MORAL AND GENDER IDENTITY IN THE STORY OF THE BUTTERFLY IN THE MOSQUE

Arri Alfiantho*1
[1]Lampung University, Indonesia

* Corresponding Author: *arrialfiant@gmail.com*

A B S T R A C T

Researchers studied this study using Norman Faiclough's theory of critical discourse analysis. Through this theory, the researcher can carry out critical reflections to dismantle the interests of the analyzer. This study describes how moral identity and gender identity are in short stories on republika online media. The approach used is qualitative to understand phenomena about what the subject of the study experiences for example behavior, perception, motivation, action. The data collection technique is carried out by downloading short stories through the Republika e-paper, then describing, analyzing, and interpreting based on critical discourse analysis techniques. The findings of this study are: there are issues of moral and gender identity that are represented by examining the linguistic level and practice of discourse. Based on the findings, it can be concluded that the study of moral and gender identity can dismantle ideologies and aspects hidden in short story texts by looking at linguistic elements through modalities and metaphors; in the practical dimension of discourse shows that short stories contain elements of moral identity and gender identity in line with the vision and mission of the Republika online media that uphold human and cultural values; Factors that influence the development of moral identity and gender include internal factors, namely factors that exist within the character himself, and external factors, namely factors that exist outside the character (environment, lifestyle, friendships).

INTRODUCTION

Learning now cannot be carried out in classrooms since the spread of Covid-19 almost worldwide. Universities in many countries are taking immediate action to transfer classes online. This solution was to practice social distancing and prevent the spread of the pandemic, which resulted in an unprecedented period of emergency online teaching (Hodges et al., 2020). The shift to online teaching requires universities to take an information communication technology approach to teach online. During this crisis on a global scale, online teaching as a temporary solution to education is taking place in various locations around the world. Online learning can be an essential learning mode to convey lessons to students. Online learning can obtain "new" information by offering

conventional sources, effectively strengthening other course information by providing illustrations, explanations, essences, and exercises.

Speaking is a fundamental and objective part of foreign language learning in language learning. Rivers (2018) said that speaking is the most important thing in learning a foreign language because it is the foundation of communication and the most challenging skill. Speaking can be the key to communication since it is an essential point for communication. It s an interactive handle for constructing meaning that includes creating, accepting, and handling information. So, the activities in the speaking course ought to cover those creating, receiving, and managing data.

In Indonesia, English plays a role as a foreign language that students must learn from elementary school to university. To increase success in the teaching and learning process carried out in the classroom, an educator must have a creative strategy to make the atmosphere of teaching and learning at the school more attractive. So that students can catch the material easily so that students will achieve the learning objectives.

Language learning styles and strategies are one of the main factors that help determine how – and how well – our students learn a second language or a foreign language (Oxford, 2003). also asserts that learning styles are general approaches – for example, global or analytic, auditory or visual – that students use to acquire a new language or study other subjects. To better understand the importance of paying attention to learning styles in learning behavior, Felder and Henriques (1995) stated that "Students learn in many ways, by seeing and hearing; contemplate and act; reason logically and intuitively; memorizing visualizing."

Learning style is the easiest way for individuals to absorb, organize, and process. The appropriate learning style is the key to student success in learning. By realizing this, students can absorb and process information and make education more accessible to their learning styles. Learning styles that are limited to only one form, primarily verbal or with an auditory route, can undoubtedly lead to imbalances in absorbing information. Therefore, in learning activities, students need to be assisted and directed to identify learning styles that suit them to achieve learning objectives effectively.

Student learning style is an educational instrument that is an essential part of the learning process. There are three modalities (types) in learning styles: visual, auditory, and kinesthetic (Deporter & Hernacki, 2000). Many other experts categorize learning styles based on cognitive preferences, intelligence profiles, and sensory preferences. This study uses sensory preferences, namely visual, auditory, and kinesthetic learning styles. The reason for using sensory selection is because it can be observed through the senses when a student is in the learning process. Based on sensory preferences, visual learners learn through what they see, auditory learners learn by hearing, and kinesthetic learners learn by moving, working, and touching. Every student has all three learning styles; it's just that one style usually dominates.

This pandemic era indirectly changes learning strategies in the classroom and must change to distance learning or online learning. Indirectly it also changes the learning style used by students. The students will adapt to the new understanding carried out if an educator does not respond quickly to these changes; it will indirectly hinder the learning process from being implemented. An educator must be more aware to provide learning in

online classes according to the learning styles used by students. Even in online courses, choosing a learning strategy that fits the student's learning style will help the learning process succeed and achieve the learning goals.

Under these circumstances, an educator needs an instrument to determine students' learning styles commonly used. VARK questionnaire is one of the suitable instruments to help educators know students' learning styles. With the initial step of implementing this, the educator will find it easier to choose learning strategies applied in online classes.

LITERATURE REVIEW

Educators should focus on designing approaches that facilitate the learning process by finding answers about how students learn best in the teaching and learning process. Each individual learns according to their respective learning styles. Neil D. Fleming has developed a visual, aural, reading/writing, and kinesthetic (VARK). This model is a new development that refers to the existing VAK (Visual, Aural, Kinesthetic) learning style preference model. Fleming distinguished [Visual] modality preference with Aural, Read/Write, and Kinesthetic [Read/Write] modalities, whose last name was VARK (Fleming & Bonwell, 2019). This inventory categorizes student learning based on a preferred neural system when receiving information and can use to guide teachers in choosing strategies for learning and assessment. It is the first to systematically present a series of questions with help sheets for students, teachers, and employees to use in their way. Fleming (2012) states that the questionnaire can alert students and teachers to different learning approaches. This questionnaire also supports students with learning difficulties and teachers who want to develop additional learning strategies for their lessons. This inventory is widely used in educational institutions worldwide and has received wide acceptance from students and lecturers because of its ease of application in learning. It is a suggestion, not a diagnosis and prediction.

The learning style originates from personality factors, including cognitive structure, psychological, socio-cultural background, and educational experience. In general, learning styles are divided into four, namely:

1. Visual

Visual learners focus on realistic displays such as graphics, illustrations, handouts, and videos. These things are learning instruments that help students with a visual learning style. Students will feel more motivated to review or get data visually before understanding something. Visual learners will assimilate lessons through picture descriptions because they can remember more easily.

2. Aural/Auditory

Auditory learners learn through listening to information. They will more easily understand the lesson and are very good at remembering the things they mentioned earlier. They will be more likely to listen to explanations than to have to read textbooks.

3. Reading or writing

Students with this learning style prefer to absorb information in words and text. They're the type who doesn't mind sitting down and reading for valuable insight.

4. Kinesthetic

Students with this learning style will understand the lesson through touching or doing (practicing) something. Touch engagement is beneficial for kinesthetic learners. Touching is a symbol to inquire the consideration, early development by muscle, memorizing something by moved and locked. Utilize body language and incapable sit nicely for a long time.

Students usually do not have a single learning style. They may require more than one sensory modality for processing information. Multimodal learning categories are bimodal, trimodal, or quad-modal, with several combinations for their preferred learning style described below.

Table I. Various Categories Of The Multimodal Learning Styles

Modes	Description
Bi-modal	Visual and Auditory (VA)
	Visual and Reading/Writing (VR)
	Visual and Kinesthetic (VK)
	Auditory and Reading/ Writing (AR)
	Auditory and Kinesthetic (AK)
	Reading/Writing and Kinesthetic (RK)
Tri-modal	Visual, Auditory, and Reading/Writing (VAR)
	Visual, Auditory, and Kinesthetic (VAK)
	Visual, Reading/Writing and Kinesthetic (VRK)
	Auditory, Reading/Writing and Kinesthetic (ARK)
Quad-modal	Visual, Auditory, Reading/Writing, and Kinesthetic (VARK)

The students' learning styles and language learning strategies are essential factors in teaching a foreign language. Widharyanto, B., & Binawan, H. (2020) investigated students' learning styles and language learning strategies from various ethnicities in Indonesia. They collected the research data obtained through Fleming's learning VARK questionnaire. The result of the study is that the main learning styles of students from the five ethnicities are variants [aural] and [kinesthetic], including variations in bim and trimodal. Their learning outcomes are used as a reference to improve lecture planning and learning performance. In line with Oxford's statement, that can align student learning styles and student learning strategies with the designed teaching method.

Knowing students' learning styles provides a good start for effective instructional design. A student-centered approach is certainly not a new idea, but progress in adopting such an approach to teaching in higher education has been slow. Educators can design practical learning activities and create a positive learning environment that increases student engagement by considering students' learning styles. When students are involved in lessons or classroom activities, they are likely to process and retain information better. Payaprom, S., & Payaprom, Y. (2020), The topic of their research is identifying the learning styles of language learners: A helpful step in moving towards the learner-

centered approach. They said that most language learners had multiple learning style preferences. Kinesthetic and auditory are unimodal learning styles that students dominantly use. Educators must address students' diverse learning styles to motivate them to engage in learning. It will create a better learning environment in the classroom and encourage students to pursue and achieve academic goals.

To learn a foreign language, students must master several skills, one of which is mastering speaking skills. Speaking is the ability to share opinions, thoughts, and intentions with other speakers (Mohammed, 2021). Therefore, speaking shows an interactive process between speaker and listener, including receiving and processing material and producing a definite response according to interactional and transactional facts. Speaking plays an essential role in communication. In foreign language learning, EFL students face many difficulties when speaking English due to the students' lack of confidence in their abilities. Leong & Ahmadi (2017) said that the fewer students practice their oral skills, the fewer students understand verbal skills, which means that speaking is one of the challenging skills to teach students.

It is a challenge for a teacher to teach speaking to students in the current pandemic era. The practice of learning English has shifted from face-to-face classes to digital or online courses. A study conducted by Atmojo & Nugroho (2020) stated that the difference in learning methods from face-to-face learning to online learning triggered questions about student and teacher perceptions of the new system. Online learning also has its weaknesses for students in obtaining knowledge transfer carried out by a teacher. The difference in the learning system will also indirectly change the learning strategies used by students in the classroom. A learning system that forces students to use learning media that they did not previously know about will make students have difficulty adapting and hinder them from improving their abilities in foreign language learning. Some students with visual learning abilities will have no problem with online learning systems, but many may be less interested in them. Nartiningrum N. & Nugroho A. (2020) stated in their research that they found that some students experienced communication and interaction problems between teachers and students and students with students who were less conducive. The situation made students feel that their success in real life can be affected by the lack of direct interaction opportunities.

With these problems, a teacher, before implementing a new learning model in an online class, needs to know about the learning styles that students usually do when in the learning process. One of them is by using the VARK questionnaire, which can help educators find out the learning styles that students generally operate in the learning process in the classroom. The VARK questionnaire can be used for the students to develop their learning method with which they are conformable and perform at their own pace of understanding. The VARK learning style students can use to attain new knowledge can help students to stimulate a positive and challenging learning environment. Therefore, this approach might give the students more enjoyment in learning in some situations. Afzaal et al. (2019) understand that students' learning style helps educators select the most effective type of teaching and not only focus on one teaching approach. When the educator's teaching methods match the students' learning

style, their chance to learn efficiently and understand quickly can be advantageous to their university ranking due to the high rate of degree achievement.

Based on the research done above, learning style is one of the factors that can affect student learning outcomes and is proven to improve the learning atmosphere in the classroom to be more interesting. But the topic of this research is still rarely done in online learning, so in this study, the researcher will focus on research to analyze the type of learning style students use in speaking class.

RESEARCH METHOD

Research Design

This study applied descriptive and qualitative method. The method describes and illustrates systematic, factual, and accurate facts about the research object. Setiyadi (2006), The descriptive qualitative approach is used to explain a problem based on research reports. The research results will be the basis for the preparation of a theory.

Instruments

The questionnaire was chosen as a design tool to collect information from an individual. This kind of questionnaire requires participants to respond by selecting the answer options provided. This study has two data collection techniques: interviews with lecturers who teach speaking in class and the Neil Flaming questionnaire adaptation, namely the VARK questionnaire version 8.01. The researcher distributed questionnaires to each student in the online speaking class using google form.

Participants

The total sample of participants in this study consisted of 33 undergraduate students from University of Muhammadiyah Pringsewu Lampung majoring in English education department. This study aims to determine which students often use learning styles in learning.

Validity The Instruments

Leite, Svinicki, and Shi (2010) conducted the validity of the VARK questionnaire to measure learning styles. Their study shows that a correlated trait- correlated method best fits the VARK score. The estimated reliability of the coefficient was adequate. The study found preliminary support for the validity of the VARK scores (http://vark-learn.com/category/news). A further report (http://vark-learn.com/category/news/) shows that a majority of the computing students (3767) have used this instrument out of 27591 university students. Roughly 34,187 students are from the age group between 18- and 25. Students, by large, have a kinaesthetic learning style (28%), followed by Reading (24%), Auditory (20%), and Visual (23%). Nevertheless, the reliability of the personality inventory is within the range of .67 to .82.

RESULT AND DISCUSSION

Table 1. Result of the Learning Style

Learning Style	Frequency
Visual	3
Auditory	7

Reading	4
Kinesthetic	19

Based on table 1, Three students have a visual learning style, and seven students have an Auditory learning style, four students have a Reading/Writing learning style, and 19 Kinesthetic students. Students speaking class in online learning with kinesthetic learning style is the dominant respondent in this study.
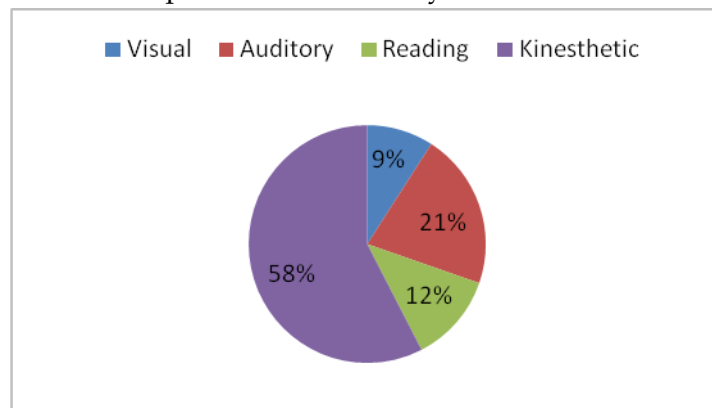

Figure 1. Description Learning Style of Speaking Class in Online Learning

Figure 1. shows the demographic data found in this questionnaire. 9% of respondents are students who have Visual learning styles, 21% are students who have Aural/Auditory learning styles, 12% are students who have Reading/Writing learning styles, and 58% are students who have Kinesthetics learning styles.
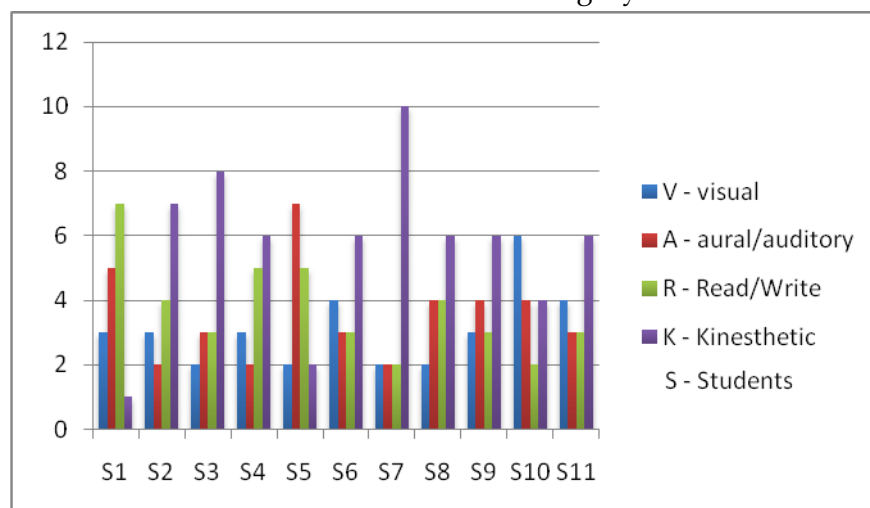

Figure 2. Detail of Learning Style by students

Figure 2. shows in detail that S1 has a learning style of visual 3, aural/auditory 5, reading/writing 7, and kinesthetic 1. With these results, S1 dominant learning style is writing/reading, while S2 has a learning style of visual 3, aural/auditory 2, reading/writing 4, and kinesthetic 7. S2 has a kinesthetic dominant learning style. And the results of other students can be seen in the appendixes of this study.
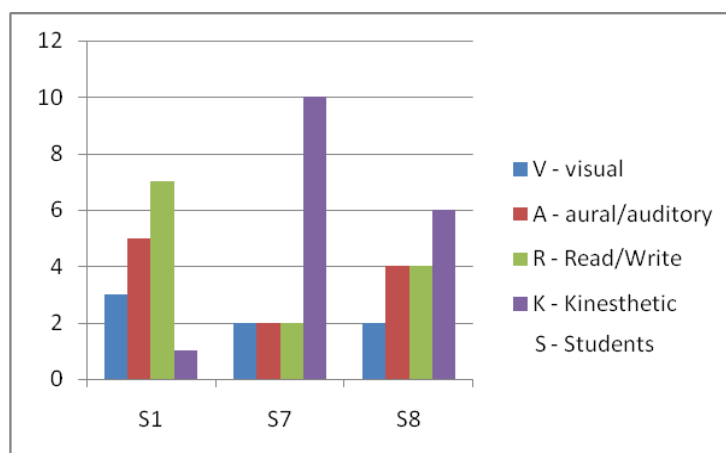
Figure 3. Description multimodal learning style based on each student

Figure 3 explains that this questionnaire does not always have one type of learning style (uni-modal) but tends to have many (multimodal) learning styles. The figure illustrates that S1 has a read/write and aural/auditory (RA / bi-modal) learning style. In S7, the student has a dominant kinesthetic learning style (K / uni-modal) through the graph. While in the S8 chart, it is explained that the student has kinesthetic, aural/auditory, and read/write (KAR / tri-modal) learning styles, but which is more dominant is the kinesthetic learning style. The kinesthetic learning style was more prevalent because 19 students had a kinesthetic style.

Discussion

This study has answered the research question by explaining that responding students' most common learning style is kinesthetic. 58% of students believe in "doing" or "practice" learning styles. The results of this study indicate that the visual learning style received an unsatisfactory response (9%). In line with Deghani's (2021) research, his findings state that learning using the visual learning style got low results. Only three students of 44 respondents preferred to learn using the visual learning style or only got 6.9%.

Aural/auditory learning got a response of 21%. Based on Indriani's (2020) research, only a few respondents in his study used auditory learning styles to improve their speaking skills. Meanwhile, in this study's read/write learning style, only four students used the read/write learning style or 12%. Support Deghani's research (2021) in the table of his findings that 4.5% of students use the read/write learning style.

The students prefer to go directly to practical learning strategies. Kinesthetic learners tend to be touchers and feelers, and the best method to test their knowledge and learning is to fill in the blanks and multiple-choice, while the worst type of test for them is the extended essay test. Table 2 below shows the results of the study compared to previous studies.

Table. 2 Comparison Of Learning Style

Comparison of Learning Style	This Study	Abouzeid et al. (2021)	VARK report
Visual Learning style	9 %	17%	23%

Auditory Learning style	21%	30%	20%
Reading Learning style	12%	10%	24 %
Kinaesthetic learning style	**58 %**	**43 %**	**28 %**

Table 2 shows that the average kinesthetic learning style is the most dominant than other learning styles, in line with Abouzeid et al. (2021), who found that the kinesthetic learning style was the most widely used by students. In his findings, 43% of respondents chose to learn with a kinesthetic style because students were actively involved in learning by directly practicing their theory.

Current students prefer lecturers' teaching style that involves students directly in the learning process by participating in activities carried out by lecturers and communicating directly in front of the class. It is different from the traditional teaching method, where the lecturer explains in front of the class and students see and take notes on the learning material. However, the results of this study partially support the previous research conducted by Kharb et al. (2013) because kinesthetic is the most frequent learning style compared to reading as the least preferred learning style.

From the discussion above, we can conclude that students will be more interested in learning if educators have interesting learning strategies that allow students to practice directly the learning material that discusses. The results provide some helpful information that our students who respond are more likely to learn at their best when the learning process involves practical aspects of learning by doing. The students rely less on just reading or viewing the display and prefer to learn by doing and problem-solving.

Based on the results of this study and supported by several relevant studies regarding students' learning styles in the classroom, this research has been able to answer the research questions made by the author. This research only wanted to know the use of students' learning styles in online speaking classes and they use more kinesthetic learning styles to improve their speaking skills.

CONCLUSION

Based on the research results and discussion, the researcher can conclude that the students learning styles in speaking class are visual learning styles only reaching 9%, Aural/Auditory learning styles reaching 21%, and Reading/Writing learning styles reaching 12%. The most dominant learning style is the kinesthetic one, which gets 58%. Researchers can help identify student learning styles based on the VARK questionnaire by conducting this research. With this, educators can find out students' learning styles, and educators can update teaching methods by balancing teaching methods with student learning styles. Understanding student learning styles helps educators choose the most effective teaching style and not just focus on one teaching approach. When educators' teaching methods follow students' learning styles, it is an opportunity for them to learn easily and quickly understand the material discussed. This study only seeks to find out how the learning styles used by students in online speaking classes without examining more deeply the use of strategies they do in online speaking classes.

Suggestion

Future research will examine the learning styles used by students in the classroom and the use of learning strategies in each type of learning style that students do. How much is the use of learning strategies according to learning styles in the classroom? Are there other factors such as gender and learning perceptions that affect the improvement of student speaking achievement in line with their learning styles.

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