widely accepted by universities and vocational diploma colleges, particularly in Indonesia. It is intended to assess a test taker's ability to use and understand English at a vocational diploma college level. It is, therefore, the preferred choice for those seeking admission to English-speaking academic institutions. The TOEFL is because every person has different preferences and strengths when acquiring language skills. Knowing one's learning style can significantly increase the effectiveness of TOEFL preparation. For example, if a learner is more inclined towards visual learning, incorporating visual aids, charts, and graphs into the learning materials may be more beneficial. Likewise, auditory learners may benefit from listening to English audio materials, while kinesthetic learners prefer interactive and hands-on learning methods. According to previous research that looked into students' comprehension of the TOEFL reading test, EFL students' ability to find essential concepts, references, and vocabulary was poor (Jaelani et al., 2022).

Furthermore, 33% of inference questions, 40% of vocabulary questions, and 50% of ambiguous detail questions on the TOEFL reading test were difficult for students to answer (Fajri, 2019). It might be attributed to low interest in reading the chapter and poor familiarity with word meanings and practice. Furthermore, Zalha et al. (2020) suggested five strategies for passing the TOEFL reading test, including skimming and scanning, using context to infer a word's meaning and prior knowledge, rereading the questions, and prioritizing the more straightforward questions. The research described above clearly shows that little consideration was given to how students' learning choices affected their performance on the TOEFL reading test. This inquiry was conducted to bridge the gap.

The current study attempted to determine whether there is a difference in English achievement between students with visual, auditory, and kinesthetic learning styles on the TOEFL reading. The following research question was thus formulated as the focus of the study to gather thorough responses and fresh information: Does English achievement in TOEFL reading differ from those who learn best visually, aurally, or through movement?

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Every person has a unique learning style and method of instruction. According to Wahab and Nuraeni (2020), students acquire and process knowledge through various methods, including listening and seeing, acting reflecting, reasoning and intuition, and analyzing and picturing. A person's learning style is influenced by how information is acquired and arranged and processed (Rajanthran et al., 2023). Recognizing one's learning style may aid pupils in comprehending stimuli and information, recalling it, practicing critical thinking, and problem-solving. Students must become aware of their preferred learning styles to adjust their chosen learning preferences to the specific learning activities they will participate in and increase their academic achievement. Even though each student has a unique learning pressure adapted to their learning methods, Rafiq & Hardiyanto (2023) suggested that when pedagogically offered facilities are considered, student learning goals can be readily met.

Three learning styles proposed by Deporter & Hernacki in Wahab & Nuraeni (2020) are namely the term visual learning style that describes a method of learning emphasizing seeing; visual imagery learning style, where the learners learn primarily visually and are frequently inclined to employing visual aids like diagrams, charts, and maps to help learners understand new ideas; and auditory learning style, where an individual's preference for listening to and repeatedly processing spoken information style that have a strong predisposition for auditory learning might be effective at remembering what they hear, but they might struggle with kinesthetic or visual learning techniques such as reading books, attending group discussions, and listening to lectures are all popular activities for auditory learners; and the term kinesthetic learning style describes the process of learning through bodily movement or object manipulation that those with a strong affinity for kinesthetic learning, doing or experiencing something is often the best way to learn. To apply instructional strategies that enhance student learning, the teacher must know each student's chosen learning style. Students can select the study techniques, surroundings, and activities that best suit them by recognizing their learning preferences (Huber & Muller, 2023).

Understanding and adapting one's learning style to reading preparation for the TOEFL is paramount to optimizing language acquisition and success on the exam. Different people have unique learning preferences, such as visual, auditory, or kinesthetic styles. When preparing for the TOEFL reading section, incorporating personalized study strategies that fit an individual's preferred learning style improves comprehension, retention, and overall performance. Visual learners may benefit from using charts, graphs, and visual aids to grasp textual information,

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while auditory learners may excel in engaging with English audio materials. Kinesthetic learners, on the other hand, may find interactive exercises and hands-on activities helpful in improving their reading skills. Recognizing and adapting these different learning styles promotes a more engaging and effective learning experience and significantly impacts TOEFL reading performance by tailoring the preparation process to individual strengths and preferences.

According to Barokah and Suseno (2019), the TOEFL is a standardized test that measures non-native English learners' English language competency by test scores or instructor grades. Education aims to improve student learning outcomes so that they may use their knowledge and abilities in real-world settings. While student learning measures topic knowledge expansion, student achievement measures success in applying that knowledge. The success of classroom teaching and learning activities can demonstrate that the objectives have been met. A student's achievement is defined as their best effort concerning what they were able to execute, acquire, understand, and apply (Meadseena & Chano, 2023).

Nofrialdi (2022) stated that a variety of factors, including personal factors such as prior knowledge, a learner's capacity to understand new ideas can be influenced by the knowledge and abilities they already possess, motivation: the will and desire to study can significantly impact success. Better outcomes are typically the consequence of intrinsic motivation, such as personal interest in or pleasure in the subject and learning style. Everyone has a preferred technique of information processing and comprehension. Being aware of one's chosen learning style can help improve learning effectiveness.

At schools, Jamalzadeh & Rostami (2021) argued that learning achievement is typically assessed using a variety of methods, including formative assessments, which provide continuous feedback to students and teachers to improve learning, summative assessments, which gauge student learning at the end of a unit or course, homework assignments, which require students to put what they have learned in class into practice, and reports, essays, research projects, and case study analysis, which evaluate students' ability.

Concerning the importance of reading comprehension and academic performance among Indonesian students, reading instruction has become a critical topic in educational policy and practice for English language learners. According to Pratiwi et al. (2021), the TOEFL assesses test-takers' English proficiency when English is not their native language. The TOEFL is one of the standardized tests required before applying for a job or graduating from college, making

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it an essential instrument for assessing people's English competence. It is acceptable. This language assessment test assesses non-native English speakers' ability to use and comprehend English in an academic setting. TOEFL is recognized as a trustworthy indication of English language proficiency by colleges and universities worldwide (Istighfaroh et al., 2023).

The ability to comprehend and interact with English-language reading passages on the TOEFL exam is referred to as English achievement in the TOEFL Reading section. It assesses an individual's ability to read written English in a formal environment. In most circumstances, the TOEFL Reading section consists of three to four texts, each followed by multiple-choice questions. The excerpts cover various topics, including academic texts, social sciences, natural sciences, and humanities. The questions assess several reading skills, such as identifying main ideas, analyzing details, drawing conclusions, knowing language in context, and determining how the material is ordered and structured. In the TOEFL Reading section, the accuracy, speed, and comprehension of the texts performed by the test taker are utilized to measure their level of English proficiency. A higher English achievement score in this section indicates an improved ability to comprehend, assess, and effectively respond to written information in English.

To achieve a good TOEFL Reading section score, test takers must demonstrate various language skills, such as vocabulary knowledge, reading methods, inference-making ability, and a comprehension of how the material is presented and connected within the passage. Consistent preparation, exposure to English literature, and familiarity with the exam format and question types are essential for boosting TOEFL English performance. Regarding this issue, the study proposes one research question: does learning styles impact students' TOEFL reading achievement?

METHOD

Design

The quantitative research approach employed in this study constitutes the ex-post facto. The ex post facto design method is a quantitative research methodology that focuses on studying the relationship between existing variables, where the researcher cannot manipulate or modify the variables (Marín-Díaz et al., 2020). Learning style is the independent variable, and TOEFL Reading Achievement is the dependent variable. It was utilized to see if there was a relationship between the student's learning styles and their TOEFL reading score accomplishment.

Participant

This study was conducted in a vocational diploma college in Purwokerto, Indonesia. This study entailed several EFL students with vocational diplomas. From the fourth semester students as the research population, a sample of 37 students were recruited. They comprised 20 Digital Business Management Programs and 17 Office Administration Automatization Programs. We purposely chose the sample based on the first time taking TOEFL. Purposive sampling is a technique used in quantitative research to select specific individuals or cases based on predefined criteria relevant to the research question. This method is often used when the researcher wants to study a specific subgroup within the population or when the population is small. Purposive sampling allows the researcher to focus on specific subgroups or characteristics within the population, such as EFL learners with different learning styles.

Instrument

The data was collected through a learning style questionnaire and the TOEFL reading test. The questionnaire data was then analyzed to identify students' preferred learning styles. We used a closed-ended questionnaire to learn more about the students' favorite learning modes. We devised a total of 30 items (statements). There were ten items for each of the three senses: visual, auditory, and kinesthetic. The students then responded directly without speaking to one another. The questionnaire included a 5-point rating scale (see Table 1).

Table 1 The scores for each response in the questionnaire

No	Items	Score
1	Always	5
2	Often	4
3	Sometimes	3
4	Rarely	2
5	Never	1

The highest score out of the three learning styles based on students' questionnaire replies revealed the students' learning styles' propensity. Students who received similar scores for two or more learning styles were assigned the learning type with the highest number of 'incorrect' or 'frequently' replies. The questionnaire's validity and reliability were assessed on fourth-semester Vocational Diploma EFL College students. The SPSS was used to analyze the data, and the Cronbach's Alpha coefficient was used to assess reliability. The study's validity criterion was 5% (0.05), with r-table values of 0.444. The analysis showed that 7 out of 10 items in each

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learning style were dropped. The questionnaire was considered reliable because the r-count is higher than 0.444.

To determine students' level of English proficiency for this study, documentation of their learning outcomes (learning achievement) refers to TOEFL scores. In this evaluation, the students' TOEFL results related to their reading scores (Gear & Gear, 2016). The researchers obtained the students' reading scores by administering a TOEFL predictive reading test with five passages and 30 multiple-choice questions. The TOEFL reading test was taken from Cambridge Preparation for the TOEFL Test, authored by Gear & Gear (2016).

Data collecting technique.

A questionnaire was administered to the participants before the TOEFL test. After completing the questionnaire, the participants received a copy of the TOEFL reading test. On the TOEFL reading test, the participants had 30 minutes to complete 30 multiple-choice test items. The test scores revealed students' achievement.

Data analysis technique

Participants were divided into three learning styles: visual, auditory, and kinesthetic. The distribution of students across these learning styles provides insights into the composition of the study sample and serves as a fundamental step for subsequent analyses. The researchers used a systematic approach to classify participants based on their predominant learning style, likely using questionnaires to assess individual preferences. The results of this categorization will be presented in a detailed breakdown indicating the number of students in each learning style group. This information is critical to understanding the composition of the study sample. It sets the stage for the second phase of data analysis, which may include comparing the performance results of these different learning style groups, perhaps using statistical methods such as one-way ANOVA or similar techniques. The researchers employed One-Way ANOVA (Crewell, 2012). The assumption tests for one-way ANOVA include testing for normality and homogeneity of variances. As part of the study of the effects of different learning styles on TOEFL reading performance of EFL learners, researchers likely conducted normality tests and homogeneity of variance tests for each learning style group. The specific results of these tests, which could include values such as p-values, would indicate whether the data meets the assumptions required for one-way ANOVA. It is critical to ensure that the data meet these assumptions so that the ANOVA results are valid and reliable in assessing potential differences

in TOEFL reading performance between visual, auditory, and kinesthetic learners. Once all the data was collected, the researchers entered their data set into the Statistical Package for the Social Sciences (SPSS) for comprehensive analysis. SPSS enabled the efficient implementation of One-Way Analysis of Variance (ANOVA), a statistical technique to examine potential differences in TOEFL reading performance across learning styles. The one-way analysis of variance results offered information on the median scores, standard deviations, and learning styles of three student groups: visual, auditory, and kinesthetic. The researchers employed ANOVA to determine whether there is a difference in English achievement in TOEFL reading across students with visual, auditory, and kinesthetic learning styles.

RESULT AND DISCUSSION

Results

The data from the questionnaire and score documentation on reading achievement were collected and statistically analyzed for this study's outcomes. The One-Way ANOVA was used to evaluate this study. In terms of reading achievement, visual dominant students (M=43,22), auditory dominant students (M=35,00), and kinesthetic dominant students (M=38,70) outperformed visual dominant students (M=43,22), auditory dominant students (M=35,00), and kinesthetic dominant students (M=38,70), according to the statistical analysis in Table 2. The following data was displayed in detail:

Table 2 Means and standard deviation for reading achievement

Group Name	Types of Learning Style	N	M	SD	SEM
Group 1	Visual	18	43.22	14.161	3.338
Group 2	Auditory	9	35.00	13.583	4.528
Group 3	Kinesthetic	10	38.70	13.865	4.384
Total		37	40.00	13.988	2.300

Note: N: Number of subjects; SD: Standard Deviation; M: Mean; SEM: Standard Error Mean.

Table 3 ANOVA for Reading Achievement

	SS	Df	MS	F	P
Between Groups	428,789	2	214.394	1.102	.344
Within Groups	6615,211	34	194.565		
Total	7044,000	36			

Note: SS: sum of squares; df: degree of freedom; MS: mean square; F: statistic value; P: probability value.

Statistical analysis, as presented in Table 3, shows no statistically significant difference in performance between the three groups (df = 2). The degrees of freedom (df) indicate the

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number of independent values , reflecting the groups being compared. The F-statistic ($F = 1.102$) is a measure from the analysis of variance (ANOVA) test that assesses variability between group means. A value close to 1 indicates a similarity between the means. The P value ($P = 0.344$) represents the probability of obtaining the observed data by chance, assuming no difference exists between groups. At a P value above the traditional significance level (0.05), there is insufficient evidence to reject the null hypothesis, suggesting that the observed performance similarities or differences likely occurred by chance and are not due to differences in learning styles in the groups. This shows that their reading achievement was equivalent despite the students' different learning styles (visual, auditory, and kinesthetic). In other words, the results demonstrated that English proficiency in TOEFL reading did not differ between those who learned best visually, aurally, or through movement and those who learned best otherwise.

Discussion

According to this study, students with visual, auditory, and kinesthetic learning preferences do not differ in their English achievement, exceedingly in reading competence. This would imply that a student's preferred learning style does not affect how well they understand what they read. Although visual students prefer to see something concrete and often have more reading opportunities than auditory and kinesthetic students, this does not mean they are more familiar with what is read or would be better readers (Riduan et al., 2021). Other factors may also influence the students' reading abilities. One of the deciding factors could be the students' reading strategy. Reading strategy for college students displays good cognitive and mental progress when studying English, although many are still unclear about their learning methods. The findings of Maming et al. (2023) supported the idea that learning styles are dynamic and dependent on each student's growth on both cognitive and mental levels, as well as the learning environment that can stimulate more adaptation.

The documentation of student achievement is based on the results of the exams performed by the researchers. Students were assigned to one of several categories based on their TOEFL reading comprehension test scores. Following that was a quiz. The exam was formatted like a TOEFL test, with 30 multiple-choice questions. Students took the test too rapidly, resulting in a variety of grades. As a result, while some students obtained exceptional marks, most received average marks. Netta and Trisnawati (2019) toughened that the most significant barrier to

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students' reading comprehension was their failure to comprehend the content offered by the teacher, combined with their restricted vocabulary.

The fourth-semester Digital Business Management (DBM) and Office Administration Automatization (OAA) vocational diploma EFL learners have to meet their knowledge objectives to learn reading comprehension. This has addressed the formulation of the research problem. Teachers can assist them in becoming more proficient readers, which is beneficial for educational objectives (Treve, 2021; Rattanasak, 2023). Teachers may help students become better readers by providing feedback on all of their assignments and ensuring that they fully comprehend them to promote student involvement and enthusiasm in the teaching and learning process. Students should be able to focus more on grasping different texts and questions. Students' reading comprehension skills can also be improved based on their learning methods.

Conducting observations can help visual learners understand a subject better. It supports the study's findings (Birinci & Sariçoban, 2021), which found that students who prefer visual learning find it easier to understand concepts through pictures, flowcharts, films, and demonstrations. Reading textbooks with text, photos, and diagrams may help children who learn best visually understand English lessons. Reading comprehension requires visually independent language learners. According to Mohamed (2023), a reading technique is known as a "literature circle" develops unique roles for students and supports independence and active learning. The literature circle method was developed primarily for in-person instruction. As online teaching and learning expanded, new teaching techniques and learning strategies were required. In response, the current study changed traditional in-person literature circles into a virtual format maintained online under the name Virtual Literature Circle (VLC). Following testing, there were considerable, significant differences, indicating that the VLC technique was beneficial in assisting EFL learners in improving their vocabulary and reading comprehension. VLCs are effective and suited for both synchronous and asynchronous face-to-face learning.

Students who prefer auditory learning, on the other hand, are more likely to learn by listening than by reading or writing, can produce symbols, words, or phrases through listening, enjoy listening to music and dialogue, and can easily follow spoken instructions (Safei & Ekasari, 2022). One of the instructional approaches used in the class is the lecture and discussion approach. The first skill for learners who prefer auditory learning methodologies is receptive, and the second is generating. Researchers suggest that people with strong listening

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skills have better reading comprehension. Auditory skills, which include the ability to recognize and interpret spoken language, are thought to positively contribute to overall language processing ability, which in turn may impact mastery of tasks that require text comprehension, such as reading. This connection highlights the connection between different language skills and emphasizes the potential influence of listening skills on reading performance. Understanding these relationships is critical to developing targeted strategies to improve overall language proficiency, particularly in contexts such as TOEFL that assess reading skills.

English language instruction in the classroom is supplemented for students with kinesthetic learning styles through practicing, learning by doing, demonstration, role-playing, and exploration. Kinesthetic learners favor educational programs that emphasize hands-on learning. According to Serván (2023), everyone possesses a critical capacity called reading comprehension, which allows them to know and grasp everything around them. It is an expected human behavior to use and comprehend texts for diverse purposes. Reading is a standard method for educating and acquiring new information, researching an intriguing subject, and gaining a better understanding of how to read texts on any level (literal, inferential, criterion). Appropriate feedback is critical for improving this learning style.

The study's findings reinforce that positive feedback is vital for reading comprehension at all levels since it promotes learning by doing. According to Zalha et al. (2020), reading strategies can improve reading efficiency and comprehension. Another factor that may impact reading comprehension is cognitive aptitude or intellect. It is feasible to discuss learning style and other potential elements that may influence reading achievement, which the researchers may investigate in a subsequent study.

CONCLUSION AND IMPLICATION

Conclusion

This study showed a non-significant finding with $df=2$, $F=1.102$ and $P=0.344$. There was no difference between students' auditory, visual, or kinesthetic learning styles and their ability to comprehend reading on the TOEFL test. There were other variables at work, so each student's learning style did not influence how well they grasped what they were reading.

Limitation

Despite the study's flaws, researchers continue to raise the bar for future research. (1) Although there are undoubtedly multiple factors that affect learning performance, the research focuses primarily on three modes of preferences or learning: visual, aural, and kinesthetic. Students with auditory, kinesthetic, or visual learning modalities also perform well. The characteristics that influence how pupils learn themes remain outside the scope of visual, auditory, and kinetic learning strategies. (2) Although using questionnaires as data collection tools is based on assumptions, managing respondents who offer responses that accurately represent the circumstances is complex.

The authors identified limitations in this study, so we recommended that future researchers conduct studies that can conduct a more thorough analysis of the same subject using a different focus or methodology, such as using qualitative research to examine samples' responses by interview, involving a larger population, and incorporating reading practices, in order to produce more insightful results about reading comprehension that may be useful for the learning process. The following researcher may also add one or more factors, such as reading technique. The researcher expects that this approach will be helpful in future studies. This study provides more research ideas. The implications of the results suggest that, contrary to expectations, students' specific auditory, visual, or kinesthetic learning styles did not significantly impact their reading comprehension performance on the TOEFL test. The lack of a discernible relationship between learning styles and reading comprehension suggests that other factors affect how well students understand written content in a standardized testing environment. Educators, test developers, and policymakers should consider examining and identifying these additional variables that influence reading comprehension to improve teaching methods and test design.

Implication

Despite the study's flaws, researchers continue to raise the bar for future research. (1) Although multiple factors undoubtedly affect learning performance, the research focuses primarily on three modes of preferences or learning: visual, aural, and kinesthetic. Students with auditory, kinesthetic, or visual learning modalities also perform well. The characteristics that influence how pupils learn themes remain outside the scope of visual, auditory, and kinetic learning strategies. (2) Although using questionnaires as data collection tools is based on

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assumptions, managing respondents who offer responses that accurately represent the circumstances is problematic.

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BIO-PROFILE:

Asti Diah Palupi completed an undergraduate in English Education at Universitas Muhammadiyah Purwokerto (UMP). She is a postgraduate student in the English Education Study Program at Universitas Muhammadiyah Purwokerto (UMP). Her expertise is in EFL, Language Assessment, and Learning Media. Corresponding email: ms.asti121288@gmail.com

Tono Suwartono is Professor of English Language Teaching at Universitas Muhammadiyah Purwokerto, Indonesia. He holds a Ph.D. in Language Education. In addition, he is an internationally certified TESOL trainer. He is a leading researcher and internationally reputable author. He has been a renowned resource person throughout the Archipelago. His workshops include educational research, academic writing, test and testing and educational evaluation, learning and teaching methodology, language education, Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL/TESOL), and motivational programs. Above all, he also serves as a peer reviewer for several journals within Indonesia and beyond, including seven internationally reputed journals indexed in Scopus. Corresponding email: suwartono@ump.ac.id

Dewi Sukawati completed an undergraduate in English Literature Program at Universitas Jenderal Soedirman Purwokerto (UNSOED). She is a postgraduate student in the English Education Study Program at Universitas Muhammadiyah Purwokerto (UMP). Her expertise is in EFL, Language Education, and Curriculum. Corresponding email: humassmkcbm@gmail.com

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