



Difference between Auditory and Visual Students on Their Writing Achievement

Salsabila Gita Nurani

¹Politeknik Negeri Bali, Indonesia

e-mail: *salsabila.gnurani@pnb.ac.id

Abstract Students' learning styles is related to their study achievement, but what exactly the appropriate style that can influence their achievement deeply is one of the questions in recent day. This research was conducted in order to know whether there is a difference between auditory and visual learners especially in their writing achievement as the researchers argued that writing English is the most complicated skill than other English skills. Quantitative design was used in this research and the participants were selected randomly from male and female students in University of Islam Malang. They were students of English Department in fourth semester. The study found that there is no significant difference between auditory and visual students in their writing achievement. The suggestion for the next research is to consider including another learning style such as kinesthetic learners.

Keywords: Auditory; Visual; Writing Achievement

Abstrak Gaya belajar mahasiswa tentu berkaitan dengan prestasi belajar mereka, tetapi salah satu pertanyaan yang muncul belakangan ini adalah gaya belajar apa tepatnya yang dapat memengaruhi prestasi mereka secara mendalam. Penelitian ini dilakukan untuk mengetahui apakah ada perbedaan antara mahasiswa dengan gaya belajar auditori dan mahasiswa dengan gaya belajar visual, terutama dalam prestasi menulis Bahasa Inggris mereka, karena para peneliti berargumen bahwa menulis Bahasa Inggris adalah keterampilan yang paling rumit dibandingkan keterampilan Bahasa Inggris lainnya. Desain kuantitatif digunakan dalam penelitian ini, dan peserta dipilih secara acak dari mahasiswa laki-laki dan perempuan di Universitas Islam Malang jurusan Pendidikan Bahasa Inggris semester IV. Penelitian ini menemukan bahwa tidak ada perbedaan yang signifikan antara mahasiswa dengan gaya belajar auditori dan mahasiswa dengan gaya belajar visual dalam prestasi menulis Bahasa Inggris mereka. Saran untuk penelitian selanjutnya adalah perlu mempertimbangkan untuk memasukkan gaya belajar lainnya seperti gaya belajar kinestetik.

Kata Kunci: Auditori; Visual; Prestasi menulis Bahasa Inggris

INTRODUCTION

Writing is one of the productive skills which sometimes seems difficult to be acquired by learners. Moreover, writing helps learners to produce language. Through writing, they can express what they feel when they cannot express it through speaking. Writing does not only write about something but it is also how to produce that thing. In writing, learners have their own style in learning and constructing their idea. Lindsay and Paul (2006) said that writing is a part of the language learning process. When writing about a topic, we are actively engaging with the material, which strengthens our understanding and memory of it. The act of putting concepts into our own words solidifies them in our mind. These are the reasons why writing is crucial for learners.

There are number of important factors such as learning styles and learning strategies but in this case, the important thing is learning styles. Learning style refers to an individual's characteristics and preferred ways of gathering, interpreting, organizing and thinking about information. Some learners may have different ways to make them easily in understanding the lesson, it can be only from listening the explanation or by watch some pictures in the slides. It depends on learners' characteristics itself as every learner has their own style in understanding something. There are many kinds of learning styles and these learning styles will affect their products in writing. According to Reid (2002), learning styles refer to an individual's natural, habitual and preferred way of absorbing, processing and retaining information and skills. Learning styles come from learners themselves. It cannot be made by the teacher.

In this case, this study has two common kinds of learning styles like auditory and visual. According to Silverman (2010), visual is an individual who likes to look for connectivity between the parts in all situations and tend to learn holistically. The learners can understand easily by seeing the pictures than the words. Which one of both learning styles above become the effective learners' learning styles in writing. This present study aims to continue the previous study from Ahmed (2012) that is about the effect of different learning styles on developing writing skills of EFL Saudi learners. However, on that research, the researcher used homogeneous groups which randomly divided into control group and experimental group. The key objective of Ahmed's study was to know the effectiveness of using different learning styles on developing students' writing. The result of this previous study showed that the performance of the experimental group was far better than that of the control one in the writing achievements. On the other

hand, the present study used heterogeneous learners which were auditory learners and visual learners to investigate whether these different learning styles have significant difference or not in their writing achievement.

Other research about learning styles and writing achievement comes from Hanafi and Septiana (2021) who conducted correlational research design to see the relationship of grammatical sensitivity and learning style on writing ability. There were three variables here which were grammatical sensitivity (X1), students' learning style (X2), and writing ability (Y). The instrument used to collect the data were grammatical sensitivity test, learning style questionnaire, and writing test. The data analysis showed that the mean score of grammatical sensitivity was 18.81 which is on medium level of grammatical sensitivity. Meanwhile, the writing test showed that visual learners had good writing ability with mean score of the class was 81.57. The results of this study found that 1) there is significant correlation between the students' grammatical sensitivity and writing ability; 2) there is no significant correlation between students' learning style and writing ability; 3) there is a significant influence of grammatical sensitivity and learning style on students' writing ability.

According to Gregory (2005), learners will have a dominant style within a mode that is visual, auditory, or tactile/kinesthetic. Visual learners have dominant mode of sight with the characteristics are learn best by seeing things and like to visualize information to understand it better. Auditory learners have dominant mode of hearing with the characteristics are learn best by listening and speaking and get benefit from verbal instructions and explanations. Then, the tactile/kinesthetic students have dominant mode of touch and movement with the characteristics are learn best by doing and experiencing things and may have difficulty sitting still for long periods of learning. Besides, Sprenger (2003) writes of "differentiation through sensory pathways," using visual, auditory/verbal, and kinesthetic/tactile as descriptors of ways (paths) by which students take in information or process sensory stimuli. Scientific theorists believe that the human brain differentiates such stimuli to understand them.

Brown (2007) describes learning style as the learning preferences as common characteristics with respect to the individual, and what distinguishes it from others in learning. The educational psychologists divide learning styles into three main dimensions, namely: cognitive, affective, and perceptual. Perceptual learning style

consists of visual, auditory, and kinesthetic, and this dimension, according to Hyland (2005), is more relevant in teaching and learning second language/foreign language.

Students with different learning styles have a tendency to learn differently (Ahiri & Dunifa, 2015). Visual students tend to see the overall picture of something; auditory students tend to learn better through verbal explanation and presentation of the material gradually, while kinesthetic students prefer to learn from their own experience, and ideas will be more meaningful throughout) practice. Students will learn more effective if it conforms to the style they like. Besides, when the materials and learning activities can accommodate preferences of students in learning, they will succeed (Dobson, 2011). It can be concluded that learning is more effective when it aligns with students' learning style, and students are more successful when the materials and activities fulfill their learning preferences.

In this article, the researcher only focuses on auditory and visual learners. Visual learner, according to Silverman (2010), is an individual who likes to look for connectivity between the parts in all situations and tend to learn holistically. They tend to think in pictures rather than words. They are not sequential learners (step by step learners). They have difficulty with simple tasks but capable of completing complex tasks.

Some prominent characters of visual learner are (1) intelligent observer, (2) study the concept as a whole, (3) achieve true solution intuitively, (4) tend to look at the overall relationship to learning, (5) able to synthesize well, (6) able to learn difficult concepts easily, but have difficulty to learn easy concept. On the other hand, auditory learners tend to think sequentially; that is, they learn from easy to difficult. Therefore, they like sequence of instructions or gradually. There are several characteristics of auditory learners, which are: (1) step by step learner, (2) detailed observer, (3) very good memorizer, (4) analytical thinker (5) learner from easy to difficult (Silverman, 2010). Moreover, DePorter and Hernacki (2000) specify the most prominent characteristics of visual and auditory learners. Some of the prominent characteristics of visual learners are (1) speaks quickly; (2) long-term planner and good regulator; (3) can spell/write well; (4) remember what is seen rather than what is heard; (5) difficult to remember verbal instructions, (6) quick and diligent reader; (7) often know what to say but do not know how to choose the words. Meanwhile, those who have auditory learning style have a lot of difficulties to directly absorb the information in form of writing, and they have difficulty in writing or reading. Despites, the characteristics of auditory learners

proposed by DePorter and Hernacki are (1) easily distracted by the commotion; (2) tend to read aloud (3) difficult to write but great at storytelling; (4) eloquent speaker; (5) easy to remember what they listen rather than what they see. Therefore, students' learning styles are hypothesized to have a significant difference on students' English writing performance, so it is necessary to be tested.

Visual learners thrive on seeing information, preferring diagrams, charts, and written material to grasp concepts effectively; they excel at spatial reasoning and visual memory but may struggle with auditory instructions and visual distractions. In contrast, auditory learners learn best through hearing and speaking, thriving in lectures and discussions, and possessing strong listening and verbal communication skills, though they may find written instructions and noisy environments challenging. While visual learners benefit from mind maps and color-coding, auditory learners succeed through recording lectures and participating in discussions. Recognizing these differences allows individuals to tailor their study habits. After knowing the theoretical conditions of visual and auditory learners, this study aimed to measure whether there is significant difference between auditory and visual learners on their writing achievement.

METHOD

This present study comes for answering the research question which was "Is there any significant difference between auditory learners and visual learners on their writing achievement?". Thus, the researcher hypothesized (H_1) that "There is a significant difference between auditory learners and visual learners on their writing achievement." On the other hand, the null hypothesis (H_0) was "There is no significant difference between auditory learners and visual learners on their writing achievement."

The researcher used quantitative research in this research. The number of participants of this study is 50 students consists of males and females (heterogenous) who are in fourth semester as English students in University of Islam Malang. Then, those participants were selected randomly until get 30 students. 30 students are selected as representative of all students who had filled the questionnaires. The 15 students included in visual learning style and the others included in auditory. This grouping was based on students own learning style through the questionnaires which had shared before.

For collecting data, this research used questionnaires and table score. Questionnaires consisted of 14 questions and statements which shown their learning style. Then, they asked to fill the table score. Actually, the students write their own score in writing course which was gotten during learning on this semester. The data gathering procedure started with sharing questionnaires to three classes. The data were collected for about two weeks. This data collection began with a briefing session to ensure that all of participants understood about the aim of questionnaires. Then continued by shared the questionnaire. The questionnaire adapted from learning styles inventory by Beatrice (1994).

Independent samples t-tests were conducted to evaluate whether visual students and auditory students have significant difference on their writing achievement. The data was analyzed through SPSS software and using the ex-post facto research design. The quantitative data were drawn from the questionnaire which had been finished. Finally, the percentage, mean, standard deviation, and t-test for independent samples were computed to analyze data quantitatively.

RESULT AND DISCUSSION

Based on the data, the researchers gained the participants writing scores in this semester, as the following results.

Table 1. Group Statistics

	Learning Style	N	Mean	Std. Deviation	Std. Error Mean
Writing	Auditory	15	76.33	3.994	1.031
	Visual	15	80.00	6.268	1.618

Note: N = Number of participants

Table 1 shows the mean score of auditory and visual learners in their writing achievement. Auditory students reach the mean score 76.33, while visual learners' mean score is 80.00. Here, it looks that visual learners get higher score about 3.67 point in writing course, but it still cannot be concluded whether this difference is significant or not. So that's why we need to consider calculating the significant difference with deeper analysis which is using independent samples test.

Table 2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% CID	
Writing	Equal variances assumed	1.686	.205	-1.911	28	.066	-3.667	1.919	-7.598	.264
	Equal variances not assumed			-1.911	23.760	.068	-3.667	1.919	-7.629	.296

Note: Diff. = Difference; CID = Confidence Interval of the Difference

The independent t-test in Table 2 shows the result of the difference between auditory and visual learners on their writing achievements. The t-observe value of -1.911 ($p = .066 > .05$) indicates that the writing achievements of those two groups do not have any significant difference because p value is higher than 0.05. It comes to answer the research question that there is no significant difference in writing achievement between auditory learners and visual learners. Therefore, the first hypothesis (H_1) that "There is a significant difference between auditory learners and visual learners on their writing achievement" is rejected, whereas on the other hand, the null hypothesis (H_0) which was "There is no significant difference between auditory learners and visual learners on their writing achievement" is accepted.

For the discussions, the result of this present study in compared with the study from Ahmed (2012) who said that the performance of the experimental group was better than the control group on their writing achievement, has a different result because the previous study used heterogeneous subject in the group of participants so readers could not know which learning style that performs better among other learning styles. While, this present study was comparing two kinds of learning styles (auditory and visual), and found that there was no significant difference between them on their writing achievement. On the other side, the result of this study is in accordance with the study from Hanafi and Septiana (2021) which stated that there is no significant correlation between students' learning styles and their writing achievement. Although the previous study conducted different research design, it can be determined that learning styles do

not have significant difference in writing achievement between auditory learners and visual learners.

This research was conducted to examine whether there is any significant difference between students' learning style, especially auditory and visual, on their writing achievements. According to DePorter & Hernacki (2000), visual students' character can support their ability to write, for example, good in spelling, fast and diligent reader, quiet and usually not disturbed by the commotion. On the other hand, the result of this study showed that different learning style didn't have any significant difference on students' writing. This present study also proved that although both groups have little bit difference on the mean scores, visual learners reached higher score than auditory learners; it doesn't mean that visual learners have better writing than auditory learners. Furthermore, learning style is one of people's innate natures which have no significant effect for their writing achievements such Vivanco (2009) stated that the ability to write has nothing to do with the innate nature but related to motivation and attitudes. Moreover, in writing development, Warsidi (2025) found that the students used two types of responses which were presenting introductory responses and responding to questions. Here, they used explicit and implicit strategies to respond to their essay writing.

It can be concluded that although their writing course scores had a little difference which was the visual learners gained higher mean score than the auditory learners (about 3.67 point), this difference is not significant. In other words, when comparing two or more groups or sets of data, these observed differences are likely due to random chance or normal variation, rather than a real or meaningful effect. The data of this little different writing score point does not provide strong enough evidence to conclude that there is a genuine difference between the auditory learners and visual learners which were compared in this study.

CONCLUSION

The finding of this study indicated that there was no significant difference between students who have visual learning style and students who have auditory learning style in their writing achievements. Whatever students' learning styles do not influence significantly on their writing achievement although their writing course' scores showed that visual learners have higher score than auditory learners. For the last, students'

learning styles are students' ways to make them easily in understanding information. Thus, the researchers suggest the future researcher to add another learning style such as kinesthetic learners, not only visual and auditory to get deeper analysis whether or not these three learning styles have significant difference on students writing achievements. Moreover, the future researcher can use a larger sample size to represent a larger subject population.

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