

AN ANALYSIS OF STUDENTS LEARNING STYLE IN ENHANCING ENGLISH VOCABULARY IN THE DIGITAL ERA

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Abstract

The research followed a descriptive framework to examine how Generation Z learns vocabulary, particularly focusing on their everyday vocabulary learning styles in the context of the current digital age. Hence, a qualitative approach was chosen for this study. The research subjects here are Generation Z, specifically seventh-semester students of the English Education Department. The instruments used in this study such as observation, interviews, and documentation. The result of this research showed the learning styles of Generation Z students in acquiring English vocabulary are significantly influenced by the use of digital technology. The dominant learning style is a combination of visual, auditory, and kinesthetic approaches, all of which are supported by various digital platforms and applications. Students demonstrate a strong interest in visual and audio-based learning media, such as images, videos, and sounds, which are available through applications like Vocabulary.com and Duolingo, as well as platforms such as YouTube, Tik Tok, and Instagram. This indicates a preference for an audio-visual learning style.

Keywords— Digital Era, English Vocabulary, Learning Style

Introduction

Generation Z, often referred to as "digital natives," is the second youngest generation following millennials (Ramadhani, 2025). According to Prasanna & Priyanka (2024), Gen Z is expected to comprise about a quarter of the global population. Born between 1997 and 2012, this generation has grown up with the internet as a constant presence in their lives (Jayatissa, 2023). Commonly known as "Gen Zers," "post-Millennials," or "iGen", this includes individuals who perform their daily activities through internet or digital environment (Alruthaya et al., 2021).

While Gen Z has many advantages in terms of digital skills and access to information, they also face challenges such as digital distraction and increased mental health pressures due to excessive use of social media. On the other hand, they have significant opportunities to thrive in the digital economy, with numerous job prospects in technology, creativity, and digital entrepreneurship. Therefore, understanding the characteristics and needs of Gen Z is crucial for educators, businesses, and governments in creating an environment that supports their growth and development. Moreover in education site (Twenge, 2017).

The integration of technology into English language learning has emerged as a prominent trend in the field of education in the modern age (Grendi Hendrastomo, 2023). There are numerous factors that underscore the significant role of technology in the process of learning English. Firstly, technology facilitates easier access to a wide array of online educational resources, including online courses, websites, applications, and instructional videos (Maulina, M., Rahim, T. R., Cortez, A. O., Narciso, S. A. V., & Said, 2023). This accessibility allows students to enhance their comprehension of the English language through diverse learning

materials. Secondly, technology fosters more engaging lessons via sophisticated educational applications and software (Oktaviana, D., & Ardiawan, 2023). This enables students to practice their speaking, listening, reading, and writing skills in English in a more captivating and effective manner. Additionally, technology offers automatic correction features for grammar and pronunciation, assisting students in promptly rectifying their errors.

Technological advancements have significantly influenced in (Schroth, 2019) how Gen Z communicates, learns, and works. They prefer text-based communication through instant messaging apps rather than face-to-face interactions. In the field of education, they are also more comfortable with online learning systems, online courses, and e-learning, allowing them to study anytime and anywhere. This requires educators and educational institutions to adjust their teaching methods to better align with the needs and preferences of Gen Z.

As modernity evolves, social media usage has become increasingly widespread, especially among the younger generation. It offers a practical means of accessing educational content and learning materials for many students, including vocabulary, which is a fundamental component of language learning (Fathi & Sidgi, 2021). By engaging with content on social media, users can expand their vocabulary effectively.

Technology plays a vital role in English language learning for several reasons. It provides easy access to diverse online learning resources, including courses, websites, applications, and educational videos, enabling students to enhance their English skills (Maulina, M., Rahim, T. R., Cortez, A. O., Narciso, S. A. V., & Said, 2023). Advanced educational tools also make lessons more interactive, allowing learners to practice speaking, listening, reading, and writing in engaging ways in (M. Harsha Vardhini, 2023). Furthermore, technology facilitates remote learning, enabling students to study without the need for physical proximity to their instructors. Additionally, features such as grammar and pronunciation auto-correction assist learners in quickly addressing their mistakes.

Vocabulary is the initial element and an important component of the English language, thus children should acquire vocabulary because when students learn vocabulary, they also learn how to speak, listen, read, and write (Nurrizal, M., & Septiani, 2021). Students will struggle to effectively communicate and express their emotions in both written and spoken form in (Idayani & Sailun, 2024) if they lack a large enough vocabulary. Students require resources or media to learn vocabulary in order to get around this. One of the most engaging methods for teaching vocabulary is to use the internet's functionality. It helps them in learning an English language (Robin & Aziz, 2022). However, we need a sufficient vocabulary to employ the structure; we cannot learn it with just a few things. Learning a language requires mastering its fundamental structures and a large vocabulary.

Learning styles are crucial in shaping how individuals absorb and process information. According to Minda Sri (2023), defines learning style as the way a person collects, organizes, and interprets information. Learning styles are generally categorized into three primary types: visual, auditory, and kinesthetic. Visual learners process information best through visual aids, auditory learners rely on listening, and kinesthetic learners prefer hands-on experiences. Recognizing one's learning style allows individuals to adopt strategies that align with their preferences, optimizing their learning process (Widharyanto, B., 2020).

Learning styles vary for each student based on personal preferences in selecting a learning approach and pertain to how students think, stimulate their minds, and consistently solve problems. According to DePorter, B., & Hernacki (2020), it defines as the combination of an individual's methods to absorb and handle information, describing how they assimilate, process, and control information. Moreover, learning styles encompass not just the dimensions of consuming information through writing, listening, watching, and speaking, but also the aspects of safely processing information, generally through the right brain and left brain, with additional aspects pertaining to responses to situations in our educational environment.

Learning styles refer to the individualized approaches that students utilize to comprehend, process, and acquire information, which are influenced by their personal inclinations during the educational experience. These styles are generally categorized into three main types: visual, auditory, and kinesthetic. When educators tailor their teaching strategies to align with the distinct learning styles of their students, they can facilitate more effective learning

outcomes (Zulfiani V, Swastika S, 2021). According to Falah, B. Z., Sudarno, S., & Mustafid (2016), each student has a specific learning style that shapes how they interpret and internalize the material presented by the instructor. According to Alhafiz (2022), emphasized that learning styles serve as a framework for elucidating how students build knowledge, comprehend intricate information, and cultivate varied perspectives. These styles enable educators to evaluate each student's potential, allowing for a more focused application of learning strategies that resonate with students' interests (Kusumawati, 2019). Each student exhibits distinct characteristics, levels of preparedness, and varied approaches to information absorption during the learning process. By recognizing these learning styles, educators can pinpoint challenges and gauge students' readiness to grasp material in accordance with their interests and capabilities (Minda, Sri, 2023).

The research subjects here are Generation Z, specifically seventh-semester students of the English Education Studi program. This generation is unique because they have a high exposure to digital technology, growing up in the era of the internet, social media, and smartphones as an essential part of daily life (Prensky, 2001).

The purpose of this study is to explore how Generation Z's vocabulary learning style in the current digital era and what strategies are effective for learning vocabulary. and aims to identify the challenges faced in learning vocabulary in this digital era and how to overcome these challenges, thus the results of this study are expected to provide recommendations for vocabulary learning strategies and styles for other generation Z and even for the next generation to make it easier to learn vocabulary.

The novelty of this research is that it is conducted on students majoring in English. Previous studies were conducted on school children, including elementary school, junior high school students, course students, and university students who were not majoring in English. And Most previous studies have only discussed the dominant learning styles used by students, but not many have explored how Generation Z learns vocabulary in the digital era.

The research titled "Analysis of Students' Learning Styles on Generation Z English Vocabulary in the Digital Era" was chosen due to its relevance to technological advancements in education. Generation Z, growing up in the digital era, has distinct learning styles, particularly in acquiring English vocabulary with the aid of technology such as applications and social media.

Literature Review

Learning style is the way individuals process, understand, and remember new information based on their preferences in (Dunn, R., & Dunn, 1978) such as environmental, emotional, sociological, and physiological factors. Learning style refers to how individuals absorb, process, and apply information based on their experiences. The Experiential Learning Theory (ELT), which categorizes learning styles into Converging, Diverging, Assimilating, and Accommodating (Kolb, 1984). Learning style is the way individuals acquire language based on their sensory strengths and cognitive strategies. In the context of language learning, he classified learning styles into Visual, Auditory, Kinesthetic, Tactile, Group, and Individual Learning Styles (Reid, 1995).

Vocabulary plays a crucial role in language proficiency, serving as the foundation for speaking, listening, reading, and writing. Without a broad vocabulary and effective strategies for learning new words, learners may struggle to reach their full potential and may feel discouraged from engaging in language-learning opportunities around them, such as listening to the radio, interacting with native speakers, using the language in various contexts, reading, or watching television, listening through English flog on YouTube, reading some news via internet, and many others. According to Wilson, (2024), learning English through technology in vocabulary mastery enhance the students in their language learning.

Technology plays a vital role in the vocabulary learning journey of Generation Z. With easy access to the internet and mobile devices, this generation can now acquire vocabulary through various platforms, including language learning apps, social media, online games, and videos. Mobile apps and games have revolutionized vocabulary learning by integrating

gamification features that make the process more enjoyable. It also as tools are especially effective as they combine repetition, rewards, and visual cues to boost learning (Wilson, 2024).

Research Method

This study was qualitative research, a method that generates descriptive data in the form of written or spoken words, as well as observable behaviors (Cropley, 1971). The research applied a descriptive framework to examine how Generation Z learns vocabulary, particularly focusing on their everyday vocabulary learning styles in the context of the current digital age. Hence, a qualitative approach was chosen for this study. Primary data referred to information gathered directly from the original source, through online interviews with several students that are four students of English Education Department in seventh semester (S1,S2,S3,S4). This data offered direct and specific insights relevant to the research topic. Secondary data, on the other hand, is collected from indirect sources, such documents, photographic records, interview transcripts, and other forms of documentation. Secondary data serves to support and enrich the primary data collected by the researchers. Therefore, there were three instruments used in this research such as online interview, observation and documentation.

The data collection process was determined by the researcher prior to the study and involves selecting appropriate techniques for gathering data. The success of the research largely depends on the quality of data collection, as it plays a crucial role in achieving reliable study outcomes.

Results and Discussion

1. The Influence of Generation Z's Learning styles on English Vocabulary Acquisition in the Digital Era

The findings of this data relate to learning styles in English vocabulary in the digital era. The writer used observation, interviews, and documentation as instruments to collect data. Based on the results of the observation showed that Generation Z students in the English Education program at Zainul Hasan Genggong Islamic University tend to adopt a highly digital-oriented learning style in mastering English vocabulary. A preference for visual and auditory media, the use of learning applications, and interactions through social media are prominent characteristics.

The observation was conducted directly on the learning activities of Generation Z students in English courses, particularly in the process of learning and using English vocabulary both in the classroom and through digital media. This observation aimed to clearly identify how their learning styles are applied and how technology supports the vocabulary learning process.

The observation results show that Generation Z students' learning styles heavily depend on digital and visual media. They tend to be more active and motivated when technology is involved in learning English vocabulary. However, the main challenge lies in the potential distractions caused by social media that exist on the same devices used for learning. The interview results collected from four seventh-semester English Education students aim to analyze the learning styles of Generation Z students in acquiring English vocabulary in the digital era.

" Auditory learning style helps me acquire English vocabulary naturally through digital media such as videos and songs, although I sometimes feel overwhelmed by the large amount of vocabulary that appears at once." (S1)

" I used visual and auditory learning styles to understand vocabulary contextually through videos an note taking but I still need practice to avoid forgetting easily."(S2)

" A combination of visual and kinesthetic learning styles helps me understand and remember English vocabulary more easily through images, videos, and hands-on practice such as taking notes and playing interactive quizzes, compared to just reading text."(S3)

" Visual and auditory learning styles combined with interactive practice such as note-taking and quizzes help me understand and remember English vocabulary

contextually in the digital era, although repetition is still needed to avoid forgetting quickly."(S4)

Based on interview with all respondents, it was found that Generation Z students tend to use a combination of visual, auditory, and kinesthetic learning styles to enhance their English vocabulary. Respondent S1 relied more on auditory learning, especially through digital media such as videos and songs, to acquire vocabulary naturally, although they sometimes felt overwhelmed by the large amount of vocabulary presented at once. Respondents S2 and S4 highlighted the combination of visual and auditory methods, such as using educational videos and taking notes, as effective in helping them understand vocabulary in context. However, both emphasized the importance of repetitive practice to avoid forgetting the material quickly. Meanwhile, S3 stressed the role of kinesthetic elements in learning, such as hands-on practice, note-taking, and participating in interactive quizzes, which they considered more effective than just reading.

Overall, the combination of visual, audio, and active engagement through various digital platforms proved to be an effective approach for Gen Z students in understanding and retaining English vocabulary. Nonetheless, all respondents agreed that repetition and continuous practice remain essential to reinforce the vocabulary they have learned.

2. The Role of Digital Tools and Platforms in the Development of English Vocabulary among Generation Z

Digital tools and platform can significantly enhance English vocabulary development among Generation Z if used purposefully. However, without proper guidance, they may also lead to shallow or incorrect learning.

"YouTube and Google Translate are effective in developing vocabulary, but distractions from non-educational content can be a hindrance, so selectiveness in choosing content is necessary."(S1)

"Platforms like YouTube, TikTok, Google Translate, Duolingo, and Instagram support vocabulary development through interactive content, but they can become a hindrance when distracted by entertainment content, making it important to choose educational sources."(S2)

"YouTube supports vocabulary development through engaging visual and audio content, but distractions like ads and notifications can hinder focus, making it important to distinguish between educational and entertainment content for effective learning."(S3)

"Digital platforms like YouTube, Duolingo, and TikTok support vocabulary development through interactive content, but distractions from ads and entertainment can be a hindrance, making it important to choose educational content."(S4)

Based on interview with all respondents, it can be concluded that digital platforms such as YouTube, Duolingo, TikTok, Google Translate, and Instagram play a significant role in supporting the development of English vocabulary among Generation Z students through interactive and engaging content. Respondent S1 stated that YouTube and Google Translate are very helpful in learning vocabulary, but also pointed out the distractions from non-educational content, making content selection an important factor. Respondent S2 expanded on this view by adding TikTok, Duolingo, and Instagram as effective learning tools, while also emphasizing that the temptation to consume entertainment content can hinder the learning process. S3 and S4 shared similar perspectives, particularly regarding YouTube, which they found useful due to its engaging visual and audio content. However, both acknowledged that advertisements, notifications, and entertainment content could disrupt concentration if not approached wisely.

Overall, all respondents agreed that although digital platforms strongly support vocabulary learning through their interactive features, success in using them effectively depends largely on students' ability to filter and select educational content and avoid purely entertaining distractions. This highlights the importance of digital awareness and learning discipline in maximizing the potential of digital media as a tool for English vocabulary development.

Generation Z students tend to utilize a combination of visual, auditory, and kinesthetic learning styles to develop their English vocabulary. Digital media such as videos, songs, and interactive quizzes are used to understand vocabulary in a contextual and practical manner. The respondents emphasized the importance of repeated practice to prevent forgetting vocabulary easily.

In addition, digital platforms like YouTube, Duolingo, TikTok, Google Translate, and Instagram are considered highly supportive in vocabulary learning due to their interactive and engaging content. However, distractions from entertainment content, advertisements, and notifications pose challenges that must be addressed. Therefore, learning success largely depends on the ability to select educational content, digital awareness, and learning discipline in order to maximize the potential of digital media as a tool for English vocabulary development.

The learning styles of Generation Z students are strongly influenced by the fast growth of digital technology. They don't stick to just one way of learning, but often use a mix of three styles: visual (through pictures or videos), auditory (through sound or music), and kinesthetic (through physical activity or hands-on practice). These learning styles work even better because they are supported by many digital platforms and learning apps that are widely available today.

These learning styles are not only used in the classroom or during formal lessons, but also become part of their daily digital habits. For example, they might learn English vocabulary by watching YouTube videos, listening to songs, playing interactive quizzes, or using apps like Duolingo. This means their learning happens in a flexible and ongoing way through the digital tools they use every day. This finding is supported by Sigit Subagja, which categorizes learning styles into visual, auditory, reading/writing, and kinesthetic. Students from Generation Z often apply a combination of these styles particularly visual and auditory when engaging with digital learning materials. In addition, according to Marc Prensky Generation Z can be described as digital natives who instinctively incorporate technology into their everyday lives, including in the process of learning language (Kim, 2020).

Learning style refers to a unique way in which students capture, absorb, and process information. This process varies student according to each student's individual character and learning preferences. Every student has a different way of understanding information, depending on how they engage with the learning material process. Students are left independently and not encouraged by teachers or enforced by lessons to use a specific set of strategies, they naturally will use learning strategies that reflect their basic learning styles (Widharyanto, B., 2020). According to Minda Sri (2023), another aspect in learning style are when responding to something in the learning environment (abstract and concrete absorption). That are not only in the form of aspects when dealing with information, seeing, hearing, writing and speaking but also aspects of sequential, analytic, global or left-brain and right-brain information processing.

Generation Z is a generation that has grown up with technology from an early age. They are used to using various digital platforms such as YouTube, TikTok, and Instagram, as well as educational apps like Duolingo to support their learning process, especially in improving their English vocabulary. Their tech skills help them access online learning sources more easily and quickly. Prensky describe Generation Z as digital natives who instinctively incorporate technology into their learning processes. Their regular use of social media for studying languages demonstrates a clear preference for content that is quick, engaging, and visual oriented. This behavior is consistent with Sigit Subagja which highlights the prominence of visual and auditory learning styles among students.

Social media platforms like TikTok and Instagram are not only used for entertainment but also as learning tools. They follow educational accounts that share English learning content in a short, fun, and easy-to-understand format. This shows that visual and auditory learning styles dominate the way they learn, as they feel more comfortable learning through videos, sounds, and interactive displays.

Modern technology serves as an effective and valuable resource that is currently being widely and efficiently integrated into English language classrooms. Social media is often used for language learning, one of which is vocabulary learning. One of the crucial parts of classroom learning is vocabulary. Now, we can expand our vocabulary by reading people's posts on social

media. People frequently use social media, especially the younger ages, to learn vocabulary. One of the popular social media tools for vocabulary acquisition is TikTok. On TikTok, some movies and audio can help students understand the meaning of vocabulary and spark their enthusiasm for learning new words (Minda, Sri, 2023). In order to enhance English speaking proficiency among learners belonging to the Generation Z cohort, it is of paramount importance to delve into efficacious strategies that are congruent with their distinct learning predilections and proclivity towards technology (Sumartono, 2023).

Overall, the interview findings indicate that the digital tools and platforms used by Generation Z strongly support the process of English vocabulary acquisition, provided that their usage is consistent, selective, and well-directed.

Conclusion

Based on the research findings from interviews with four respondents, it can be concluded that Generation Z students tend to use a combination of visual, auditory, and kinesthetic learning styles in developing their English vocabulary in the digital era. The use of digital media such as videos, songs, images, note-taking, and interactive quizzes through platforms like YouTube, TikTok, and Duolingo effectively supports contextual vocabulary learning. Each learning style contributes uniquely, but all respondents emphasized the importance of repetition and consistency. Overall, a blended learning approach supported by digital media is effective, though its success depends on students' discipline in selecting educational content and avoiding distractions from entertainment.

Digital platforms such as YouTube, Duolingo, TikTok, Google Translate, and Instagram play an important role in supporting the development of English vocabulary among Generation Z students through interactive and engaging content. However, although these platforms are effective, their successful use largely depends on students' ability to filter and select educational content while avoiding distractions from entertainment content. Therefore, digital awareness and learning discipline are key factors in maximizing the potential of digital media as a tool for English vocabulary learning.

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