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# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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## Perceptual Learning Style Preferences among Level 2 Orang Asli Students

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### Abstract

Learning styles play a significant role in language teaching and learning process. It influences the way students learn and how they approach learning situations, especially in the second language learning. Different students prefer diverse learning styles to learn a language. Therefore, understanding students' Perceptual Learning Style preferences (PLSPs) is important for every teacher to improve the effectiveness in teaching and learning process. This study seeks to identify the students' PLSPs that influence the way students learn and how they approach learning situations. To reach these purposes, a study was conducted on 70, level 2 *Orang Asli* students who also known as Indigenous students in one of the Kluang, Johor rural schools. Four study questions were incorporated in investigating the perceptual preferred learning styles of Level 2 Orang Asli students in terms of auditory, visual, tactile, and kinesthetic learning methods. The Learning Style Index (LSI) was used as the research instrument, and Dunn and Dunn's Perceptual Learning Style categorization was used. The subjects were given a survey comprises of 32 questions based on the four Research Questions. A scale of Always, Frequently, Occasionally, Rarely, and Never were used to determine the general extent of learning style practise. This aids in establishing the validity and reliability of the instrument. Visual and Auditory learning styles are more popular than Tactile and Kinesthetic learning styles, according to the study, with visual being the most popular, followed by Auditory, Tactile, and Kinesthetic learning styles, with Visual Learning Style having a high frequency. It is intended that the findings of this study would be a valuable addition to the current literature, influencing the educational system positively and supporting academicians in developing various and relevant lessons for students. The learning styles and study attitudes of students have a direct impact on their learning methods and orientations. Based on the findings, several recommendations are given to increase the effectiveness of teaching and student learning.

**Keywords:** Perceptual Learning Styles, Learning Style Index, Approach, Determining and Indigenous Students

### Introduction

#### Background of Study

As an international language, English is extremely important around the world. It is used for more than just conversation; it is also used for information transfer. English is taught as a second language in all Malaysian schools, and it is a required subject in both primary and

secondary schools. Learning the English in the context of English as a second language in ESL classrooms is perhaps complex. It involves many processes such as students learning styles in learning the language. According to Brown (2010), learners must be appropriately exposed to four key abilities in order to grasp the English language: listening, speaking, reading, and writing. Despite learning English for several years, the standard of English among Malaysian children is deteriorating (Sua et al., 2007). Language is the primary means of communication among individuals in a group. In other words, a Language is a tool of communication that is known as a bridge to join the community. Language is the primary means of communication among individuals in a group. It is important to carry out our everyday activities. Even though some members of that group are unable to read or write, they can communicate with others by speaking the language. However, instructors face hard situations in delivering the lesson in English in most of the rural schools in Malaysia. Even though there are many ways to teach English for learners, the educators still face problems in make the students understand what they are learning.

Considering the significance of English as a global language, the Malaysian government has given an important space to the language in the Malaysian Education Blueprint 2013-2025. The curriculum was designed to produce students who are proficient in English, in keeping with the government's goal of strengthening the language. (Malaysian Education Blueprint, 2013-2025). The purpose is to assist students in learning the language so that they may use it in their daily lives. They must be interested in learning the language in order to speak it fluently. However, each pupil's ability to learn a language varies. Perceptual In teaching and learning of languages, learning styles are extremely essential. It has an impact on how students learn and approach learning circumstances, especially while learning a second language. Different students have different learning strategies when it comes to learning a language.

The concept of student-centered learning is widely pushed in today's modern environment. Student-centered learning focuses on the interests, abilities, and learning styles of each pupil. The learning is not a one-size-fits-all process at its core. Every person's learning experience is distinct. Individuals may have diverse learning preferences due to biological and psychological variations, according to (Lathika, 2016). As a result, every instructor must be aware of their students' preferred learning styles in order to increase their teaching and learning efficacy. The goal of this study is to determine the student's Perceptual Learning Style preferences, which influence how they learn and approach learning situations.

### **Problem Statement**

Students must first understand their own learning patterns in order to properly aid others in the language learning process. When a learner recognises and understands his or her learning styles, he or she can develop a method that best meets their learning preferences while also enhancing their language learning abilities. Furthermore, if students cannot identify their preferred learning styles, they may lose interest in learning English since they cannot discover an acceptable technique to spark their interest in learning. As a result, one of the most crucial components of the learning process is knowing a student's preferred learning methods.

Moreover, many teachers do not appear to comprehend their students' learning styles, leaving them unable to assess students' learning styles due to a lack of good learning styles assessment. As a result, teachers may misinterpret students' lack of attention or hyperactivity in class as negative attitudes, which could be caused by a lack of effective

assessment of students' preferred learning methods. As a result, teachers must now analyse their students' learning styles in order to accommodate a wide range of learners. (Almasa et al, 2009). It is futile for teachers to cater to all students' tastes all of the time. Instead, teachers should encourage students to learn through strategies that are unfamiliar to them and outside of their comfort zone, as well as techniques that are more practical (Felder & Brent, 2005).

Since many schools pay little attention to students' learning styles, this study seeks to analyse students' learning styles among primary level 2 students, with an emphasis on *Orang Asli* students. The rationale of the study and the research questions are formulated as below:

### **Rationale of the Study**

There have been few studies on rural school students, notably *Orang Asli* or Indigenous kids, despite the fact that there have been several studies on students' perceptual learning styles. One of the greatest issues among *Orang Asli* students, in my opinion, is the English language learning. The major goal of this study is to determine the learning styles of level 2 *Orang Asli* students. Gender and ethnicity, for example, have an impact on students' learning patterns. As a result, this study will look into the perceptual learning styles of level 2 *Orang Asli* children at a rural school in Kluang, Johor, in terms of auditory, visual, tactile, and kinesthetic learning styles. This will help educators teach more effectively while also encouraging and directing them in the right direction. Teachers' use of and assistance with language acquisition will alter as new insights about students and their learning styles are integrated throughout the educational process.

### **Research Questions**

In this research, four questions need to be focused on:

RQ 1: What is the preferred learning style of the subjects in terms of Auditory Learning Styles?

RQ 2: What is the preferred learning style of the subjects in terms of Visual Learning Styles?

RQ 3: What is the preferred learning style of the subjects in terms of Tactile Learning Styles?

RQ 4: What is the preferred learning style of the subjects in terms of Kinaesthetic Learning Styles?

### **Significance of the Study**

The finding of the study will provide valuable information to determine the Perceptual Learning Styles will be able to help future teachers to identify the students' preferred learning styles in learning the second language. Thus, it will provide a literature review for future researchers related to ESL learners and also teachers on students' preferred learning styles.

### **Research Gap**

Though many people doing research on students' preferred learning styles, but not many focusing on *Orang Asli* students. Some of the research that I found regarding *Orang Asli* findings show that *Orang Asli* students love to have fun in learning and they do not like to be restricted by rules and boring classroom routines (Gill et al., 2010). Unfortunately, they are not focusing much on how to make the students have fun and understand the lesson, especially in English class. As an English teacher, I would like to attempt to find out the preferred learning styles of *Orang Asli* students in a *Kluang*, Johor rural school. In a nutshell, the research proposed can fill up the gap left by another researcher.

### **Operational Definition**

There are a few terms that are operationally explained to avoid any misunderstanding on the side of readers.

### **Orang Asli Students or Indigenous People**

According to Colin (2012), *Orang Asli* is a Malay phrase that means "original people" or "first people". These people live in Peninsular Malaysia's rural areas. They are well known for their language, customs, beliefs, and knowledge system, particularly in the field of herbal medicine. In the indigenous population, various ethnic groups share important challenges such as poverty, starvation, lack of access to roads, development, education, and necessities. This condition arose as a result of their manner of life, and *Orang Asli* are divided into three distinct groups: *Semang (Negrito)*, *Senoi*, and *Proto Malay* (Masron et al., 2013).

### **PLSP (Preferred Learning Styles Preferences)**

Students' preferences for perceptual learning styles refer to how they employ their five senses to extract information from their surroundings. Individuals have their own set of "pathways" to follow. Information is stored in a short attention span as it passes via the "route". According to Felder (1996), the "distinctive strengths and preferences in the ways people take in and process information" are referred to as learning style preferences. Everyone utilizes all of their preferences at various times, but not all of them with equal confidence. A set of characteristics, actions, and attitudes that assist learning for a person in a specific setting is also known as a learning style. A learning preference, on the other hand, is a set of learning settings that an individual finds most favourable to remembering knowledge.

### **Learning Style Index (LSI)**

The Learning Style Inventory (LSI) describes how you learn and interact with concepts and circumstances in everyday life. This inventory can be used to interpret and reflect on different methods you prefer to learn in different situations. In other words, it is to use scales to determine the general amount of the use of learning styles.

## **Literature Review**

### **Introduction**

The administrative and academic institutions have taken a keen interest in students' learning styles and preferences. Many researchers have undertaken countless studies on students' learning styles in schools and institutes of higher study. This chapter discusses the definitions of learning styles and learning theories, the study's theoretical framework, language learning methodologies, ESL students' perceptual learning styles (*Orang Asli* students), and the necessity of determining students' learning styles.

### **Language Learning Styles and Learning Theories**

The "learning style" refers to a person's natural or consistent a method of collecting and processing information in learning situations. There have been numerous articles written on this subject, but no one has agreed on a definition; yet, one underlying principle is that people learn in different ways. (James, W.B., & Gardner, D.L. 1995). To some extent, different researchers share similarities and differences in the classification of language learning styles.

Some language learning style models are well-acknowledged and approved, such as Reid, Dunn and Dunn, Fleming, Kolb, Gregorc, Felder and Silverman.

The acquisition of a second language is a complex process that cannot be fully explained by language learning theories alone. As previously stated, some researchers believe that learning entails acquiring new or modifying existing knowledge, behaviours, abilities, beliefs, or preferences, and that it may involve synthesizing many forms of data. There is evidence that the term "learning style" was used in the 1900s (Karthigeyan & Nirmala, 2013). As a result, it is first important to examine 'Learning Theories' such as behaviourism, cognitivist, and constructivism. Behaviourism concentrates solely on the components of learning that can be observed objectively. To explain brain-based learning, cognitive theories look beyond behaviour. According to constructivism, learning is considered a process in which the learner actively develops or builds new ideas or concepts.

Teachers and students have gained a new perspective on learning and teaching in the classroom as a result of study into learning and teaching methods. The following are some of the authors who have looked into this topic. Based on Reid's assumptions, Peacock (2001) investigated the relationship between learning and teaching methods. He discovered that students preferred kinesthetic and auditory learning modes over individual and group learning types, whereas teachers preferred kinesthetic, group, and auditory learning methods. In order to match teaching and learning in the classroom, teachers must endeavour to accommodate students' various learning styles. Students' capacity to adapt to various learning styles is crucial to their academic success.

Dunn & Kenneth (1993) investigated how people learn and discovered that some students only learned through selective techniques. They cited a variety of factors that influence learning styles, including the environment, emotions, sociology, and physical factors. They also highlighted nine factors that influence a teaching style, including attitudes toward educational initiatives. "How an individual receives, retains, and retrieves knowledge has collectively been termed the individual learning styles," Felder (1995) adds. "People have different learning styles, which are reflected in their academic skills, shortcomings, talents, and interests," Felder et al (2002) asserted. Matching teaching and learning styles aren't the most important component in resolving all problems in the classroom. However, according to Felder (1996), strengthening educators', and teachers' awareness of learning style can cater to all learning modes, including helping students recognize their preferred learning style and formulating successful learning techniques.

### **Previous Researches on Learners' Learning Preferences**

Reid (1987) revealed that most Korean students favoured the visual learning method in a study of learning style preferences among ESL students in 43 university-affiliated intensive English language programmes across the United States. They were substantially more visual than students from the United States and Japan (Reid, 1987). The native speakers thought the choice of visual learning technique was insignificant, contradicting Bennett's (1979) findings that "mainstream culture favoured visual learning through the written word."

Abidin et al (2011) looked into the perceptual learning styles of 317 Malay students in upper secondary school, with an average age of 16. In this regard, the Learning Styles Survey (LSS) was chosen as a useful tool for determining the learning styles of the participants. According to the findings, there is a link between overall academic achievement and learning styles. The highest score is for auditory learning type, followed by visual, reflective, analytic,

global, kinesthetic and group learning styles. It was also discovered that the majority of students polled have various learning styles or a combination of them.

Razawi et al (2011) conducted research on the learning styles of ninety Form 4 ESL students in a rural secondary school in Kuala Berang, Terengganu, using a questionnaire adapted from Brindley (1984). It was discovered that the respondents had a strong preference for both auditory and visual learning. The researcher's point of view on educators' roles in teaching and the learning process is particularly fascinating, as it is suggested that "teachers should reflect on their own understanding of the varied learning styles that present in the classroom" (Razawi et al., 2011). This should serve as a reminder to teachers-in-training to engage in reflective thinking as part of their efforts to tailor pedagogical approaches to students' various learning styles.

Alias et al (2014) did a survey research in a rural secondary school in the Jempol region of Negeri Sembilan, Malaysia, to assess the learning styles of 47 Form Four students of Malay origin. The Felder Silverman Model (1988) is a four-dimensional model that includes visual/verbal, active/reflective, sequential/global, and sensing/intuitive dimensions. The bulk of the individuals were Active (89.3 percent), Sensing (78.7%), Visual (95.7 percent), and Sequential (70.2 percent) learners across the four dimensions. The findings show that the majority of respondents strongly identify with one of the two styles in each area.

In the English Language Department, Islamic Azad University, Lahijan, Iran, Gilakjani (2012) conducted a study on visual, auditory, and kinesthetic learning styles and their effects on English language instruction. A total of 100 EFL university students majoring in the Language Translation Department took part in this 22-study. There were 40 male and 60 female students, all between the ages of 23 and 28. They were English Translation students at Iran's Islamic Azad University in Lahijan. Students were given fifteen questions to answer, each with five options. During the test administration process, it was discovered that around 50% of students chose visual learning style, 35% liked auditory learning style, and 15% selected kinesthetic learning style.

Only a few previous studies have been undertaken in the local context of Malaysia to explore rural secondary school students' learning style preferences over the years, with the majority of them employing various research instruments. As a result, this study's theoretical framework includes both language acquisition and learning style theories. Learning style, according to Dunn and Dunn (1993), is how students begin to focus on, process, assimilate and recall new and difficult academic content. Since people's learning styles are their strengths, they learn more, do so more effectively, and retain it better at any age when they use them (Dunn et al., 1995).

### **Perceptual Learning Styles of ESL Students (*Orang Asli* Students)**

Natures of *Orang Asli* children' are reserved, shy, and wary of new experiences and also live very much with nature and communicate among the community themselves. They do not fit easily into communication practices in the mainstream (Smith, 2013). Based on experience, *Orang Asli* children have major problems due to the limited use of English. They are not familiar with English as they have their unique languages to communicate among themselves. Furthermore, these children learn the language only in schools with their teachers. Most of the indigenous schools are situated in a rural setting and they are lack exposure to the English environment. Lack of confidence in speaking English form a kind of nervousness and anxiety, build their low self-esteem and block them from speaking the language. They also somehow misspelled the words and confuse with *Bahasa Melayu* and

English words while pronouncing. These factors affect them in learning the second language. According to Krishnasamy & Sharani (2019), students face obstacles due to a lack of tools and activities that enhance English language acquisition. In order to make the students learn English, educators should come up with different methods or styles to teach them.

To begin, most educators should determine the students' learning styles when it comes to learning the language. The way a person absorbs and retains information and skills are referred to as their learning style (Cox et al., 1988). Different learning styles may have an impact on people in every learning environment. The dimensions of learners' learning styles are shown in the table:

Learners' type	Learners' style
Auditory	Prefer spoken explanations and listening to lectures and tapes/audio.
Visual	Pictures, diagrams, and flow charts are preferred visual representations of provided materials.
Tactile	Learn by trying things out, hands-on, doing lab experiments.
Kinesthetic	Learn by participating in physical activity and movement

Table 1: The Dimensions of learners' learning styles

### **Auditory Learning Style**

The first dimension, as illustrated in Table 1, focuses on the auditory learning style. It would appear that auditory learners prefer information obtained by listening in this dimension (Montgamery, 2009). Students that learn this way learn through spoken instruction, dialogues, debating issues, and listening to other people's viewpoints.

### **Visual Learning Style**

The second type is visual learning style. According to Felder (1996), Visual learners prefer visual representations such as graphs, charts, drawings, and diagrams to get more information. Furthermore, visual learners learn best by seeing and thinking in visuals. To fully absorb the content of a class, they may require specific visual aids, such as the teacher's body language and facial expression.

### **Tactile Learning Style**

A group of students who prefer to study through touch rather than through other senses are referred to as tactile learners. According to Willis & Hodson (1999), when these children can touch things, they absorb information more effectively. Due to the limited activities included in their routine, they frequently have a lot of unexpressed energy when they are confined in a classroom for several hours. As a result, in order to learn, kids must touch various objects. They should, for case, create a real garden rather than listening to the teacher's lecture about one.

### **Kinesthetic Learning Style**

Kinesthetic Learning – is associated with students who have kinesthetic strengths, which Dunn and Dunn (1996) characterise as those who process new and difficult knowledge through whole-body movement. For example, kinesthetic learners may prefer to move



around the classroom while learning classroom vocabulary. To put it another way, these students recall information by experience, and physical exercises and bodily motions are encouraged in order to create engaging teaching.

From administrative and pedagogical perspectives, modern educational procedures are frequently idealised. Conversely, if one analyses the teachers' teaching methods closely, it is feasible to conclude that the vast majority of teachers are unaware of their student's learning patterns due to the most number of students in a classroom. Students' learning styles have been overlooked and viewed as a minor factor in the learning process. In order to accommodate diverse learners, it is necessary to assess students' learning styles. They won't be able to assess the students' learning styles unless they use a proper learning style inventory. The study aims to evaluate ESL students' especially *Orang Asli* students' Perceptual Learning Styles Preferences (PLSP) and to explore the differences in learning styles. This research expectation is to provide a suggestion for teachers and students to overcome the problems that arise due to learning styles.

### **The Importance of Determining Students Learning Styles**

Every learner learns in their own way, which is referred to as "learning styles." In order to incorporate the best practices into their everyday activities, curriculum, and evaluations, teachers must be aware of the differences in their students' learning styles. Learning styles can be described, characterized, and identified in a variety of ways. It's also a collection of elements, habits, and attitudes that help people learn better in every setting. Different learning styles determine how students learn and teachers teach, as well as how the two interact with one another. Learning styles are essential as everyone learns differently. Some people learn best by listening, while others need to watch every step and learn by doing. Individuals require all four types of learning styles: visual, auditory, tactile, and kinesthetic, in order to effectively constrain knowledge to memory. To achieve this, students should complete a learning preference instrument early in the course to understand the importance of recognising students' learning styles and making adjustments in the classroom to accommodate different learning styles. As a result, students will be able to recognise both their own and peers' learning styles. Simultaneously, teachers should be aware that students learn in a variety of ways, which means they must approach teaching from several angles.

Sarasin (1998) also contends that teachers should be interested in their students' preferred learning styles since it will aid them in answering the fundamental question, "How do my students perceive and process information?" According to this idea, if we know our students' learning styles, we can adjust our teaching method to match their needs and teach material that plays to their strengths. Another essential purpose is to help students overcome the constraints of various learning styles in order to enhance their weaknesses as learners. We assist learners in becoming self-sufficient learners by exposing them to several tactics that may enable them to flex or broaden their learning styles. According to Nilson (2003), "multiple-sense, multiple-method training helps all learners learn more and better". Only ten to twenty percent of what we hear is recalled, although numerous neurons connect the ear to the brain. As a result, when our students participate in classroom activities in pairs or groups, as they did in this classroom, we provide them the opportunity to not only interact with but also learn from their peers who have different learning styles.

### **Methodology**

#### Introduction

Teachers can use the information on perceptual learning styles to become more aware of the different learning styles that students exhibit in the ESL classroom. The goal of this study, on the other hand, was to answer the study's research questions, which included identifying the most common learning styles used by Orang Asli level 2 students, including major, minor, and negligible learning styles, as well as their English learning preferences. The population and sample selection, instruments, instrument administration, and data collection processes, as well as the data analysis process, are all covered in this chapter.

### **Research Design**

Survey research is defined as "the collection of information from a sample of people through their responses to questions" (Check & Schutt, 2012). Those interested in doing the research could choose from a number of techniques. A research method is chosen based on a number of factors, including the research's goal, the research questions to be answered, and available resources. Surveys can also be used to gather data on a wide range of topics, such as personal information, attitudes, historical activities, and opinions. The use of self-report measures on adequately selected samples is a component of survey research, which is a quantitative approach. It's a versatile research methodology that may be applied to a wide range of scientific and practical problems. The success of survey research is determined by how closely people's responses to survey questions reflect how they think and act in real life. Since the Covid-19 pandemic swept the globe, I ran an online survey of the selected samples. The purpose of this essay was to present survey research as a research method so that the reader may examine the validity of survey research results.

### **Site**

This survey was conducted at a remote national primary school in Kluang, Johor. Orang Asli students make up the whole student body at this school. These students hailed from low-income families, some of which were broken. These students have never been exposed to an English-speaking environment and are completely reliant on their teachers.

### **Subjects**

The participants in this study were all from level 2, which includes 70 students from years 4, 5, and 6. These respondents were chosen based on their availability on the survey day. Furthermore, gender had an impact on students' learning patterns (Gholami & Bagheri, 2013). The results of the study revealed the students' preferred learning styles, which are associated with emotions. There were 30 male students and 40 female students in this study.

### **Instrument (Questionnaires)**

In a survey, the researcher collects information from respondents via questionnaires in order to answer the study's questions. As a result, the questionnaire's design is critical in obtaining trustworthy data and ensuring that the results are interpretable and generalizable. The Perceptual Learning Styles Questionnaires (PLSPQ) were developed by Reid (1987), as cited in Almasa et al (2009), primarily for foreign language students; however, in this study, we used the Learning Styles Inventory (LSI) developed by Dunn and Dunn (1996) to assess orang Asli students. Students' preferred learning modalities were assessed based on how they learn best using their senses: visual, auditory, kinesthetic, and tactile.

For the sake of this investigation, the instrument was divided into two components. Part A comprises demographic data, namely the respondents' gender, while Part B was

learning style research based on Dunn and Dunn's (1996) LSI, which found four types of learning style dimensions: visual, auditory, tactile, and kinaesthetic. For a variety of reasons, this instrument was chosen. It's simple to administer, understand, and score; it's self-scoring and doesn't require the help of a third party; it's quick to administer and finish; it includes easily reportable scales; and it's reliable and valid, according to studies. In addition, the LSI is comprised of 32 items, each of which has eight questions for each of the four dimensions (Graf, 2007).

To determine the general extent of learning style practise, the following scale was used: Always, Frequently, Occasionally, Rarely, and Never. This is helpful in determining the instrument's validity and reliability. The participants, on the other hand, were led through the survey. The questionnaires based on the research questions are listed below:

RQ1: What is the preferred learning style of the subjects in terms of Auditory Learning Styles?

<b>I learn best by listening to verbal instructions or explanations.</b>					
<b>I form the sound of words to recall them.</b>					
<b>I remember information by hearing myself say the words.</b>					
<b>I read aloud instead of silently talking to myself.</b>					
<b>I memorize information or associate my memories with songs.</b>					
<b>I take an active part in the discussion.</b>					
<b>I learn best by talking to other people.</b>					
<b>Saying the words out loud makes me at ease.</b>					

RQ 2: What is the preferred learning style of the subjects in terms of Visual Learning Styles?

I learn best by seeing, reading, and watching.					
I need to construct and use strong visual image associations to learn.					
I need to create a picture on paper or in my mind to remember something.					
I like to create pictures to match with the words.					
I need to see the words rather than the images.					
I daydream to imagine what things look like.					
I like demonstrations, seeing diagrams, slides, posters, and visual aids.					
Reading or seeing the words in order to learn the words best describes me					

RQ 3: What is the preferred learning style of the subjects in terms of Tactile Learning Styles?

Using my hands/feelings/touching is my style in learning.					
I like to play with objects while learning.					
I learn by taking down notes while listening.					
I underline ideas while listening.					
I need to highlight pertinent information					
I doodle, fold a paper, and play with a pencil or ball pen while learning.					
I manipulate objects while studying.					
Moving my fingers, pencil, or ball pen stimulates my learning abilities.					

RQ 4: What is the preferred learning style of the subjects in terms of Kinaesthetic Learning Styles?

I need to be physically involved to learn.					
I learn by walking around or moving my legs.					
I act out the concept that needs to be learned.					
I learn while in motion, like swivelling in a chair.					
I put ideas into action in order to learn them.					
I like to be directly involved in activities like role-playing, mime, and the likes.					

I can memorize well while moving or walking.					
I can memorize well by moving in my chair.					

### Data Collection Procedure and Analysis

Due to the pandemic, Covid-19, a survey was conducted and questionnaires were distributed to participants via an online Google form. The data was analysed using descriptive statistics, which are frequency counts for each type, to determine the preferred learning style of Orang Asli level 2 students in terms of (a) Auditory Learning, (b) Visual Learning, (c) Tactile Learning, and (d) Kinesthetic Learning. They were then converted to percentages. Descriptive statistics are useful because the data is presented in a tabular fashion, allowing the reader quickly and easily obtain information (Lemire, 2000). Using Dunn and Dunn's (1996) Perceptual Learning Style categorization, the researcher can still identify and explain the preferred learning styles.

The survey questions were presented and displayed to the participants before they were distributed. Throughout the poles, the participants were supervised to ensure that they responded and finished all of the questionnaire items. The learners' preferred learning styles for learning English were indicated by all of the components in the questionnaires. The frequencies and percentages of the data received from the items answered were calculated. The level of approach used was determined using descriptive statistics, such as the frequency of scoring and percentage counts.

### Research Findings and Discussion

#### Introduction

The results of the survey question analysis are presented in this chapter. The data in section A, of the students' questionnaire clarifies the respondents' demographic profile, which is gender, while the rest of the data clarifies the findings obtained from the survey questionnaires that were distributed in order to discover students' learning preferences in one of the Orang Asli schools in Kluang, Johor.

## Presentation of Data Demographic Profiles

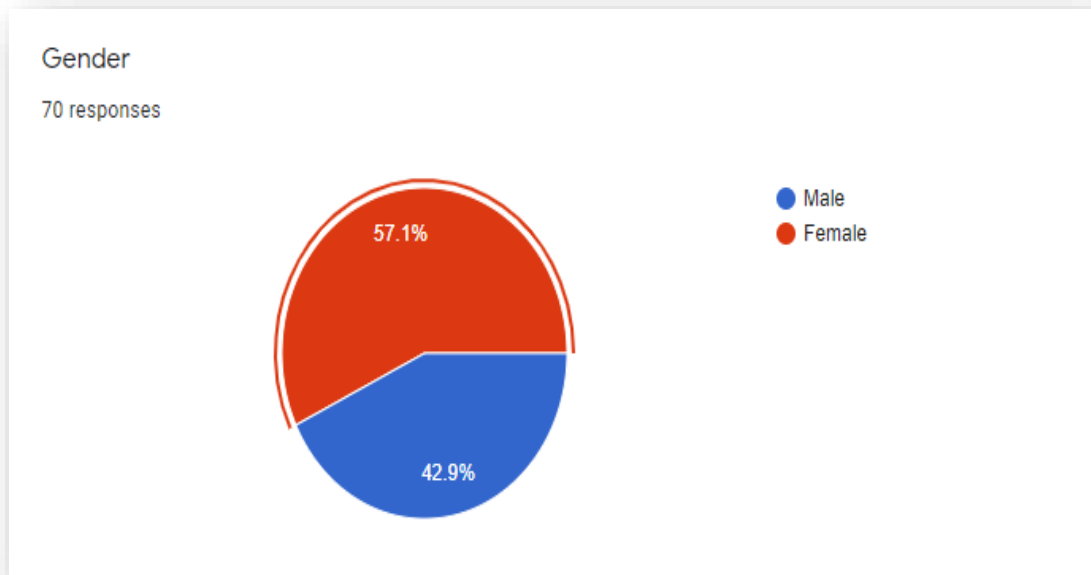


Figure 4.1 Gender of the students

A total of 70 level 2 students from one of the *Orang Asli* schools in Kluang, Johor participated in this study. The responses were split evenly between males and females, as seen in Figure 4.1. Figure 4.1 shows that female students exceed male students, with 40 girls compared to only 30 boys, indicating that 57.1 percent of the pupil sample was female and only 42.9 percent was male.

### Presentation of data according to the Research Questions

The goal of this study was to find out which learning approaches level 2 *Orang Asli* students favoured. This chapter presents the analysed data, while the explanation of the results is offered in accordance with the Research Questions. A summary of the findings is presented in this section, followed by a discussion based on study questions. The following are the research findings on the LSPs of *Orang Asli* rural school students:

**RQ 1: What is the preferred learning style of the subjects in terms of Auditory Learning Styles?**

Statement	Never	Rarely	Occasionall y	Frequentl y	Always
I learn best by listening to verbal instructions or explanations.	F=0 (0%)	F=5 (17.1%)	F=18 (25.7%)	F=21 (30%)	F=26 (37.1%)
I form the sound of words to recall them.	F=1 (2.9%)	F=10 (14.3%)	F=18 (25.7%)	F=22 (31.4%)	F=18 (25.7%)
I remember information by hearing myself say the words.	F=3 (4.3%)	F=5 (7.1%)	F=20 (28.6%)	F=30 (42.9%)	F=12 (17.1%)
I read aloud instead of silently talking to myself.	F=8 (11.4%)	F=19 (27.1%)	F=17 (24.3%)	F=15 (21.4%)	F=11 (15.7%)
I memorize information or associate my memories with songs.	F=9 (12.9%)	F=14 (20%)	F=20 (28.6%)	F=18 (25.7%)	F=9 (12.9%)
I take an active part in the discussion.	F=3 (4.3%)	F=14 (20%)	F=29 (41.4%)	F=17 (24.3%)	F=7 (10%)
I learn best by talking to other people.	F=2 (2.9%)	F=7 (10%)	F=25 (35.7%)	F=21 (30%)	F=15 (21.4%)
Saying the words out loud makes me at ease.	F=7 (10%)	F=11 (15.7%)	F=17 (24.3%)	F=22 (31.4%)	F=13 (18.6%)

**Table 2: Frequency (F) and percentage (%) of the subjects' selected options for Auditory Learning Styles**

Table 2 shows the frequency and percentage of the individuals' chosen options. The frequency of Auditory Learning Style was observed to be moderate in general, since most individuals chose the 'Frequently' options which is the second highest chosen by the participants.



**RQ 2: What is the preferred learning style of the subjects in terms of Visual Learning Styles?**

Statement	Never	Rarely	Occasionally	Frequently	Always
I learn best by seeing, reading, and watching.	F=0 (0%)	F=2 (2.9%)	F=7 (10%)	F=23 (32.9%)	F=38 (54.3%)
I need to construct and use strong visual image associations to learn.	F=1 (1.4%)	F=12 (17.1%)	F=19 (27.1%)	F=17 (24.3%)	F=21 (30%)
I need to create a picture on paper or in my mind to remember something.	F=6 (8.6%)	F=19 (27.1%)	F=22 (31.4%)	F=12 (17.1%)	F=11 (15.7%)
I like to create pictures to match with the words.	F=9 (12.9%)	F=17 (24.3%)	F=9 (12.9%)	F=26 (37.1%)	F=9 (12.9%)
I need to see the words rather than the images.	F=6 (8.6%)	F=11 (15.7%)	F=15 (21.4%)	F=27 (38.6%)	F=11 (15.7%)
I daydream to imagine what things look like.	F=3 (4.3%)	F=7 (10%)	F=14 (20%)	F=27 (38.6%)	F=19 (27.1%)
I like demonstrations, seeing diagrams, slides, posters, and visual aids.	F=2 (2.9%)	F=6 (8.6%)	F=21 (30%)	F=15 (21.4%)	F=26 (37.1%)
Reading or seeing the words in order to learn the words best describes me	F=1 (1.4%)	F=8 (11.4%)	F=18 (25.7%)	F=21 (30%)	F=22 (31.4%)

**Table 3: Frequency (F) and percentage (%) of the subjects' selected options for Visual Learning Styles**

Table 3 shows the frequency and percentage of options selected by the subjects. The majority of participants chose 'Frequently' and 'Always', indicating a high frequency of Visual Learning Style.

**RQ 3: What is the preferred learning style of the subjects in terms of Tactile Learning Styles?**

Statement	Never	Rarely	Occasionally	Frequently	Always
Using my hands/feelings/touching is my style in learning.	F=7 (10%)	F=20 (28.6%)	F=21 (30%)	F=12 (17.1%)	F=10 (14.3%)
I like to play with objects while learning.	F=11 (15.7%)	F=14 (20%)	F=19 (27.1%)	F=15 (21.4%)	F=11 (15.7%)
I learn by taking down notes while listening.	F=1 (1.4%)	F=9 (12.9%)	F=27 (38.6%)	F=20 (28.6%)	F=13 (18.6%)
I underline ideas while listening.	F=2 (2.9%)	F=10 (14.3%)	F=18 (25.7%)	F=27 (38.6%)	F=13 (18.6%)
I need to highlight pertinent information	F=3 (4.3%)	F=13 (18.6%)	F=17 (24.3%)	F=30 (42.9%)	F=7 (10%)
I doodle, fold a paper, and play with a pencil or ball pen while learning.	F=22 (31.4%)	F=18 (25.7%)	F=9 (12.9%)	F=11 (15.7%)	F=10 (14.3%)
I manipulate objects while studying.	F=18 (25.7%)	F=23 (32.9%)	F=15 (21.4%)	F=9 (12.9%)	F=5 (7.1%)
Moving my fingers, pencil, or ball pen stimulates my learning abilities.	F=13 (18.6%)	F=14 (20%)	F=27 (38.6%)	F=7 (10%)	F=9 (12.9%)

**Table 4: Frequency (F) and percentage (%) of the subjects' selected options for Tactile Learning Styles**

Table 4 presents the frequency of the subjects' selected options and their percentage. The majority of participants picked 'Frequently' and 'Occasionally,' indicating that tactile Learning Style is used commonly.

**RQ 4: What is the preferred learning style of the subjects in terms of kinesthetics Learning Styles?**

Statement	Never	Rarely	Occasionall y	Frequently	Always
I need to be physically involved to learn.	F=3 (4.3%)	F=13 (18.6%)	F=24 (34.3%)	F=20 (28.6%)	F=10 (14.3%)
I learn by walking around or moving my legs.	F=13 (18.6%)	F=19 (27.1%)	F=15 (21.4%)	F=14 (20%)	F=9 (12.9%)
I act out the concept that needs to be learned.	F=20 (28.6%)	F=23 (32.9%)	F=17 (24.3%)	F=7 (10%)	F=3 (4.3%)
I learn while in motion, like swivelling in a chair.	F=23 (32.9%)	F=22 (31.4%)	F=13 (18.6%)	F=9 (12.9%)	F=3 (4.3%)
I put ideas into action in order to learn them.	F=4 (5.7%)	F=20 (28.6%)	F=23 (32.9%)	F=20 (28.6%)	F=3 (4.3%)
I like to be directly involved in activities like role-playing, mime, and the likes.	F=23 (32.9%)	F=15 (21.4%)	F=16 (22.9%)	F=9 (12.9%)	F=7 (10%)
I can memorize well while moving or walking.	F=16 (22.9%)	F=23 (32.9%)	F=9 (12.9%)	F=16 (22.9%)	F=6 (8.6%)
I can memorize well by moving in my chair.	F=20 (28.6%)	F=18 (25.7%)	F=15 (21.4%)	F=12 (17.1%)	F=5 (7.1%)

**Table 5: Frequency (F) and percentage (%) of the subjects' selected options for Kinesthetic Learning Styles**

The frequency of the participants' chosen options and their proportion for Kinesthetic learning style are shown in Table 5. Most of the participants chose "Never" and "Rarely" for this learning style. However, the majority, 24% of participants chose "Occasionally" as their preferred learning style for Kinesthetic.

Table 3 shows that the respondents had a high preference for the specific visual learning style "I learn best by seeing, reading, and watching," with 38 students carrying 54.3 %, followed by the option "Frequently," which was chosen by the majority of them 23 students (32.9 %) for this statement. With a score of 0%, none of the students selected the option "never" for this statement. The comments "I need to see words rather than images" and "I daydream to visualise what things look like" were the second and third most popular answers, with 27 replies for each (38.6 %). Apart from that, for the assertion "To learn, I need to build and employ strong visual picture associations," most students nominated the option "Always" with a percentage of 30. Followed by a 37.1% respondent answered for the statements "I like to create pictures to match with the words" and "I like demonstrations, seeing diagrams, slides, posters, and visual aids" answered for the Option "Frequently" and

"Always". The choices "never," "rarely," and "sometimes" were selected by the fewest students.

Only one-third of the subjects reported that they remember information by hearing themselves by say the words, as indicated in Table 2, and they employed this learning method on "Frequently," which received 42.9 %. The second most common option was "Occasionally," with 41.4 % of subjects saying that they learn best by participating actively in discussions, followed by "I learn best by listening to verbal instruction or explanation," with 37.1 % agreeing for the option "Always" and 0% for the option "Never" that means students mostly listening to verbal instructions or explanations. Most of the highest scores were in the options of "Occasionally", "Frequently" and also "Always" for Auditory Learning Styles.

The significant proportion of students who favour Visual learning styles matches the findings of Alias et al (2014), who found that while both Visual and Auditory learning styles are prevalent among students, Visual learning takes precedence over Auditory learning. The staggering statistic of 54.3 % indicates that children are more likely to be visual learners. They were comfortable studying what they observed with their eyes, such as reading notes and viewing PowerPoint presentations with visual images or charts provided by their teachers. It's simple because pictures appeal to those inquiring and intuitive young minds more than plain text. Learners, for example, respond to visual information faster than they do to text-only material. Visuals also help students learn more effectively on a variety of levels. Besides, people who learn visually retain information for extended lengths of time. Video and picture processing is thought to happen instantly in long-term memory. It helps people, students especially, learn faster by assisting them with information processing, largely through images.

Besides, for Tactile Learning Style as shown in Table 4, the majority of subjects prefer to highlight pertinent information while listening, as evidenced by the figure, which shows that most of the respondents strongly associate with the learning style's frequent use of 38.6% for "Frequently" option. Following that, the table revealed that the majority of students need to underline ideas while listening (38.6 % for "Frequently" option). For the statement "I learn by taking notes while listening" and "Moving my fingers, pencil, or my ball pen stimulates my learning abilities" equally answered "Occasionally" option which shows 38.6% too.

Meanwhile, for the statement "Using my hands/feelings/touching is my learning method," 30% of respondents chose "Occasionally." Following that, 27.1 % responded "Occasionally" to the statement "I like to play with objects while studying." For the statements "I doodle, fold a paper, and play with pencil or ball pen while learning," the majority of students chose "Never" or "Rarely," with 31.4 % choosing "Never" and 25.7 % choosing "Rarely." The comment "I manipulate items when studying" was followed by responses of 25.7 % for "Never" and 32.9 % for "Rarely."

As demonstrated in Table 5, most students choose kinaesthetic learning style only sometimes since the prime percentage were below the option "Frequently." The subjects' most favourite learning style under Kinesthetic is that they need to be physically active in order to learn, with 34.3% indicating that they use the choice "Occasionally" followed by the choice of "frequently" with 28.6%. The next highest statement preferred by the students was "I put ideas into action in order to learn them" with the number of 23 students (32.9%) by choosing the choice "Occasionally". Most of the respondents chose "Never" and "Rarely" selection for the other statements, especially for the statements, "I act out the concept that needs to be learned" with 28.6% chose "Never" and 32.9% chose "Rarely". Next, "I learned while in motion, like swivelling in chair" with 32.9% chose "Never" option and 31.4% chose

“Rarely” option. Furthermore, “I like to be directly involved in activities like role playing, mime and the likes” was selected by 32.9% of students chose the “Never” option the most. Around 32.9% of students chose “Rarely” option for the statement “I can memorize well while moving or walking” and also for the statement “I learn by walking or moving my legs”, around 27.1% students chose “Rarely” option, which demonstrates that subjects dislike moving around while studying.

After thoroughly analysing all of the data, it was discovered that the visual learning style is the preferred learning style of level 2 Orang Asli students, making it the dominant learning style chosen by the students, followed by the auditory learning style. In addition, students prefer tactile and kinesthetic learning styles, which are referred to as trivial learning modes. It should be emphasized that the findings of this study are similar to those of Alias et al (2014); Abidin et al (2011); Razawi et al (2011), all of which have similar research contexts – Malaysian rural communities – and research subjects - *Orang Asli* students. According to information gathered from various studies, rural students prefer Visual and Auditory learning modes to Tactile and Kinesthetic learning styles. The discovery of distinct PLSPs among each of the four perceptual channels that are more preferred by the rural *Orang Asli* school students of Kluang, Johor, is the study's contribution to academics.

## Conclusion

### Introduction

Teachers are frequently presented with students who are resistant to learning because they have been forced to study in methods that are not appropriate for their individual learning styles. The goal of this study was to find out which learning techniques were favoured by students at one of the Orang Asli schools in Kluang, Johor. Teachers who are aware of their students' learning styles are more likely to match their teaching styles by planning appropriate activities that meet their students' needs. As a result, this chapter discusses the study's findings and suggestions.

### Implications for Teaching and Learning

This research has two implications for classroom practice: the necessity to examine rural students' PLSPs and teachers' involvement in modifying the classroom learning based on the identification of PLSPs by rural students. To begin with, the study shows that knowing students' PLSPs can lead to a better understanding of their learning needs, which is especially true in rural settings. As a result, teachers in the language classroom will be able to respond to the needs of their students, resulting in more successful learning sessions. Elements of 21st-century learning, which promotes independent learning and student-centeredness, could be included in assessing students' PLSPs – not only could learners be taught to be more aware of their learning preferences, but they could also inquire about and request classroom teaching methods that appeal to their PLSPs.

Teachers can also help students identify their PLSPs by observing their classroom activities, ordering them to keep language logs, filling out questionnaires, or conducting interviews. Teachers take on new roles by maximising students' involvement in their second language learning process, raising their awareness of PLSPs, and providing them with opportunities and resources to use their preferred PLSPs in order to co-create a natural and successful second language learning environment by incorporating PLSPs into classroom practise. The findings of this study revealed that students prefer visual and auditory learning modes, which are followed by tactile and kinesthetic learning styles. As a result, more learning

activities should include components of visual and auditory PLSPs, as well as tactile and kinesthetic PLSPs, which are more widely accepted by students. According to Boon, rural students are more prone than urban students to have a poor learning experience (2017). This could be due to a lack of structured language learning opportunities for rural students and their PLSPs. This is owing to the high level of poverty in rural areas.

### **Pedagogical Suggestions**

The purpose of this study was to shed some insight on learning styles for students and teachers. Furthermore, the findings of the study will allow students to measure their learning preferences, particularly when it comes to studying English. Apart from that, it will show them that there are many different learning styles and preferences. As a result, students will feel more responsible for their own learning, and they may desire to embrace additional learning methods in the future to help them with advanced learning.

The findings of this study will also benefit English teachers, as they will provide an excellent opportunity for English teachers to better understand their students' learning styles, as it will inform them that a variety of learning styles and learning preferences exist in their classrooms, allowing teachers to incorporate appropriate teaching materials and delivery methods to meet the needs of each student, particularly those teaching in *Orang Asli* schools. Furthermore, it will improve teachers' teaching styles because teachers will approach their lessons differently by providing appropriate instructions on activities and materials that will cater to students' learning styles, as successful teaching and learning process will be the most important predictor of students' success.

### **Conclusion**

The most favoured learning techniques of *Orang Asli* students in Kluang Johor were effectively explored in this study. At the same time, this research has raised some concerns about teachers' understanding of their students' Perceptual Language Learning Preferences. According to the findings, the majority of Level 2 *Orang Asli* students selected the visual and auditory learning styles as their primary learning styles, with tactile and kinesthetic learning styles as their secondary learning styles. According to Brown (2003), when learning and teaching styles are compatible, students' achievement and learning styles are usually strengthened. Consequently, teachers have an even greater responsibility in such a trip to assess students' LSPs and provide a constructive learning environment in which their PLSPs are met, all for the second language learning environment to become entertaining, real, and pleasurable.

It can be concluded that identifying students' learning styles will greatly assist and contribute to the learning process. In order to provide an appropriate learning environment and a better teaching strategy, it is critical to modify the questionnaire based on the PLSP. It is vital to match learning and teaching styles in order to approach the problem. As a result, language instructors should create a learning environment that takes into account and identifies the profiles and learning styles of their students. As time passes, classroom practice shifts – learning is no longer considered as a one-way chalk-and-talk process, but as a two-way interaction between teachers and students, each of whom must assume diverse responsibilities to meet the demands of modern education.

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